

Rachel Marie Floyd

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EDUCATION

My research interests include the implementation of a multiliteracies pedagogical framework, professional learning, interest-driven learning, and the use of technology in second language classrooms.

EDUCATION

May 2022 **Ph.D. in Second Language Acquisition and Teaching**

The University of Arizona

- Certificate in Language Program Administration
- Minor in Second Language Acquisition and Technology

May 2016 **Masters in French and Francophone Studies**

The University of Tennessee, Knoxville

May 2014 **BA in Psychology and French**

The University of Tennessee, Knoxville

- Study abroad semester in Pau, France
- Dean's List four semesters
- Certificate of Excellence in French and Francophone Studies

EXPERIENCE

Aug. 2025-present **Associate Director of Online Language Instruction**, Carnegie Mellon

- Directs development, evaluation, and maintenance of online language courses
- Collaborates with a team to expand visibility and impact of online offerings
- Teaches courses on Second Language Acquisition and Program Administration

Aug. 2023 – July 2025 **Academic Professional & French Language Program Supervisor**, UGA

- Coordinated and taught all sections of first and second-year French courses
- Supervised and trained instructors and graduate teaching assistants
- Contributed to French program goals through events, instruction, and training

Jan. 2022– Aug. 2022 **Curriculum Developer**, Pima Community College

- Develop curriculum for a French 202 online course shell

Aug. 2021– Aug. 2022 **Adjunct Professor**, Pima Community College

- Formed syllabi for, created lesson plans, and taught French 101 course
- Guided students through inquiry-based final projects

Aug. 2020–pres **Graduate Associate Director**, UArizona – Writing Program (WP)

- Contribute to a Writing Program professional learning research project
- Create and maintain professional learning initiatives
- Coordinate Writing Program Awards for instructors and students

- Mar. 2020-pres** **Graduate Associate**, UArizona – Postdoctoral Affairs
- Create surveys and analyze data using Qualtrics
 - Organize and conduct workshops and other events in person and online
 - Provide leadership and guidance to undergraduate assistants
- Aug. 2019-May 2021** **Graduate Teaching Associate**
University of Arizona
- Formed syllabi for, created lesson plans, and taught English 101/102 courses
 - Formed syllabi and lesson plans with another GTA for English 102
- May-Aug. 2019** **Research Assistantship**, UArizona
- Co-wrote literature reviews on multimodality and socioscientific issues
 - Analyzed qualitative data on language beliefs using Dedoose
- Aug. 2016-June 2018** **Lecturer**
Université de Lille 3
- Formed syllabi for and taught Masters and high-level English major classes
 - Created lesson plans for and taught low-level major English classes
 - Followed prepared syllabi and lesson plans for non-major English courses
 - Hosted events outside of class for students to practice English
- Aug. 2015-June 2016** **Graduate Teaching Associate**
University of Tennessee
- Created lesson plans and taught low-level, flipped classroom, French courses

PUBLICATIONS

- Hellmich, E., Castek, J., Smith, B. E., Floyd, R., & Wen, W. (2021). Student perspectives on multimodal composing in the L2 classroom: tensions with audience, media, learning and sharing. *English Teaching: Practice & Critique*.
<https://doi.org/10.1108/ETPC-07-2020-0082>
- Floyd, R., & Castek, J. (2020). Academic, Emotional, and Social Growth in the Second Language Classroom. In *Multifaceted Strategies for Social-Emotional Learning and Whole Learner Education* (pp. 163–188).
<https://doi.org/10.4018/978-1-7998-4906-3.ch008>
- Floyd, R., & Dubreil, S. (2016). *Fostering foreign language learning through gameplay*. University of Tennessee, Knoxville.

CONFERENCES

- Floyd, R.** (2025, Jan 9-12). Decisions, decisions: Student and instructor buy-in on textbook choices [Conference presentation]. Modern Language Association 2025.
- Floyd, R.** (2023, July 17-21). A critical and multiliteracies-based pedagogical approach to project-based learning in the second language classroom [Conference presentation]. International Association of Applied Linguistics World Congress 2023.
- Floyd, R.** (2023, June 6-10). Technology, Voice, and Choice: Low- and High-tech Multimodal Composing in the Introductory L2 Classroom. [Conference presentation]. Computer-Assisted Language Instruction Consortium 2023.

- Floyd, R.** (2023, April 21-22). Spanish-English- and English-User Identities and Literacy Play [Conference presentation]. Second Language Digital Literacies Symposium 2023.
- Floyd, R.** (2023, March 18-21). Developing literacy skills through language play in a multilingual classroom [Conference presentation]. American Association for Applied Linguistics 2023.
- Floyd, R.** (2022, October 7 & 8). Professional Learning Needs Analysis of Recent Foreign Language Masters and Doctoral Alumni [Conference presentation]. Symposium on Language Pedagogy in Higher Education 2022
- Floyd, R.** (February, 2022). Crosslinguistic Hashtags: Understanding the Cultural Rhetorical Purpose of Social Justice Tweets. Presentation at SLAT Interdisciplinary Roundtable Conference: Ever-changing Landscapes: Transformative Practices, Concepts, and Methodologies in L2 Learning and Teaching.
- Castek, J., **Floyd, R.**, Hellmich, E., Smith, B., Wen, W., Morris, A. (2021, June 18). *Expanding L2 Learning: Teaching Multimodal Composition* [Webinar]. Center for Educational Resources in Culture, Language and Literacy.
<https://www.youtube.com/watch?v=IZ3jF2UsD4U&list=PLxWdN3n-6EdsMmt-MtGhEfEfgq14t9oT&index=2>
- Do, A., **Floyd, R.**, & McBride, A. (2021, April 8-12). *Digital Literacies & Socioemotional Learning* [Conference presentation] in *What's in a Name? Notions of L2 Instruction Across Languages* [Symposium Session]. American Educational Research Association 2021 Annual Meeting, Online.
<https://www.aera.net/Events-Meetings/Annual-Meeting/2021-Annual-Meeting-Theme>
- Floyd, R. & Wen, W. (February, 2021). Multimodal Composing in the L2 Classroom: Students' Perspectives. Presentation at SLAT Interdisciplinary Roundtable Conference: Imagining the Future, Empowering the World: Approaches to language teaching, learning, and research.
- Floyd, R. (October, 2020). The #MeToo movement across languages: understanding the cultural rhetorical purpose of social justice Tweets from a genre-based perspective Presentation at CLIC Conference: Diversity Across Settings of Language Use and Learning: Identity, Culture, and Gender.
- Floyd, R. (February, 2020). Expanding Community within and Beyond the Classroom: Using Digital Literacies to Support Students Academic, Emotional, and Social Growth. Work-in-Progress Roundtable Presentation at NCTEAR Midwinter Conference.
- Floyd, R. (February, 2020). Digital Literacies and Multimodality in the Secondary L2 Classroom. Presentation at SLAT Interdisciplinary Roundtable Conference: Crossing Disciplinary Boundaries: From Linguistic Structures to Critically Engaged Practices
- Floyd, R. & Tybush, B. (May, 2016). *Fostering Foreign Language Learning Through Game Play*. Presentation at CALICO (Computer-Assisted Language Instruction Consortium): Evolving Interactions in Digital Language Learning.

RESEARCH GRANTS & FELLOWSHIPS

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|----------------|---|
| 2022-23 | Russell J. & Dorothy S. Bilinski Fellowship (\$35,000/1.5 years)
<i>University of Arizona, Graduate College</i> |
| 2022 | SLAT/Linda Waugh Research Award (\$1000)
<i>University of Arizona, Second Language Acquisition and Teaching</i> |
| 2022 | Research and Project Grant (\$1500)
<i>University of Arizona, Graduate Professional Student Council</i> |

2018-19 **Graduate College Fellowship (\$2,500/semester)**
University of Arizona, Graduate College

SERVICE

AY
2023-present **Supervisors Committee**

AY
2023-present **French Graduate Admissions Committee**

AY 2021-22 **SLAT Student Association (SLATSA) President**
· Lead 21st SLATSA Interdisciplinary Roundtable Committee

AY 2020-21 **SLATSA Representative to SLAT Executive Council**

AY 2019-20 **SLATSA WebMaster**

AY 2019-22 **Conference & Webinar Volunteer**
· International Conference on the Development and Assessment of Intercultural Competence; 2020, 2022
· SLAT Student Association Roundtable; 2019-22
· SLAT Webinar “The State of Online Teaching in Applied Linguistics”; 2020

LANGUAGES

English (native), French (proficient), Spanish (elementary)

PROFESSIONAL LEARNING

- Teaching French for Professional Purposes Training by the French Embassy, *May 2022*
- UArizona CERCLL Professional Learning Online Network Participant, *August 2021-May 2022*
- Adobe Creative Campus Faculty Fellow, *June 25, 2021*
- GTA Online Course Design Boot Camp, *January 9, 2020*
- Applying the Quality Matters Rubric Certificate, *September 26, 2019*
- Tomorrow’s Leaders Equipped for Diversity Certificate, *March 29, 2019*