

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- present 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

2022-23 **Russell J. & Dorothy S. Bilinski Fellowship (\$35,000/1.5 years)**
University of Arizona, Graduate College

2022 **SLAT/Linda Waugh Research Award (\$1000)**
University of Arizona, Second Language Acquisition and Teaching

2022 **Research and Project Grant (\$1500)**
University of Arizona, Graduate Professional Student Council

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

SERVICE

AY **Supervisors Committee**
2023-present

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

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*