

Vita V. Kogan

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EDUCATION

- 2020 **Ph.D. in Cognitive Science and Language (excellent)**
University of Barcelona, Spain
Committee: Valerie Hazan (UCL), Susanne Reiterer (University of Vienna), Natàlia Fullana (University of Barcelona)
- 2016 **M.Sc. in Psychology of Language (with merit)**
University of Edinburgh, UK
Supervisor: Antonella Sorace
- 2012 **M.A. in Teaching a Foreign Language (GPA 3.82/4)**
Middlebury Institute of International Studies at Monterey, USA
Supervisor: Anna Vassilieva

ACADEMIC APPOINTMENTS

- 2022 - **Lecturer (=Assistant Professor) in Russian**
School of Slavonic & Eastern European Studies
University College London, UK
- 2021 - 2022 **Lecturer (=Assistant Professor) in Linguistics**
Department of Linguistics
School of Languages, Linguistics & Film
Queen Mary University of London, UK
- 2020 - 2021 **Lecturer (=Assistant Professor) in Linguistics**
School of English Language and Linguistics
University of Kent, UK
- 2019 - 2020 **Visiting Assistant Professor in Russian**
Graduate School of Translation, Interpretation, and Language Education
Middlebury Institute of International Studies, USA
- 2011 - 2015 **Assistant Professor in Russian (tenure-track)**
European and Latin American School
Defense Language Institute
Department of Defense, USA

2011 **Graduate Teaching and Research Assistant**
Graduate School of Translation, Interpretation, and Language Education
Middlebury Institute of International Studies, USA

OTHER EXPERIENCE

2021 - **Educational Content Developer**
Games and gamified activities for teaching L2 Russian
[*Youlang*](#)

2021 - 2021 **Russian Language Instructor**
Project GO virtual study abroad program
University of Pittsburgh, USA

2020 **Freelance Curriculum Designer**
English for Russian speakers A1/A2 course
[*Duolingo*](#)

2017 - 2019 **Language Program Coordinator & Lead Instructor for Russian**
Summer Intensive Language Programs
Middlebury Institute of International Studies, USA

2017 - 2019 **Lead Instructor for Russian**
Language immersion programs
Language Training Center for Department of Defense Personnel
Concordia College, USA

2016 - **Founder & Educational Game Developer**
*L2 English [*LinguaPolis New York*](#)*
*L2 Russian [*LinguaPolis Moscow*](#)*
*L2 Esperanto [*LinguaPolis Esperanto*](#)*

2011 - 2015 **Russian Language Instructor**
Custom Language Services
Middlebury Institute of International Studies, USA

AWARDS & GRANTS

2022 Nomination for the Student Choice Awards for Inspiring Teaching Delivery, UCL, UK.

2021 Esperanto Association of Britain Research Grant, UK (£500).

2021 Esperantic Studies Foundation Research Grant, USA (\$500).

2015 Commandant's Coin for Teaching Excellence, Defense Language Institute, USA.

2015 Provost's Teaching Excellence Award, Defense Language Institute, USA.

2013 Provost's Teaching Excellence Award, Defense Language Institute, USA.

2011 - 2012 Professional development tuition assistance for outstanding faculty, Defense Language Institute, USA (\$12,400).

2010 - 2011 Merit Scholarship, Middlebury Institute, USA (\$4,500).

2010 Dean's Fellowship, Middlebury Institute, USA (\$11,000).

PUBLICATIONS

(a) books

Kogan, V. (Ed.). (*in-progress*). *Games for students of linguistics*. Cascadilla Press Linguistics Titles.

(b) peer-reviewed papers

Kogan, V., & Mora, J.C. (*under review*). L1-based perceptual individual differences in the acquisition of second language phonology: Investigating the compactness of phonetic categories. *Laboratory Phonology: Journal of the Association for Laboratory Phonology*, xx, xx-xx.

Kogan, V. (2022). The role of acoustic memory and phonological short-term memory in non-native perception: which memory matters more and when? In E. Kkese (Ed.), *Speech Perception and Production in L2*. Cambridge Scholars Publishing.

Kogan, V., & Bondarenko, M., (2022). Russian and Russia through tasks for beginners: Applying task-based language teaching at the low proficiency level. In S. Nuss and W. Martelle (Eds.), *Russian through Task: Task-Based/Task Supported Instruction of RFL*, 77-97. Routledge, Taylor & Francis Group.

Bondarenko, M., & Kogan, V. (2021). Shouldn't we do more grammar? Learners' perspectives on the communicative approach in the Russian L2 classroom. *Didaktik Slawischer Sprachen*, 1, 1-11. Dataset publicly available at <https://osf.io/jp3mr/>

Kogan, V., & Reiterer, S. M. (2021). Eros, beauty and phonaesthetic judgements of language sound. We like it flat and fast, but not melodious. Comparing phonetic and acoustic features of 16 European languages. *Frontiers in Human Neuroscience*, 15, 30.

Nieuwland, M. S., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsturn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2019). Dissociable effects of prediction and integration during language comprehension: Evidence from a large-scale study using brain potentials. *Philosophical Transactions of the Royal Society of London, Series B: Biological Sciences*.

Nieuwland, M. S., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsturn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2018). Large-scale replication study reveals a limit on probabilistic prediction in language comprehension. *eLife*, 7, e33468.

Nieuwland, M., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsturn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2017). Limits on prediction in language comprehension: A multi-lab failure to replicate evidence for probabilistic pre-activation of phonology. *bioRxiv*, 111807.

(c) other publications

Reiterer, S. M., Kogan, V., Seither-Preisler, A., & Pesek, G. (2020). Foreign language learning motivation: Phonetic chill or Latin lover effect? Does sound structure or social stereotyping drive FLL?. *The Psychology of Learning and Motivation*, 2, 165-205.

Kogan, V., Kapustin, S. (2020). Conquering speaking anxiety with *LinguaPolis*. In U. Nurmukhamedov, & R. Sadler (Eds.), *New Ways in Teaching with Games*. Alexandria, VA: TESOL Press.

Kogan, V. (2017). Kickstarting a language game. *English teaching professional*, 113, 20-21.

Kogan, V., & Mora, J. C. (2017). What language sounds good to you? Researching sources of individual differences in processing unfamiliar non-native vowel contrasts. In E. Babatsouli (Ed.), *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2017* (pp. 168-173). Chania: Institute of Monolingual and Bilingual Speech.

Kogan, V. (2016). Language-specific aptitude and the role of phonological short-term memory in second language acquisition. In *Conference proceedings. ICT for language learning* (p. 425). libreriauniversitaria.it Edizioni.

PRESENTATIONS

(a) invited talks

Kogan, V. (2021). *Workshop: Gamification and foreign language learning*. Talk given at the series of virtual events for language educators, SRAS (The School of Russian and Asian Studies), USA, 8 January.

Kogan, V. (2020). *Gamification of L2 instruction: Cognitive impact*. Talk given at the Virtual Laboratory on Cognitive Approaches to L2 Instruction, Heidelberg University, Germany, 9 July.

Kogan, V. (2019). *Researching individual differences in first and second perception: methodology and tools*. Talk given at the graduate seminar, University of Vienna, Austria, 10 October.

Kogan, V. (2018). *Individual differences in native perception*. Talk given at Talks in Linguistics series of events, University of Illinois in Chicago, USA, 19 November.

(b) conference activity

Kogan, V., Bondarenko, M. (2022). *In search of real-world language tasks: Insights from learners' language experience abroad*. Talk accepted at the 9th International Conference on Task-Based Language Teaching, Austria, 29 August.

Kogan, V. (2022). *Perceptual vowel categories in monolinguals, bilinguals and polyglots*. Talk given at the 10th International Symposium on the Acquisition of Second Language Speech, Spain, 21 April.

Reiterer, S., & **Kogan, V.** (2021). *When melody is not melody, but language is music in my ears. Phonetic chill, latin lover effect and phonesthetics revisited*. Talk given at the 46th Austrian Linguistics Conference, Austria, 9 December.

Kogan, V. (2021). *Naïve listeners rely on acoustic memory and not phonological memory in discriminating a novel vocalic contrast*. Talk presented at the 5th International Conference Approaches to Phonology and Phonetics, Lublin, Poland, 25-27 June.

Kogan, V. (2021). *L1-based perceptual individual differences in the acquisition of second language phonology: Investigating the compactness of native phonetic categories*. Poster presented at 4th International Conference Phonetics and Phonology in Europe, Barcelona, Spain, 21-23 June.

Kogan, V. (2020). *The effect of first language perception on the discrimination of a non-native vowel contrast: Investigating individual differences*. Poster presented at 2nd Workshop on Speech Perception and Production, London, UK, 30 March.

Kogan, V. (2020). *Content/project-based approaches in Russian L2 instruction at the low proficiency level: theoretical reflection and implementations*. Talk given at the American Association of Teachers of Slavic and East European Languages Conference, San Diego, USA, 6-9 February.

Nieuwland, M.S., Barr, D.J., Bartolozzi, F., Busch-Moreno, S., Darley, E., Donaldson, D.I., Ferguson, H.J., Fu, X., Heyselaar, E., Huettig, F., Husband, E.M., Ito, A., Kazanina, N., **Kogan, V.**, ... and Von Grebmer Zu Wolfsturn, S. (2018). *Dissociable effects of prediction and integration on the N400: Evidence from a large-scale replication study*. Talk given at the 31st Annual CUNY Human Sentence Processing Conference, Davis, CA, 15-17 March.

Kogan, V. (2018). *Individual differences in L1 perception & their effects on discrimination of unfamiliar nonnative vowels*. Talk given at the European Second Language Association Conference, Münster, Germany, 5-8 September.

Kogan, V. (2017). *Gamification of learning: a board game to practice conversational English*. Talk given at the European Conference on Games Based Learning, Graz, Austria, 12-13 October.

- Kogan, V.** (2017). *Which language sounds good to you? Individual biases in processing unfamiliar non-native vowel contrasts.* Talk given at the International Symposium on Monolingual and Bilingual Speech, Chania, Greece, 4-7 September.
- Kogan, V.** (2016). *Language-specific aptitude and the role of phonological short-term memory in second language acquisition.* Talk presented at the ICT for Language Learning International Conference, Florence, Italy, 17-18 November.
- Kogan, V.** (2013). *Predisposition towards specific languages: Does the language match exist?* Talk given at the Monterey Bay Foreign Language Education Symposium, Monterey, USA, 30 March.
- Kogan, V.** (2012). *The cognitive effects of positive emotions in learning.* Talk given at the Monterey Bay Foreign Language Education Symposium, Monterey, USA, 10 March.
- Kogan, V.** (2012). *Vocabulary acquisition: Rapid rote vs. Mnemonic Keyword Method.* Talk given at the Defense Language Institute Peer Day Conference, Monterey, USA, 5 May.
- Kogan, V.** (2012). *Vocabulary acquisition with the Total Physical Response method.* Talk given at the Defense Language Institute Peer Day Conference, Monterey, USA, 7 June.

(c) departmental talks and seminars

- Kogan, V., & Reiterer, S.** (2020). *Foreign language learning motivation: Phonetic chill or Latin lover effect? Does sound structure or social stereotyping drive FLL?* Talk given at the Centre for Language and Linguistics, University of Kent, UK, 21 May.
- Kogan, V.** (2019). *Phonetic talent: Can you hear the difference?* Talk given at the Doctoral Workshop on Emerging Issues in Applied Linguistics Research, University of Barcelona, Spain, 4 December.
- Kogan, V.** (2019). *The effect of first language perception on the discrimination of nonnative vowel contrasts.* Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 2 October.
- Kogan, V.** (2019). *Content-based syllabus.* Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V.** (2019). *Corpus-driven grammar teaching.* Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 16 January.
- Kogan, V.** (2018). *Collecting data with crowdsourcing acquisition platforms.* Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 5 October.
- Kogan, V.** (2018). *Open architecture curriculum design.* Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 6 November.
- Kogan, V.** (2018). *Gamification of language teaching.* Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V.** (2017). *Language proficiency and assessment with ACTFL standards.* Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 13 June.
- Kogan, V.** (2017). *Researching individual differences in processing unfamiliar non-native vowel contrasts. Research questions and methodology.* Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 6 October.
- Kogan, V.** (2016). *Language-specific aptitude and phonological short-term memory.* Talk given at the Applied Linguistics Doctoral Workshop, University of Barcelona, Spain, 28 October.
- Kogan, V.** (2015). *Introducing authentic multi-speaker listening materials for language training.* Talk given at the CALL workshop, Defense Language Institute, USA, 12 September.
- Kogan, V.** (2015). *Teaching culture with UC Berkeley Library of Foreign Language Film Clips.* Talk given at the CALL workshop, Defense Language Institute, USA, 7 March.
- Kogan, V.** (2015). *Autonomous learning: Flipped classroom.* Talk given at the CALL workshop, Defense Language Institute, USA, 21 November.
- Kogan, V.** (2014). *Scenario and Task-Based Teaching.* Talk given at the Program Review Meeting, Defense Language Institute, USA, 13 September.

Kogan, V. (2014). *Teaching with mobile applications*. Talk given at the CALL workshop, Defense Language Institute, USA, 1 July.

Kogan, V. (2014). *Collaborative learning with online environments: Sakai*. Talk given at the CALL workshop, Defense Language Institute, USA, 16-20 January.

TEACHING

(a) Linguistics courses, undergraduate and graduate level*

*Multilingualism and Bilingualism (Queen Mary University of London: LIN6034, LIN7034)
Phonetics I / Sounds of English (Queen Mary University of London: LIN4212; University of Kent: LL303)
Phonetics (University of Kent: LL8545)
Phonology (University of Kent: LL553)
*English Phonetics (University of Kent: LL836)
*Sounds (University of Kent: LL838)
Structure of Language / Syntax (University of Kent: LL302)
*Research Skills (University of Kent: LL837)

(b) Teacher education

Introduction to First Language Acquisition (Defense Language Institute)
Introduction to Second Language Acquisition (Defense Language Institute)
Introduction to Language Learning Strategies (Defense Language Institute)
Vocabulary Acquisition Strategies (Defense Language Institute)
Open Architecture Curricular Design (Concordia College)
Gamification of teaching ((Middlebury Institute)
Authentic Material Development for Content-based Programs/Post-textbook Classroom (Middlebury Institute)

(c) Content-based language courses

Contextual Understanding of Russian Culture and Society (Concordia College; iso-immersion)
Geopolitics and History of Russia (Concordia College; iso-immersion)
Novel Studies in Russian (Middlebury Institute; Custom Language Programs)
Unsolved Puzzles of Russian History (Middlebury Institute; Custom Language Programs)
Humor in the Russian Literature of the XIX and XX Centuries (Middlebury Institute; Custom Language Programs)
Modern Slang and Jargon in Russian (Middlebury Institute; Custom Language Programs)
English for Business (Middlebury Institute; Custom Language Programs)
Introduction to Job-Related Skills in Russian (Defense Language Institute)
Introduction to Military Topics in Russian (Defense Language Institute)
Comprehensive Military Topics in Russian (Defense Language Institute)
Introduction to Russian Culture (Defense Language Institute)
History and Geography of Russia (Defense Language Institute)
Area and Intercultural Studies in Russian (Defense Language Institute)

(d) Language courses, undergraduate level

Comprehension of Russian Year 1A (UCL: SERS0001)
Use of Russian: Grammar Year 1A (UCL: SERS0002)

Use of Russian Year 1 (UCL: SERS00005)
 Use of Russian Year 4 (UCL: SERS0039)
 Russian D (UCL: SERS0078)
 Intermediate Russian (University of Pittsburgh; summer program)
 Beginner Russian (Middlebury Institute; summer program)
 Intermediate Russian (Middlebury Institute; summer program)
 Elementary Russian Language I & II (Defense Language Institute)
 Elementary Russian Language Conversation (Defense Language Institute)
 Intermediate Russian Language I & II (Defense Language Institute)
 Intermediate Russian Language Conversation (Defense Language Institute)
 Advanced Russian Language I & II (Defense Language Institute)
 Advanced Russian Language Conversation (Defense Language Institute)
 Advanced Oral Proficiency Interview and Defense Language Proficiency Test Preparation (Defense Language Institute)
 Vocabulary Acquisition Strategies (Defense Language Institute)
 Intermediate English (Middlebury Institute; Custom Language Programs)

SUPERVISION

(a) M.A. thesis direction

- 2021 Joseph Cosgrove, “Interference Hypotheses and Native Korean Speaker Acquisition of American English Phonology”, University of Kent.
 2020 Fatime Jadallah, “The effect of second language learning experience on the production of native and non-native vowels by Hungarian learners of English”, University of Kent.
 2020 Premyuda Pansamut, “Phonological working memory and the multilingual brain: is there an advantage in a non-word recognition test compared to monolinguals?”, University of Kent.
 2019 Allie Wong, “American and Soviet propaganda” (written in Russian), Middlebury Institute.
 2019 Nicole Pascoe, “Treaty on the non-proliferation of nuclear weapons? Success or failure?” (written in Russian), Middlebury Institute.

(b) B.A. thesis direction

- 2021 Marie Valentine Gouvernet, “French-English accented speech in listening comprehension of French-English bilinguals”, Queen Mary University of London.
 2021 Levey Lourdes Rodrigues, “The attitudes of minority cultures towards the English language”, Queen Mary University of London.
 2021 Hannah Ayres, “The contribution of phonological short-term memory to stuttering”, University of Kent.
 2020 Lucy Berrington, “The existence, form and use of uptalk in Kent, South-East England”, University of Kent.
 2020 Dakarai Bonyongwe, “Production and Perception of the /d/ Phoneme in Monolingual speakers of Standard British English (BSE)”, University of Kent.
**nomination for the Outstanding Undergraduate Dissertation in Linguistics by the Linguistics Association of Great Britain*

SERVICE

(a) to the department

- 2022 Second examiner, University College London.
2021 - 2022 Admissions Lead, Queen Mary University of London.

(b) to the institution

- 2018 - 2019 Member of the Institute Committee for Davis Fellowships for Peace, Middlebury Institute.
2014 - 2015 Executive editor for *Technology Lounge Newsletter*; educational technology specialist, Defense Language Institute.

(c) to the discipline: editorial and review work

- 2021 Abstract Reviewer for New Sounds 2022.
2020 Scientific advisor and assistant, [Virtual Laboratory on Cognitive approaches to L2 instruction](#), the Institute of Slavic Studies, Heidelberg University, Germany.
2019 - Ad-Hoc Reviewer for *Journal of Phonetics*; *Cambridge University Press*; *Journal of Psycholinguistic Research*; *Routledge*; *Studies in Second Language Acquisition*; *Ludic Language Pedagogy Journal*.

KNOWLEDGE TRANSFER

- 2019- Co-founder, [Cognitive Pedagogy for Language Learning group](#) for language teachers, with University of Montreal, Canada.
2017- Contributor, [English Teaching Professional](#) magazine for non-academic community, UK.
2019 Contributor, [Content-Based Instruction \(CBI\) resource](#) for language teachers, Middlebury Institute, USA.
2016 Event coordinator, [Bilingualism Matters research & information center for the general public](#), University of Edinburgh, UK.
2012-15 Founder, [the Russian Reading Club at the South Bay](#) for Russian heritage speakers, USA.

PROFESSIONAL AFFILIATIONS

- 2022 American Council of the Teachers of Foreign Languages
2021 Linguistic Association of Great Britain
2019 Association for Laboratory Phonology
2019 Open Science Framework
2018 European Second Language Association
2018 U.S. National Language Service Corps, Defense Language & National Security Education Office
2017 The International Association for Task-Based Language Teaching
2016 Barcelona L2 Speech Research Group
2012 American Association of Teachers of Slavic and East European Languages

ADDITIONAL EDUCATION

2015 Neuropsychology, professional program, the University of California at Berkley.
2012 Department of Defense language instructor certificate, Defense Language Institute.

RELATED PROFESSIONAL SKILLS

(a) Research-related skills

- quantitative analysis with multivariate methods in R
- building and running behavioral experiments
- EEG and eye-tracking data collection

(b) Technical skills

- experiment builders: *OpenSesame, PsyToolkit, Gorilla*
- crowdsourcing platforms for research: *AmazonTurk, CloudResearch*
- speech analysis software: *Praat, Audacity*
- statistical computing software and languages: *R, some Python*
- learning management systems: *Moodle, Sakai, Canvas*
- web conferencing platforms: *Zoom, Teams, Webex*

(c) Language teaching skills

- proficiency-based curriculum design and assessment
- content- and task-based instruction
- open architecture curricular design and textbook-less classroom
- computer-assisted language learning (CALL)
- teaching intensive courses and immersions/iso-immersions/virtual immersion
- language testing (ACTFL, ILR, and CERF frameworks)
- diagnostic learning assessment (cognitive learning styles, cognitive illusions, skill profiling, etc.)
- advanced material development and building multimedia material banks
- preparation for Oral Proficiency Interview (OPI), Defense Language Proficiency Test (DLPT), Flagship Proficiency tests and the Test of Russian as a Foreign Language (TORFL)

LANGUAGES

English – Fluent; Russian – Fluent; Spanish – Intermediate; German – beginner; Esperanto – beginner

Also studied (in alphabetical order): Ancient Greek, Bulgarian, French, Latin, Old Church Slavonic, and Serbo-Croatian.