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Professional Summary

Languages and culture have fascinated me since I was a child and, therefore, I chose the career of an Applied Linguist, a translator and an interpreter. I have worked in the field of language and culture education for over 25 years. What motivates me is both using research to draw conclusions as well as designing something new. I know how to use training and best practices to deliver results. I make connections between ideas to create new possibilities and solve poorly defined problems. Rather than apply standard approaches, I can generate new ideas and improvise solutions to fit the demands of the moment and tasks. I am someone who is emotionally attuned to others, intuitively understand my team members and often know what to say and can find solutions that address my teams' concerns. I excel at making sure the job is done right. Under my watch, steps are not skipped and plans get followed through. I know how to use training and best practices to deliver results.

Education

- Ph.D.** Georgetown University, Applied Linguistics
Dissertation: *The Segmentation/Parsing Unit in Cairene Arabic Spoken Language*, (2006)
- M.A.** The American University in Cairo, Teaching English as a Foreign Language
- B.A.** Cairo University, English Literature & Linguistics

Experience

2008-2014 **Director, of the Arabic Language Program at the school of Modern Languages
Georgia Institute of Technology**

Under my tenure student enrollment increased from 57 in 2006 to 262 in 2011. Developed curriculum, created and taught 10 new advanced language and culture courses using Blended Learning format (lectures and E-learning) through games and collaborative learning. Created and developed a semester long online course integrating language, history and culture through the medium of songs. http://www.clsp.gatech.edu/Song_Project/, a Web-based, content-based advanced language materiel using the song as a nucleus of the course, which focuses on teaching Arabic language, culture and history through songs, while integrating cultural and linguistic information and skills through vocabulary, cultural annotations and rich visual elements present on the Web, as well as pedagogical tasks in an online interface.

2009-2012 **Director, Language for Business and Technology, Egypt and Jordan Program, School of
Modern Languages, Georgia Institute of Technology**

Designed, launched and directed the first Georgia Tech signature study abroad program Arabic for Business and Technology. Developed syllabi and created four Arabic business and technology courses integrating Arabic business language, culture and etiquette for English speaking learners to use on site while being interned in the Arab world. Formulated and carried out a cultural activities and internship program for participants in the study abroad program. Raised funds in the amount of \$22,200 as scholarship gifts for Georgia Tech students for Egypt 2011 study abroad program. Developed and created syllabi, cultural activities, and program logistics for Jordan 2012-2013.

2009-2010 **Work and business facilitator**

Facilitated Work Abroad Office's contact with business representatives in Cairo, Egypt to explore internship opportunities for GT student. Met with: American Chamber of Commerce, BM-Egypt (a Biomedical Engineering Company), Bavarian Auto Group (a multinational group of companies), Microsoft Egypt, CI Capital, Environment and Development Group, CID Consulting, Arab Media Forum for Environment & Development, Arab Network for Environment and Development. Organized and hosted "Egyptian Business- informal questions and answers session" for the Egypt American Chamber of Commerce to meet with Georgia Tech students in November.

Curriculum Development

2009-2012 Grant writer, Web-based Course Designer, and Materials developer

Co-PI, U.S. Department of Education International Research and Studies grant: "Advanced/Intermediate Language and Culture through Song: New Materials for Arabic, Chinese, Japanese and Russian," \$556,989.

2005-2007 Head and Team Leader of the Arabic research team of the Linguistic Correlates of Proficiency (LCP) a government funded project, at The Center for Advanced Study of Language CASL, University of Maryland.

Lead research team investigating the acquisition of advanced functional proficiency by University Maryland students and personal in Arabic. Incorporated technology in language assessment via creating and developing 25 psycholinguistics –based- computer deliverable language game-like teaching and testing tasks covering more than 40 features of grammar, phonology, morphology, syntax, vocabulary and lexis to identify strengths and weaknesses of English-speaking Arabic learners' skills in listening and speaking Modern Standard Arabic and Egyptian Colloquial Arabic.

2006 Freelance materials developer

Created and wrote five lessons teaching Saudi, Urban Hijazi Arabic, appeared in *Ultimate Arabic Beginner*, (2006), Living language, Random House.

2005 Linguist Analyst

CASL, University of Maryland, College Park: Dialect linguistics analyst. Analyzed linguistic distinctive features of Urban Hijazi Arabic dialect in the domains of phonology, morphology, syntax and lexicon. Collaborated in writing the report for Arabic Variant Identification Aid Project, supervised by Dr. Bill Young.

2003-2006 Translator and project manager

2006 Editor and voice talent at the Center of Applied Linguistics (CAL)

Edited video script translated from English to Arabic for "Welcome to the United States, Refugee Guide to Resettlement Orientation Video". Participated as voice over talent for the Arabic version video

2003 Consultant and translator manager at Second Language Testing, Inc, Bethesda, Maryland

Reviewed, edited the translation of The Massachusetts Comprehensive Assessments System (MCAS) Guide to the MCAS for Parent/Guardians Arabic version 2003 and 2004 Coordinated between translators and desktop publishers.

Publications

Books

Aquil, Rajaa. *Decoding-Encoding Words: The Segmenting Unit in Cairo Spoken Arabic*. Saarbrücken Germany: VDM Verlag Dr. Müller, 2011.

Refereed Journal Publications

Aquil, Rajaa. "Secondary stress exist in Cairene Arabic?" *Perspectives on Arabic Linguistics* 26. (2014): 163-183.

Aquil, Rajaa. " Effectiveness of interactional feedback: implicit learning of English contracted forms."

Open Journal of Modern Linguistics (OJML), 3.3, (September 2013): 190-202.

Aquil, Rajaa. "Cairene Arabic syllable structure through different phonological theories." *Open Journal of Modern Linguistics (OJML)*, 3. 3, (September 2013): 259-267.

Aquil, Rajaa. "The Signal and Comprehension Approach: Decoding and Meaning Building." *Journal of the National Council of Less Commonly Taught Languages* 13 (April 2013): 87-128.

Aquil, Rajaa. "Phonology and Applied Linguistics Meet in Teaching Listening." *Arab World English Journal*, 3.3, (November 2012): **168 -189**. <http://www.awej.org/?article=143>

Aquil, Rajaa. "Optimality Theoretic Representation of Stress in Cairene Arabic. *Open Journal of Modern Linguistics (OJML)*, 2.3 (September 2012): 85-89. <http://www.scirp.org/journal/ojml/>

Aquil, Rajaa. "Listening to English Connected Speech: A Problem and Solutions." *Arab World English Journal* 3.2 (June 2012): 329-364. <http://www.awej.org/?article=122>

Aquil, Rajaa. "L1 Shapes L2 Auditory Representation: Elicited Imitation of Arabic Speaking Learners of English." *International Journal of Applied Linguistics & English Literature (IJALEL)* 1.1 (May 2012): 39-63.

<http://www.ijalel.org/viewpdf.aspx?articleid=46> (*indexed with MLA International Bibliography database as of May 26, 2013)

Aquil, Rajaa. "The Role of the Syllable in the Segmentation of Cairene Spoken Arabic." *Journal of Psycholinguistic Research*. 41.2 (2012): 141-158.

Aquil, Rajaa. "Revisiting Songs in Language Pedagogy." *Journal of the National Council of Less Commonly Taught Languages* 11, (April 2012) 75-96.

Aquil, Rajaa. "Empirical Evidence for Stress as a Perceptual Unit in Spoken Cairene Arabic." *Perspectives on Arabic Linguistics* 23/24 (2011): 3-20.

Technical Reports

Long, M., Jackson, S., Aquil, R., Cagri, I., Gor, K., & Lee, S. Y. (2007). "Linguistic Correlates of Proficiency (LCP) Technical Report 2." College Park: CASL, University of Maryland, 2007. 257 pages.

Languages

Arabic (Standard Modern Arabic), (Egyptian/Cairene Arabic) and (Saudi Arabic), Turkish, English and French.

Professional Memberships:

Executive Board Member, American Arabic Teachers Association (AATA)

European Association for Computer-Assisted Language Learning (EUROCALL)

The Computer Assisted Language Instruction Consortium (CALICO)

American Council on the Teaching of Foreign Languages (ACTFL)

American Association for Applied Linguistics (AAAL)

Modern Language Association (MLA)

Arabic Linguistics Society (ALS)

Linguistic Society of America (LSA)

Middle East Studies Association (MESA)

Technical Skills

Microsoft Word, Excel, PowerPoint

HTML

SoundForge

EPrime

SPSS

Signalize

SpeechStation2