

JOY LYNN EGBERT

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EDUCATION

1993: Ph.D., *Higher Education Teaching*, minor *English as a Second Language* (emphasis in *CALL*). Dissertation: *Learner perceptions of computer-supported language learning environments: Analytic and systemic analyses*. University of Arizona - Tucson.

CURRENT ACADEMIC APPOINTMENT

University

Washington State University--Pullman, WA, ESL and Technology.

Department of Teaching and Learning:

Associate Professor, 2004-date.

Coordinator, Program in ESL, 2003-date.

RECENT PUBLICATIONS

Refereed Journal Articles

Egbert, J. (accepted). Urban legends and ELLs: Using technology to support 21st century skills. *Leading and Learning with Technology*. (Editorial review).

Huh, K., & Egbert, J. (2008). Fostering classroom environments for language and creativity: An exploration of connections among teachers, students, and opportunities. *English Teaching*, 63 (2), 193-212.

Egbert, J. (2007). Asking useful questions: Goals, engagement, and differentiation in technology-enhanced language learning. *Teaching English with Technology*. 7(1). Available http://www.iatefl.org.pl/call/j_article27.htm.

Egbert, J. (2007). Quality analysis of journals in TESOL and Applied Linguistics. *TESOL Quarterly*. 41 (1), pp.157-171.

Books

Egbert, J., & Ernst-Slavit, G. *Assessing Academics: Creating Opportunities for Success in Language and Content*. Book manuscript under contract to Allyn & Bacon/Pearson.

Egbert, J. (2009, actual publication date 1/08). *Supporting Learning with Technology: The Essentials of Classroom Practice*. Upper Saddle River, NJ: Merrill/Prentice Hall. Blind reviewed.

Egbert, J., & Hanson-Smith, E. (Eds.) (2007). *CALL Environments: Research, Practice, and Critical Issues (2nd Edition)*. Alexandria, VA: TESOL, Inc.

Book Chapters

Egbert, J. (2007). Differentiating instruction in EFL contexts: Technology-enhanced engagement in language learning. In M. Tseng (Ed.), *Broadening the Horizons of Applied Linguistics: Perspectives from East and West*. Invited

Egbert, J. & Huff, L. (2007). Problem-based language learning (Chapter 3). In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues (2nd Edition)*. Alexandria, VA: TESOL.

Egbert, J., Hanson-Smith, E., & Chao, C. (2007). Foundations for teaching and learning (Chapter 1, revised). In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues (2nd Edition)*. Alexandria, VA: TESOL.

Hanson-Smith, E., Egbert, J., & Buell, J. (2007). CALL Resources (Chapter 7). In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues (2nd Edition)*. Alexandria, VA: TESOL.

Egbert, J. (2006). Learning in context: Situating language teacher learning in CALL (pp. 167-181). In P. Hubbard & M. Levy (Eds.), *CALL Teacher Education*. Philadelphia, PA: Johns Benjamins.

Columns, Insets, & Other Publications

Egbert, J. (2008). Engaging Octavio: Differentiating instruction for ELLs' academic success. *Curriculum in Context*, 35 (2), 7-9. (invited).

Under Review

Egbert, J., & Salsbury, T. "Out of complacency and into action": An exploration of professional development experiences in school/home literacy engagement. Submitted to *Teaching Education*.

Egbert, J. (Ed.) with C. Chao, J. Nelson, V. Stevens, Y. Yang, & S. Yildiz,. *Teaching and learning in limited technology contexts*. Book manuscript under review at CALICO.

Egbert, J., Huff, L., McNeil, L., Preuss, C., & Sellen, J. Pedagogy, process, and classroom context: Integrating teacher voice and experience into research on technology-enhanced language learning. *Modern Language Journal* (invited).