



## Vita V. Kogan

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Department of Languages and Culture  
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### EDUCATION

- 2022        **Fellow of the Higher Education Academy (FHEA)**  
University College London, UK
- 2020        **Ph.D. in Cognitive Science and Language / Applied Linguistics**  
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**  
University of Edinburgh, UK  
Supervisor: Antonella Sorace
- 2012        **M.A. in Teaching a Foreign Language**  
Middlebury Institute of International Studies at Monterey, USA  
Supervisor: Anna Vassilieva

### ACADEMIC APPOINTMENTS

- 2022-        **Lecturer in Russian as Second Language**  
School of Slavonic & Eastern European Studies  
University College London, UK
- 2021-2022    **Lecturer in English Linguistics**  
Department of Linguistics  
School of Languages, Linguistics & Film  
Queen Mary University of London, UK
- 2020-2021    **Lecturer in English Linguistics**  
School of English Language and Linguistics

University of Kent, UK

- 2011-2015     **Assistant Professor in Russian as Second Language**  
European and Latin American School  
Defense Language Institute  
Department of Defense, USA
- 2011           **Graduate Teaching Assistant: TEFL/TFL**  
Graduate School of Translation, Interpretation, and Language Education  
Middlebury Institute of International Studies, USA

### **TEFL/TFL EXPERIENCE**

- 2021-2021     **Language Instructor**  
Project GO Russian virtual study abroad program  
University of Pittsburgh, USA
- 2020           **Curriculum Designer**  
English for Russian speakers A1/A2 course  
[\*Duolingo\*](#)
- 2017-2019     **Language Program Coordinator & Lead Instructor**  
Russian summer intensive language program  
Middlebury Institute of International Studies, USA
- 2017-2019     **Lead Instructor**  
Russian language immersion program  
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     **Language Instructor**  
Custom Language Services: English, Russian  
Middlebury Institute of International Studies, USA

### **AWARDS & GRANTS**

- 2022           ACTFL Research Priorities Grant (\$3,800), USA.
- 2022           Nomination for the Student Choice Awards for Inspiring Teaching Delivery, 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     Tuition assistance for outstanding faculty, Defense Language Institute, USA (\$12,400).

2010-2011 Merit Scholarship, Middlebury Institute of International Studies, USA (\$4,500).  
2010 Dean's Fellowship, Middlebury Institute of International Studies, USA (\$11,000).

## **PUBLICATIONS**

(a) published

- Kogan, V.V., & Mora, J.C. (*to appear*). The effects of individual differences in native perception on discrimination of a novel non-native contrast. *Special Issue of Laboratory Phonology. Phonological categories: Identification, Representation, Implementation*.
- Kogan, V.V., & Bondarenko, M., (2022). Russian and Russia through tasks for beginners: Applying task-based language teaching at a low proficiency level. In S. Nuss and W. Martelle (Eds.), *Task-Based Instruction for Teaching Russian as a Foreign Language*, 77-97. Routledge, Taylor & Francis Group.
- Kogan, V.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*, 236-266. Cambridge Scholars Publishing.
- Bondarenko, M., & Kogan, V. 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.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.
- Kogan, V.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. V.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.V., ... & Mézière, D. (2018). Large-scale replication study reveals a limit on probabilistic prediction in language comprehension. *eLife, 7*, e33468.
- Kogan, V.V. (2017). Kickstarting a language game. *English Teaching Professional, 113*, 20-21.
- Kogan, V.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.
- Nieuwland, M., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsturn, S.V.G., Bartolozzi, F., Kogan, V.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.
- Kogan, V.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](http://libreriauniversitaria.it) Edizioni.

(b) in preparation

Winkler, A., Kogan, V.V., Reiterer, S. (*submitted*). Phonesthetics & personality – Why we do (not only) especially prefer Romance languages.

Kogan, V. V. (Ed.). (*manuscript is due in November*). *Games for students of linguistics*. Cascadilla Press Linguistics Titles.

Nuss, S., & Kogan, V. V. (Eds.). (*manuscript is due in December*). *Dynamic teaching of Russian: Gamification of learning*. Routledge.

## PRESENTATIONS

### (a) invited talks

Kogan, V. V. (2022). *What do we know about L2 speech learning?* Talk given at the Virtual Laboratory on Theory and Practice in L2 Classroom and L2 Teacher Education, Heidelberg University, Germany, 5 August.

Kogan, V. 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. 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. 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. 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. V., Reiterer, S., Winkler, A. (2022). *Which language sounds good to you? Exploring the aesthetic pleasure we derive from listening to the sound of language*. Talk given at the Psycholinguistic café, University of Edinburgh, UK, 21 September.

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

Kogan, V. 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. 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 46<sup>th</sup> Austrian Linguistics Conference, Austria, 9 December.

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

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

- Kogan, V. 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.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.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.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.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.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.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.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.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.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.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.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.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.V. (2019). *Content-based syllabus*. Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V.V. (2019). *Corpus-driven grammar teaching*. Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 16 January.
- Kogan, V.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.V. (2018). *Open architecture curriculum design*. Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 6 November.
- Kogan, V.V. (2018). *Gamification of language teaching*. Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V.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.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.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.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.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.V. (2015). *Autonomous learning: Flipped classroom*. Talk given at the CALL workshop, Defense Language Institute, USA, 21 November.
- Kogan, V.V. (2014). *Scenario and Task-Based Teaching*. Talk given at the Program Review Meeting, Defense Language Institute, USA, 13 September.
- Kogan, V.V. (2014). *Teaching with mobile applications*. Talk given at the CALL workshop, Defense Language Institute, USA, 1 July.
- Kogan, V.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): significantly revised
- \*Sounds (University of Kent: LL838)
- Structure of Language / Syntax (University of Kent: LL302)
- \*Research Skills (University of Kent: LL837): significantly revised

### (b) Teacher education

- Introduction to Language Learning Strategies (Defense Language Institute)
- Vocabulary Acquisition Strategies (Defense Language Institute)
- Open Architecture Curriculum Design (Concordia College)
- Gamification of Teaching (Middlebury Institute of International Studies)
- Material Development for Content-based Programs (Middlebury Institute of International Studies)

### (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 English (Middlebury Institute of International Studies; Custom Language Programs)
- Unsolved Puzzles of Russian History (Middlebury Institute; Custom Language Programs)
- Humor in the Russian Literature (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)
- 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 and \*graduate 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 off-track (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)  
Vocabulary Acquisition Strategies (Defense Language Institute)  
\*Intermediate English (Middlebury Institute; Custom Language Programs)  
\*Academic Writing in English (Middlebury Institute; Custom Language Programs)  
\*English for Public Speaking (Middlebury Institute; Custom Language Programs)

## **SUPERVISION**

(a) PhD thesis

2022- Nicola Jokic, “The influence of multilingualism on language aptitude and judgments”, Karl-Franzens-Universität Graz.

(b) MA/MSc thesis

2022- Maria Silva, “Phonesthetic judgments of European languages by Chinese listeners”, University of Vienna.  
2022 Anna Winkler, “Psychological correlates of phonesthetic preferences”, University of Vienna.  
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.

(c) BA thesis

- 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<sup>1</sup>, “Production and Perception of the /d/ Phoneme in Monolingual speakers of Standard British English (BSE)”, University of Kent.

<sup>1</sup>Nomination for the Outstanding Undergraduate Dissertation in Linguistics by the Linguistics Association of Great Britain.

## KNOWLEDGE TRANSFER

- 2020-22 Scientific advisor and an assistant for the [Virtual Laboratory on Cognitive Approaches to L2 Instruction](#), Heidelberg University, Germany.
- 2019- Co-founder, the [Cognitive Pedagogy for Language Learning group](#) for language teachers, with University of Montreal, Canada.
- 2019 Contributor, the [Content-Based Instruction \(CBI\) resource](#) for language teachers, Middlebury Institute, USA.
- 2017 Contributor, the [Modern English Teacher](#) magazine for non-academic community, UK.
- 2016 Event coordinator, the [Bilingualism Matters research & information center for the general public](#), University of Edinburgh, UK.

## SERVICE

(a) to the department

- 2022 Second Examiner, University College London, UK.
- 2021-2022 Admissions lead, Queen Mary University of London, UK.
- 2019 Student outreach and recruitment, Middlebury Institute of International Studies, USA.

(b) to the institution

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

(c) to the discipline: editorial and review work

- 2021 Abstract reviewer, New Sounds 2022 Conference, University of Barcelona, Spain.

Ad-Hoc Reviewer for *Cambridge University Press*; *Journal of Phonetics*; *Journal of Psycholinguistic Research*; *Ludic Language Pedagogy Journal*; *ReCALL* (an academic journal of the *European Association for Computer Assisted Language Learning*); *Routledge Russian Language Pedagogy and Research series*; *Studies in Second Language Acquisition*.



## **PROFESSIONAL AFFILIATIONS**

(since)

2022	American Council of the Teachers of Foreign Languages (ACTFL)
2021	Linguistic Association of Great Britain
2019	Association for Laboratory Phonology
2018	European Second Language Association (EuroSLA)
2017	The International Association for Task-Based Language Teaching (IATBLT)
2016	Barcelona L2 Speech Research Group
2011	American Association of Teachers of Slavic and East European Languages (AATSEEL)