

William Justin Morgan, PhD

World Languages Literatures and Linguistics
West Virginia University
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EDUCATION

- August 2019** Ph.D. in Romance Languages, Spanish Linguistics, The University of Alabama
- May 2015** M.A. in Spanish, concentration in Spanish Linguistics, The University of Alabama
- December 2012** B.A. in Foreign Languages, The University of North Alabama

EMPLOYMENT

- 2019 – Present** Assistant Professor of Spanish and Language Program Coordinator, West Virginia University
- 2013 – 2019** Graduate Teaching Assistant, The University of Alabama
- 2016 – 2018** Spanish Basic Language Program Coordinator, The University of Alabama
- 2016 – 2018** Online Adjunct Instructor, The University of North Alabama
- Fall 2015** Adjunct Instructor, University of Montevallo

PUBLICATIONS

- Morgan, W. J.** & Katz, J. (Manuscript under review). Mindfulness meditation and foreign language anxiety: Findings from a randomized control trial. *Foreign Language Annals*.
- Morgan, W. J.**, & Miller, A. (Manuscript in preparation). Investigating cross-disciplinary pedagogical practices: An empirical study on social justice projects in the foreign language classroom.
- Miller, A., & **Morgan, W. J.** (2019). How to promote a “Can-Do” attitude through social justice projects. *The Language Educator*, 14(3), 38-41.
- Miller, A., **Morgan, W. J.**, & Koronkiewicz, B. (2018). Like or tweet: An analysis of the use of Facebook versus Twitter in the language classroom. *Tech Trends*, 63, 550-558.
- Morgan, W. J.**, & Zimotti, G. (2018). Study abroad: History, structural components, and significance to second language acquisition. In J. B. Nielsen & J. A. Johnson (Eds.)

Innovative Ideas for Cosmopolitan Educators (pp. 99-120). Springfield, MO: Missouri State University.

Morgan, W. J., Miller, A., & Koronkiewicz, B. (2016). Digital literacy and social media in the foreign language classroom. *The Language Educator*, 11(4), 32-35.

CONFERENCE PRESENTATIONS

Morgan, W. J. Exploring the relationship between individual differences and mindfulness meditation: Results from a mixed-methods study. Psychology of Language Learning Conference. June 2020 (delayed to 2021 due to COVID-19).

Morgan, W. J. Methodological considerations in second language acquisition research: The role of attitudes towards a treatment. University of Alabama Languages Conference. February 2019. The University of Alabama; Tuscaloosa, AL.

Morgan, W. J. L2 learners' perceptions of a mindfulness meditation practice's ability to enhance personal self-efficacy with the target language. American Association for Applied Linguistics 2019. Atlanta, GA.

Morgan, W. J. The effects of mindfulness meditation on L2 learners' motivation and foreign language anxiety: A mixed methods study. Hispanic Linguistics Symposium 2018. October 2018. The University of Texas, Austin; Austin, TX.

Morgan, W. J. Enhancing learners' self-efficacy through mindfulness meditation in the foreign language classroom. New Trends in Foreign Language Teaching 2018. May 2018. Granada, Spain.

Morgan, W. J. Bringing mindfulness meditation to the language classroom to enhance linguistic and academic performance. Second Language Research Forum 2017. October 2017. The Ohio State University; Columbus, OH.

Morgan, W. J. Estrategias para implementar la meditación en la clase para ayudar con la adquisición. Congreso internacional liLETRAd 2017. July 2017. La Universidad de Sevilla; Seville, Spain.

Morgan, W. J., & Zimotti, G. Structural components, significance to second language acquisition, and categorization of study abroad: transforming the experience from a student perspective. The University of Alabama Languages Conference. February 2017. The University of Alabama; Tuscaloosa, AL.

Morgan, W. J., & Gun, E. Facebook guided telecollaboration: Bringing monolinguals into the classroom. L2 Digital Literacies with AZ Computer-Assisted Language Learning (L2DL/AZCALL) Conference. October 2016. Webinar Presentation.

- Morgan, W. J.** Analyzing rich texts: Do university students pay attention to culture when studying abroad? Situation simulation in the classroom. American Association of Teachers of Spanish and Portuguese (AATSP) Conference. July 2016. Miami, FL.
- Morgan, W. J.** Costa Rican dialects and customs: Bridging the cultural gaps in tourism through language. #WeLookLikeResearchers. April 2016. The University of Alabama; Tuscaloosa, AL.
- Morgan, W. J.** How immersed are they really?: An analysis of journal writings of study abroad students. Southeastern Conference on Linguistics (SECOL). March 2016. New Orleans, LA.
- Miller, A., & **Morgan, W. J.** Should social media be used in the foreign language classroom? The University of Alabama Digitorium. March 2016. The University of Alabama; Tuscaloosa, AL.
- Morgan, W. J.** Artistic codemixing: Appealing to specific demographics. University of Alabama Languages Conference. February 2016. The University of Alabama; Tuscaloosa, AL.
- Morgan, W. J.** Paired vs. non-paired study abroad experiences. Alabama World Language Association (AWLA) Conference. January 2016. Troy University; Troy, AL.
- Miller, A. & **Morgan, W. J.** Social media in the foreign language classroom: Facebook versus Twitter. American Council on the Teaching of Foreign Language (ACTFL) Conference. November 2015. San Diego, CA.
- Morgan, W. J.** Learn Spanish in Costa Rica. International Living Conference. August 2015. San José, Costa Rica.
- Morgan, W. J.** Explorando las dificultades de ser inmigrante en los EEUU: Interpretaciones del filme *Entre Nos* (2009), de Gloria La Morte. Alabama Modern Languages Conference. February 2015. The University of Alabama; Tuscaloosa, AL.
- Morgan, W. J.** Un estudio sobre los vocativos en Costa Rica: El uso de ‘mae’, ‘mop’ y ‘men’. IV Congreso Internacional de Lenguas Modernas. December 2014. La Universidad de Costa Rica; San José, Costa Rica.
- Morgan, W. J.** Vocabulary frequency in introductory Spanish textbooks: A corpus study. Mississippi Foreign Language Association Conference. October 2014. Louisville, MS.
- Morgan, W. J.** La inocencia como un tema importante en los textos de Darío y Nájera. University of Alabama Languages Conference. February 2014. The University of Alabama; Tuscaloosa, AL.

HONORS, AWARDS, AND GRANTS

Honor Societies

- Phi Kappa Phi Honor Society (2015 – Present)
- Sigma Delta Pi Honor Society (2014 – Present)
- Tau Beta Sigma Honor Society (2010 – Present)

Internal Grants

- Latin American Travel and Research Grant - \$4,000
- Departmental Support for International Graduate Student Recruitment - \$1,000

SERVICE TO THE PROFESSION

Service to the Academy

Co-founder and Host of GradLings Podcast (2016 – Present)

- Podcast dedicated to disseminating innovative research carried out by graduate students from various institutions

Peer Review

- Hispanic Linguistics Symposium Reviewer
- Language Learning
- International Journal of Multilingualism

Departmental Service

Honors and Awards Committee (2019 – 2020)

Marketing Committee (2019 – 2020)

PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)

American Council on the Teaching of Foreign Languages (ACTFL)

American Association of Teachers of Spanish and Portuguese (AATSP)

Alabama World Languages Association (AWLA)

Phi Kappa Phi Honor Society

IAPLL

CERTIFICATES

May 2018 Online Educator Certification, The University of Alabama

SELECTED PROFESSIONAL DEVELOPMENT

Jan. 2018 Oral Proficiency Workshop, American Council on the Teaching of
Foreign Languages

Feb. 2018 *Quality Matters* Applying the Rubric Workshop

LANGUAGES

English: Native

Spanish: Superior

French: Advanced-High

Italian: Advanced-Low