

Vita V. Kogan

Department of Linguistics
School of Languages Linguistics and Film
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EDUCATION

- 2016-2020 **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)
- 2015-2016 **M.Sc. in Psychology of Language (with merit)**
University of Edinburgh, UK
Supervisor: Antonella Sorace
- 2010-2012 **M.A. in Teaching a Foreign Language (GPA 3.82)**
Middlebury Institute of International Studies at Monterey, USA
Supervisor: Anna Vassilieva
- 2001-2004 **B.A. in Russian Language and Literature (excellent)**
Minor: Public Relations & Applied Communication
Ural Federal University, Russia

AFFILIATIONS

- 2021- **Lecturer of Linguistics**
School of Languages, Linguistics & Film, Queen Mary University of London, UK
- 2020-2021 **Lecturer of Linguistics**
School of English Language and Linguistics, University of Kent, UK
- 2015-2016 **Research Assistant**
School of Philosophy, Psychology & Language Science, University of Edinburgh, School of Philosophy, UK
- 2011-2015 **Assistant Professor of Russian**
European and Latin American School, Defense Language Institute, Department of Defense, USA
- 2011-2011 **Graduate Teaching and Research Assistant**

Graduate School of Translation, Interpretation, and Language Education,
Middlebury Institute of International Studies at Monterey, USA

RUSSIAN LANGUAGE TEACHING

- 2021-2021 **Russian Language Instructor**
University of Pittsburgh's Project GO virtual study abroad program, in
partnership with the University of Tartu, Estonia
- 2019-2020 **Adjunct Professor of Russian**
Graduate School of Translation, Interpretation, and Language Education,
Middlebury Institute of International Studies at Monterey, USA
- 2017-2019 **Program Coordinator & Lead Instructor of Russian**
Summer Intensive Language Programs, Middlebury Institute of
International Studies at Monterey, USA
- 2017-2019 **Lead Instructor of Russian**
Language Training Center for Department of Defense Personnel,
Language Immersion Programs, Concordia College, USA
- 2011-2015 **Language Instructor of Russian and English**
Custom Language Services, Middlebury Institute of International Studies
at Monterey, USA
- 2009-2019 **Online Tutor of Russian and English**
WyzAnt, Inc., online

OTHER EXPERIENCE

- 2016- **Founder & Educational Game Developer**
LinguaPolis New York, LinguaPolis Moscow, LinguaPolis Esperanto
- 2020-2020 **Freelance Curriculum Designer**
Duolingo, USA

PUBLICATIONS [with Google Scholar citation number where applicable]

Google Scholar statistics:

citations – 314
h-index – 5
i10-index – 3

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.**, & 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*. Routledge, Taylor & Francis Group.
- 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.
- 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. [7]
- 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.
- 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*. [91]
- 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. [180]
- 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. [28]
- 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. [1]
- 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.

INVITED PRESENTATIONS AND SYMPOSIA

(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.** (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 Wolfsthurn, 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.

AWARDS, HONORS & GRANTS

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| 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. |
| 2013, 2015 | 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). |

SUPERVISION EXPERIENCE

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| 2021 | 4 undergraduate and 2 master students, Queen Mary University of London, UK. |
| 2020 | 4 undergraduate and 4 master students, University of Kent, UK.
*Nomination for the Outstanding Undergraduate Dissertation by the Linguistic Society of Great Britain |
| 2019 | 2 master students, Middlebury Institute, USA. |

SERVICE

- 2021- Admissions Lead, Queen Mary University of London.
 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 and PoC, Defense Language Institute.

ORGANIZATION OF SCIENTIFIC MEETINGS

- 2020- Scientific advisor and assistant, [Virtual Laboratory on Cognitive approaches to L2 instruction](#), the Institute of Slavic Studies, Heidelberg University, Germany.
 2020 Co-organizer, a panel on Content/project-based approaches in Russian instruction, the American Association of Teachers of Slavic & East European Languages Conference, USA.
 2017 Organizing committee member, the 17th International Conference on Task-Based Language Teaching, University of Barcelona, Spain.
 2014 - 2015 Organizer, the CALL workshop, Defense Language Institute, USA.

KNOWLEDGE TRANSFER

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

EDITORIAL RESPONSIBILITIES

- 2021- Ad-Hoc Reviewer for *Journal of Phonetics*, Cambridge University Press, Routledge
Russian Language Pedagogy and Research
 2020- Ad-Hoc Reviewer for *Studies in Second Language Acquisition*
 2019- Ad-Hoc Reviewer for *Ludic Language Pedagogy Journal*

PROFESSIONAL AFFILIATIONS

- 2021- Linguistic Association of Great Britain
 2019- Association for Laboratory Phonology
 2018-2019 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

COURSES TAUGHT

(a) Linguistics courses, undergraduate and graduate level

Bilingualism and Multilingualism
English Phonetics
Sounds of English
Phonetics
Phonology
Structure of Language (Syntax)
Research Skills

(b) Teacher education

Corpus-driven Grammar Teaching
Introduction to First Language Acquisition
Introduction to Second Language Acquisition
Introduction to Language Learning Strategies from a Cognitive Perspective
Vocabulary Acquisition Strategies from a Cognitive Perspective
Open Architecture Curricular Design
Authentic Material Development for Content-based Programs / Post-textbook Classroom
Teaching in Digital Environments

(c) Content-based language courses

Contextual Understanding of Russian Culture and Society
Geopolitics and History of Russia
Novel Studies in Russian
Beginner Russian Course: Intro to Area Studies
Unsolved Puzzles of Russian History
Humor in the Russian Literature of the XIX and XX Centuries
Modern Slang and Jargon in Russian
Introduction to Job-Related Skills in Russian
Introduction to Military Topics in Russian
Comprehensive Military Topics in Russian
Introduction to Russian Culture
History and Geography of Russia
Area and Intercultural Studies in Russian

(d) Language courses, undergraduate level

Elementary Russian Language I & II
Elementary Russian Language Conversation
Intermediate Russian Language I & II
Intermediate Russian Language Conversation
Advanced Russian Language I & II
Advanced Russian Language Conversation
Advanced Oral Proficiency Interview and Defense Language Proficiency Test Preparation
Vocabulary Acquisition Strategies
Conversational English
English for Business

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
- building language model simulations with Python

(b) Technical skills

- experiment builders: *OpenSesame, PsyToolkit, Gorilla*
- crowdsourcing platforms for research: *AmazonTurk, TurkPrime/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
- distant/online teaching (nine years of experience teaching with [WyzAnt](#))
- computer-assisted language learning (CALL)
- teaching intensive courses and immersions
- 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