

# Geoff LaFlair

PRINCIPAL ASSESSMENT SCIENTIST

Duolingo

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## Education

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### Northern Arizona University

Flagstaff, AZ

PH.D. IN APPLIED LINGUISTICS

2015

- Dissertation: Testing, teaching, & transfer: Helping first-year ESL business majors make the transition
- Committee members: Drs. Joan Jamieson (adviser; dissertation chair), Fredricka L. Stoller, Mary McGroarty, and John McClure

### Northern Arizona University

Flagstaff, AZ

GRADUATE CERTIFICATE IN APPLIED STATISTICS

2013

### Central Michigan University

Mount Pleasant, MI

M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

2009

### Kalamazoo College

Kalamazoo, MI

B.A. IN FRENCH LANGUAGE AND LITERATURE

2003

## Work Experience

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### Duolingo English Test, Duolingo

Pittsburgh, PA

ASSESSMENT SCIENTIST

Jan. 2019 - present

- Conduct research on and lead the development of the Duolingo English Test

### Second Language Studies Department, University of Hawai'i at Mānoa

Honolulu, HI

ASSISTANT PROFESSOR

Aug. 2017 - Dec. 2018

- Led research on issues related to language assessment and quantitative research methods in applied linguistics
- Taught undergraduate and graduate level language assessment and quantitative research methods courses
- Served on Faculty Senate and the MA admissions committee

### Center for ESL, University of Kentucky

Lexington, KY

DIRECTOR OF ASSESSMENT, LECTURER

Jul. 2015 - Jun. 2017

- Managed placement, achievement, and post-entry language assessments
- Led professional development sessions to build instructor assessment literacy

### English Department and Program for Intensive English, Northern Arizona University

Flagstaff, AZ

GRADUATE TEACHING ASSISTANT

Aug. 2010 - May 2015

- Developed placement, exit, and achievement tests for the intensive English program
- Taught breakout sessions for large section undergraduate linguistics and grammar courses
- Taught first-year composition
- Consulted in the writing center

### English Language Institute, Central Michigan University

Mount Pleasant, MI

TEMPORARY ASSESSMENT COORDINATOR

May 2014 - Jul. 2014

- Consulted on development of standardized achievement tests
- Trained teachers in language assessment development

### Cambridge Michigan Language Assessments (now Michigan Language Assessments)

Ann Arbor, MI

RESEARCH INTERN

May 2013 - Jul. 2013

- Conducted differential item/test functioning and rater severity studies
- Prepared documentation for linking a test to the Canadian Language Benchmarks
- Developed an R function for design of experiments in FACETS

## Second Language Testing, Inc

ITEM WRITER

- Developed items for a listening test linked to the Common European Framework of Reference (CEFR)

Remote  
May 2013 - Jul. 2013

## Program in Intensive English, Northern Arizona University

SUMMER ASSESSMENT COORDINATOR

- Managed the development, administration, scoring, and analysis of achievement tests for summer courses

Flagstaff, AZ  
May 2012 - Aug. 2012

## English Language Institute, Central Michigan University

INSTRUCTOR

- Taught integrated reading and writing, integrated listening and speaking, and grammar courses
- Mentored MA TESOL practicum students
- Served on the assessment committee

Mount Pleasant, MI  
Jun. 2009 - Aug 2010

## English Language Institute/English Department, Central Michigan University

GRADUATE TEACHING/RESEARCH ASSISTANT

- Taught integrated reading and writing, integrated listening and speaking, and grammar courses
- Served on the curriculum committee
- Research assistant on a phonological sociolinguistics case study of a native Japanese speaker of English

Mount Pleasant, MI  
Jan. 2008 - May 2009

## English Language Center, Michigan State University

INSTRUCTOR

- Taught grammar and content-based language courses
- Co-organized community activities for students

East Lansing, MI  
May 2008 - Aug. 2008

## CMU Writing Center, Central Michigan University

WRITING CENTER CONSULTANT

- Consulted writers in all stages of the writing process (synchronously and asynchronously)

Mount Pleasant, MI  
Aug. 2007 - Dec. 2007

## English Language Program, Saginaw Valley State University

INSTRUCTOR

- Taught grammar and integrated listening and speaking courses
- Organized local field trips
- Volunteered as a writing tutor

Saginaw, MI  
May 2007 - Aug. 2007

## T&S Electric Service

ELECTRICIANS APPRENTICE

- Installed electrical wires, panels, and fixtures in residential, commercial, and industrial buildings in both new and remodel construction projects
- Created work estimates for potential customers

Saginaw, MI  
May 2004 - Aug. 2007

## Lycée Joseph Savina

ENGLISH LANGUAGE TEACHING ASSISTANT

- Taught conversational English courses to supplement the English curriculum in the high school and the attached two-year post-secondary business English program

Tréguier, France  
Aug. 2003 - May 2004

# Publications

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## PEER-REVIEWED PAPERS & BOOK CHAPTERS

1. Yancey, K. P., Runge, A., LaFlair, G., & Mulcaire, P. (2024). BERT-IRT: Accelerating item piloting with BERT embeddings and explainable IRT models. In E. Kochmar, M. Bexte, J. Burstein, A. Horbach, R. Laarmann-Quante, A. Tack, V. Yaneva, & Z. Yuan (Eds.), *Proceedings of the 19th workshop on innovative use of NLP for building educational applications (BEA 2024)* (pp. 428–438). Association for Computational Linguistics. <https://aclanthology.org/2024.bea-1.35/>

2. Naismith, B., Attali, Y., & LaFlair, G. T. (2024). The impact of task duration on the scoring of independent writing responses of adult L2-english writers. *Assessing Writing*, 62, 100895. <https://doi.org/https://doi.org/10.1016/j.asw.2024.100895>
3. LaFlair, G. T. (2024). An industry perspective on open science: A response to winke. *Language Testing*, 41(4), 865–871. <https://doi.org/10.1177/02655322241261716>
4. von Davier, A. A., Runge, A., Park, Y., Attali, Y., Church, J., & LaFlair, G. T. (2024). The item factory: Intelligent automation in support of test development at scale. In H. Jiao & R. W. Lissitz (Eds.), *Machine learning, natural language processing, and psychometrics*. Information Age Publishing, Inc.
5. Burstein, J., LaFlair, G. T., Yancey, K., von Davier, A. A., & Dotan, R. (2024). *Responsible AI for test equity and quality: The duolingo english test as a case study*. <https://arxiv.org/abs/2409.07476>
6. Sharpnack, J., Mulcaire, P., Bicknell, K., LaFlair, G., & Yancey, K. (2024). *AutoIRT: Calibrating item response theory models with automated machine learning*. <https://arxiv.org/abs/2409.08823>
7. Sharpnack, J., Hao, K., Mulcaire, P., Bicknell, K., LaFlair, G., Yancey, K., & von Davier, A. A. (2024). *BanditCAT and AutoIRT: Machine learning approaches to computerized adaptive testing and item calibration*. <https://arxiv.org/abs/2410.21033>
8. Runge, A., Attali, Y., LaFlair, G. T., Park, Y., & Church, J. (2024). A generative AI-driven interactive listening assessment task. *Frontiers in Artificial Intelligence*, 7. <https://doi.org/10.3389/frai.2024.1474019>
9. Burstein, J., & LaFlair, G. T. (2024). *Where assessment validation and responsible AI meet*. <https://arxiv.org/abs/2411.02577>
10. LaFlair, G. T., Yancey, K. P., Settles, B., & von Davier, A. A. (2023). Computational psychometrics for digital assessments: A blend of ML and psychometrics for item generation and scoring. In V. Yaneva & M. von Davier (Eds.), *Advancing natural language processing in educational assessment*. Routledge.
11. Yancey, K. P., LaFlair, G., Verardi, A., & Burstein, J. (2023). Rating short L2 essays on the CEFR scale with GPT-4. In *Proceedings of the 18th workshop on innovative use of NLP for building educational applications (BEA 2023)* (pp. 576–584). Association for Computational Linguistics. <https://doi.org/10.18653/v1/2023.bea-1.49>
12. Attali, Y., Runge, A., LaFlair, G. T., Yancey, K. P., Goodwin, S., Park, Y., & von Davier, A. A. (2022). The interactive reading task: Transformer-based automatic item generation. *Frontiers in Artificial Intelligence*, 5. <https://doi.org/10.3389/frai.2022.903077>
13. Kyle, K., Eguchi, M., Choe, A. T., & LaFlair, G. (2022). Register variation in spoken and written language use across technology-mediated and non-technology-mediated learning environments. *Language Testing*, 39(4), 618–648. <https://doi.org/10.1177/02655322211057868>
14. LaFlair, G. T., Langenfeld, T., Baig, B., Horie, A. K., Attali, Y., & von Davier, A. A. (2022). Digital-first assessments: A security framework. *Journal of Computer Assisted Learning*, 38(4), 1077–1086.
15. McCarthy, A. D., Yancey, K. P., LaFlair, G. T., Egbert, J., Liao, M., & Settles, B. (2021). Jump-starting item parameters for adaptive language tests. *Proceedings of the 2021 Conference on Empirical Methods in Natural Language Processing*, 883–899. <https://doi.org/10.18653/v1/2021.emnlp-main.67>
16. Settles, B., LaFlair, G. T., & Hagiwara, M. (2020). Machine learning–driven language assessment. *Transactions of the Association for Computational Linguistics*, 8, 247–263. [https://doi.org/10.1162/tac1\\_a\\_00310](https://doi.org/10.1162/tac1_a_00310)
17. LaFlair, G. T., Staples, S., & Yan, X. (2019). Triangulating corpus linguistics and language assessment: Using corpus linguistics to enhance validity arguments. In J. Egbert & P. Baker (Eds.), *Using corpus methods to triangulate linguistic analysis*. Routledge.
18. Egbert, J., & LaFlair, G. T. (2018). Statistics for distribution-free data. In L. Plonsky, P. DeCosta, A. Phakiti, & S. Starfield (Eds.), *Handbook of applied linguistics research methodology*. Palgrave Macmillan.
19. LaFlair, G. T., Isbell, D., Gutierrez Arvizu, M. N., May, L. D. N., & Jamieson, J. (2017). Equating in small-scale language testing programs. *Language Testing*, 34, 127–144.
20. LaFlair, G. T., & Staples, S. (2017). *Using corpus linguistics to examine the extrapolation inference in the validity argument for a high-stakes speaking assessment*. Language Testing.
21. Staples, S., LaFlair, G. T., & Egbert, J. (2017). Comparing language use in oral proficiency interviews to language use in target domains: Conversational, academic, and professional discourse. *Modern Language Journal*, 101, 194–213.
22. LaFlair, G. T., Egbert, J., & Plonsky, L. (2015). A practical guide to bootstrapping descriptive statistics, correlations, t tests, and ANOVAs. In L. Plonsky (Ed.), *Advancing quantitative methods in language research*. Routledge.

- Plonsky, L., Egbert, J., & LaFlair, G. T. (2015). Bootstrapping in applied linguistics: Assessing its potential using shared data. *Applied Linguistics*, 36, 611–634.

## RESEARCH REPORTS

- Belzak, W. C. M., Baig, B., Cardwell, C., Hastings, R., Horie, A. K., LaFlair, G. T., Liao, M., Niu, C., & Shih, Y.-S. (2025). *Duolingo english test: Security and score integrity*. Duolingo Research Report.
- Goodwin, S., Poe, M., Cardwell, R., Runge, A., Attali, Y., Mulcaire, P., Lo, K.-L., & LaFlair, G. T. (2023). *Duolingo english test: Writing construct (DRR-22-03)*. Duolingo Research Report.
- Goodwin, S., Attali, Y., LaFlair, G. T., Runge, A., Park, Y., von Davier, A. A., & Yancey, K. P. (2023). *Duolingo english test: Writing construct (DRR-22-03)*. Duolingo Research Report.
- LaFlair, G. T., Runge, A., Attali, Y., Park, Y., Church, J., & Goodwin, S. (2023). *Interactive listening—the duolingo english test (DRR-23-01)*. Duolingo Research Report.
- Park, Y., Cardwell, R., Goodwin, S., Naismith, B., LaFlair, G. T., Loh, K.-L., & Yancey, K. P. (2023). *Assessing speaking on the duolingo english test (DRR-23-03)*. Duolingo Research Report.
- Burstein, J., LaFlair, G. T., Kunnan, A. J., & von Davier, A. A. (2022). *A theoretical assessment ecosystem for a digital-first assessment—the duolingo english test (DRR-22-01)*. Duolingo Research Report.
- Cardwell, R., LaFlair, G. T., Naismith, B., & Settles, B. (2022). *Duolingo english test: Technical manual*. Duolingo Research Report.
- Park, Y., LaFlair, G. T., Attali, Y., Runge, A., & Goodwin, S. (2022). *Duolingo english test: Interactive reading (DRR-22-02)*. Duolingo Research Report.
- Kyle, K., Choe, A. T., Eguchi, M., LaFlair, G. T., & Ziegler, N. (2021). *A comparison of spoken and written language use in traditional and technology-mediated learning environments* (pp. 1–29). ETS Research Report Series, 2021(1).
- LaFlair, G. T. (2020). *Duolingo english test: subscores*. Duolingo Research Report: 20-03.
- LaFlair, G. T., Staples, S., & Egbert, J. (2015). *Variability in the MELAB speaking task: Investigating linguistic characteristics of test-taker performances in relation to rater severity and score*. CaMLA Working Papers 2015-04, Cambridge Michigan Language Assessments.

## Presentations

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- Goodwin, S., Kang, O., Attali, Y., LaFlair, G. T., Naismith, B., Park, Y., & Runge, A. (2024). *Exploring efficient listening-speaking task types in a high-stakes english assessment*. Poster presented at AAAL, Houston, TX.
- LaFlair, G. T. (2025). *Accelerating item development and difficulty estimation with NLP and responsible AI*. University of Illinois Urbana-Champaign Linguistics Department Seminar Series (invited talk).
- von Davier, A. A., Runge, A., Attali, Y., Park, Y., LaFlair, G., & Church, J. (2024). *Human-centered AI for test development*. Paper presented at LTRC, Innsbruck, Austria.
- LaFlair, G. T. (2024). *Big data and open science: Balancing collaboration, privacy, and protection*. Paper presented in the symposium, “Open Science in Language Testing: Bridging Academic and Industry Perspectives,” at LTRC, Innsbruck, Austria.
- LaFlair, G. T. (2024). *AI in large-scale english language test development*. Invited panelist at the GSC Event: Leveraging AI and ChatGPT in Applied Linguistics, AAAL, Houston, TX.
- LaFlair, G. T., Naismith, B., Yancey, K. P., Mulcaire, P., Verardi, A., & Burstein, J. (2024). *Generative AI for assessing essay and discourse coherence quality*. Paper presented at AAAL, Houston, TX.
- Naismith, B., Attali, Y., & LaFlair, G. T. (2024). *The impact of task duration on writing quality, score reliability, and score validity*. Poster presented at AAAL, Houston, TX.
- Burstein, J., LaFlair, G. T., & von Davier, A. A. (2023). *Fairness auditing in a digital-first learning and assessment ecosystem*. Paper presented at NCME, Chicago, IL.
- LaFlair, G. T., Attali, Y., Runge, Y., A. Park, Goodwin, S., & von Davier, A. A. (2023). *Can large language models create content and items for language assessments?* Paper presented in the symposium, “AI and deep learning applications in language assessment,” at LTRC, New York, NY.
- Cardwell, R. L., Liao, M., Belzak, W. C. M., & LaFlair, G. T. (2023). *Incorporating test security into the validity argument of a remotely-proctored english test*. Paper presented at LTRC, New York, NY.
- Goodwin, S., LaFlair, G. T., Lockwood, J. R., Nydick, S., & von Davier, A. A. (2023). *Finding time in language assessments: Maximizing measurement properties by unit of testing time*. Paper presented at AAAL, Portland, OR.

12. LaFlair, G. T. (2023). *ChatGPT and its implications for language testing and assessment*. Invited webinar presented for the Graduate Student Association of ILTA (remote).
13. LaFlair, G. T., & Kunnan, A. (2023). *Using LLMs for content and item generation*. Workshop presented at AALA, Tokyo, Japan.
14. LaFlair, G. T. (2023). *Leveraging large language models for complex listening and reading tasks in language assessment: The duolingo english test experience*. Paper presented at the Innovations in Language Assessment Conference, Hong Kong.
15. LaFlair, G. T., Attali, Y., Runge, A., Yancey, K. P., Goodwin, S., Park, Y., & von Davier, A. A. (2023). *Human-in-the-loop automated item creation for complex items in language assessments*. Paper presented at AAAL, Portland, OR.
16. LaFlair, G. T., Runge, Y., Attali, A., Runge, Park, Y., Goodwin, S., & von Davier, A. A. (2023). *Can large language models create content and items for language assessments?* Paper presented at LTRC, New York, NY.
17. Runge, A., LaFlair, G. T., & Attali, Y. (2023). *A neural transformer-based framework for complex text-based item generation*. Paper presented at EALTA, Helsinki, Finland.
18. Yancey, K. P., Runge, A., LaFlair, G. T., & Lockwood, J. R. (2023). *Explanatory item response models with BERT contextual word embeddings in language assessment*. Paper presented at NCME, Chicago, IL.
19. LaFlair, G. T. (2022). *Innovations in language testing: Can digital-first test design help?* Paper presented at LARC, Chicago, IL.
20. LaFlair, G. T., Attali, Y., Goodwin, S., & Runge, A. (2022). *Register-driven text creation for high-stakes language assessments*. Paper presented at LTRC (Remote).
21. LaFlair, G. T., Settles, B., Yancey, K. P., Runge, A., Attali, Y., & Lockwood, J. R. (2022). *Automatic item generation and evaluation*. Paper presented at IACAT, Frankfurt, Germany.
22. LaFlair, G. T., Yancey, K. P., Attali, Y., Bilsky, L., Burstein, J., Goodwin, S., Liu, J., Runge, A., & von Davier, A. A. (2022). *Can a chatbot help measure interactional competence in L2 english language assessment?* Paper presented at AAAL, Pittsburgh, PA.
23. Park, Y., Goodwin, S., & LaFlair, G. T. (2022). *Item design and evaluation for socioculturally responsive language assessments*. Paper presented at LARC, Chicago, IL.
24. Yancey, K. P., Runge, A., Lockwood, J. R., & LaFlair, G. T. (2022). *Estimating contextual word-level item parameters using BERT in an IRT framework*. Paper presented at MARC (Remote).
25. LaFlair, G. T. (2021). *Digital-first: Approaches to the development of english language assessments*. Webinar presented for English Australia Assessment SIG (Remote).
26. LaFlair, G. T., Bilsky, L., Egbert, J., Burch, B., & Wood, M. (2021). *Design, development, and evaluation of duolingo english test items*. Paper presented in the “Psychometrics for Digital-First Assessments” symposium at NCME (Remote).
27. LaFlair, G. T., & Egbert, J. (2021). *Explaining lexico-grammatical variation in reading passages from a high-stakes language assessment*. Paper presented at AAAL (Remote).
28. McCarthy, A., LaFlair, G. T., & Egbert, J. (2021). *Improving and evaluating language item difficulty estimation with BERT and multi-task learning*. Paper presented at LTRC (Remote).
29. McCarthy, A., Yancey, K. L., LaFlair, G. T., & Egbert, J. (2021). *Improving language item difficulty estimation with BERT and multi-task learning*. Paper presented in the “Psychometrics for Digital-First Assessments” symposium at NCME (Remote).
30. Cardwell, R., & LaFlair, G. T. (2020). *Promoting test access and security through innovative item development*. Paper presented at the JLTA annual meeting (Remote).
31. LaFlair, G. T. (2020). *Duolingo english test item development and difficulty estimation*. Invited presentation for the Lancaster Language Testing Research Group (Remote).
32. LaFlair, G. T. (2020). *Evaluating subscore considerations for a computer adaptive english test*. Paper presented at ECOLT (Remote).
33. Brem, C., Lake, J., & LaFlair, G. T. (2019). *The risk index: A statistical index of cheating in a high-stakes computer adaptive language assessment*. Paper presented at the Midwest Association of Language Testers, Bloomington, IN.
34. LaFlair, G. T., & Isbell, D. R. (2019). *R & RStudio for reproducible language test analysis, research, and reporting*. Workshop at LTRC, Atlanta, GA.
35. LaFlair, G. T. (2019). *A machine-learned construct of language proficiency*. Paper presented at IACAT, Minneapolis, MN.

36. LaFlair, G. T. (2019). *Removing barriers to english language proficiency testing for academic admissions*. Poster presented at the ETCPS conference, Coralville, IA.
37. LaFlair, G. T., & Settles, B. (2019). *Location, cost, and time as barriers to test takers*. Paper presented at the Midwest Association of Language Testers, Bloomington, IN.
38. LaFlair, G. T., & Staples, S. (2019). *Connecting corpus linguistics and assessment*. Paper presented at the Corpus Linguistics conference, Cardiff, Wales.
39. LaFlair, G. T., Staples, S., & Egbert, J. (2018). *Uncovering pragmatic competence in speaking through corpus-based register analysis*. Paper presented in the ISFC invited colloquium at the International Systemic Functional Congress, Boston, MA.
40. LaFlair, G. T. (2018). *Reproducible data visualization in r and RStudio*. Demonstration at the Hawai'i-Pacific Evaluation Association Workshops and Conference, Kane'ohe, HI.
41. LaFlair, G. T. (2018). *Reproducible data visualization in R and Rstudio*. Demonstration to be delivered at the Hawai'i-Pacific Evaluation Association Workshops and Conference, Kane'ohe, HI.
42. LaFlair, G. T., Staples, S., & Egbert, J. (2018). *Uncovering pragmatic competence in speaking through corpus-based register analysis*. Paper presented in the ISFC invited colloquium, "Assessing meaning-making ability in context: Exploring register-specific pragmatic competence," at the International Systemic Functional Congress, Boston, MA.
43. LaFlair, G. T., & Staples, S. (2016). *Applications of corpus linguistics for investigating target domain language in high stakes assessments*. Paper presented in the joint ILTA and AAAL invited colloquium, Orlando, FL.
44. LaFlair, G. T. (2016). *Meeting the demands of accreditation and best practice by using r, shiny, and SQLite*. Work in progress presented at the Georgetown University Round Table, Washington, DC.
45. LaFlair, G. T., Forest, R. W., & Fisher, A. M. (2016). *Corpora and alignment in a university IEP*. Paper presented at AAAL, Ames, IA.
46. LaFlair, G. T., & Richardson, W. (2016). *Improving post-entry language assessment: An overview of an in-house test*. Paper presented at SETESOL, Louisville, KY.
47. LaFlair, G. T., Sarver, W., & Pippin, Z. (2016). *The missing piece: Alignment of curriculum, instruction, and assessment*. Paper presented at the English USA Professional Development conference, Monterey, CA.
48. LaFlair, G. T., Sarver, W., & Pippin, Z. (2016). *The missing piece: Alignment of curriculum, instruction, and assessment*. Paper presented at the English USA Professional Development conference, Monterey, CA.
49. LaFlair, G. T. (2016). *Meeting the demands of accreditation and best practice by using R, Shiny, and SQLite*. Work in progress presented at the Georgetown University Round Table (GURT): Useful Assessment and Evaluation in Language Education, Washington, DC.
50. LaFlair, G. T., & Staples, S. (2016). *Applications of corpus linguistics for investigating target domain language in high stakes assessments*. Paper presented in the joint ILTA and AAAL invited colloquium, "Connecting Corpus Linguistics and Language Assessment," at the American Association for Applied Linguistics conference (AAAL), Orlando, FL.
51. LaFlair, G. T., Forest, R. W., & Fisher, A. M. (2016). *Corpora and alignment in a university IEP*. Paper presented at the American Association for Corpus Linguistics (AAAL), Ames, IA.
52. LaFlair, G. T., & Richardson, W. (2016). *Improving post-entry language assessment: An overview of an in-house test*. Paper presented at the Southeast Teachers of English to Speakers of Other Languages (SETESOL), Louisville, KY.
53. Staples, S., LaFlair, G. T., & Egbert, J. (2015). *A multi-dimensional comparison of oral proficiency interviews to conversation, academic, and professional spoken registers*. Paper presented at the Corpus Linguistics conference, Lancaster, UK.
54. Staples, S., Egbert, J., & LaFlair, G. T. (2015). *A multi-dimensional comparison of oral proficiency interviews to conversation, academic, and professional spoken registers*. Paper presented at the Corpus Linguistics (CL) conference, Lancaster, UK.
55. Banerjee, J., & LaFlair, G. T. (2014). *Expanding bias investigations: The influence of reasons for taking the MELAB*. Paper presented at the MwALT conference, Ann Arbor, MI.
56. Gutierrez-Arvizu, M. N., LaFlair, G. T., & Isbell, D. (2014). *Using circle-arc to equate placement tests in small language programs*. Paper presented at the MwALT conference, Ann Arbor, MI.
57. Isbell, D., Gutierrez-Arvizu, M. N., & LaFlair, G. T. (2014). *Is equating reasonable for small-scale language testing programs?* Paper presented at LTRC, Amsterdam, Netherlands.
58. LaFlair, G. T., & Egbert, J. (2014). *Introduction to graphics with r*. Workshop at AAAL, Flagstaff, AZ.

59. LaFlair, G. T. (2014). *Developing a post-admissions business language assessment*. Paper presented at the MwALT conference, Ann Arbor, MI.
60. LaFlair, G. T., Egbert, J., & Staples, S. (2014). *Comparing oral proficiency interviews to academic and professional spoken registers*. Paper presented at AACL, Flagstaff, AZ.
61. Plonsky, L., LaFlair, G. T., & Egbert, J. (2014). *Bootstrapped t tests and ANOVAs: Using data re-analysis to assess their potential in L2 research*. Paper presented at AAAL, Portland, OR.
62. Staples, S., LaFlair, G. T., & Egbert, J. (2014). *Investigating the multi-faceted nature of speaking performance with a multivariate method*. Paper presented at the MwALT conference, Ann Arbor, MI.
63. Banerjee, J., & LaFlair, G. T. (2014). *Expanding bias investigations: The influence of reasons for taking the MELAB*. Paper presented at the Mid-west Association of Language Testers (MwALT) conference, Ann Arbor, MI.
64. Gutierrez-Arvizu, M. N., LaFlair, G. T., & Isbell, D. (2014). *Using circle-arc to equate placement tests in small language programs*. Paper presented at the Mid-west Association of Language Testers (MwALT) conference, Ann Arbor, MI.
65. Isbell, D., Gutierrez-Arvizu, M. N., & LaFlair, G. T. (2014). *Is equating reasonable for small-scale language testing programs?* Paper presented at Language Testing Research Colloquium (LTRC), Amsterdam, Netherlands.
66. LaFlair, G. T. (2014). *Developing a post-admissions business language assessment*. Paper presented at the Mid-west Association of Language Testers (MwALT) conference, Ann Arbor, MI.
67. LaFlair, G. T., & Egbert, J. (2014). *Introduction to graphics with R*. A workshop given at the American Association for Corpus Linguistics conference (AACL), Flagstaff, AZ.
68. LaFlair, G. T., Egbert, J., & Staples, S. (2014). *Comparing oral proficiency interviews to academic and professional spoken registers*. Paper presented at the American Association for Corpus Linguistics conference (AACL), Flagstaff, AZ.
69. Staples, S., LaFlair, G. T., & Egbert, J. (2014). *Investigating the multi-faceted nature of speaking performance with a multivariate method*. Paper presented at the Mid-west Association of Language Testers (MwALT) conference, Ann Arbor, MI.
70. Plonsky, L., LaFlair, G. T., & Egbert, J. (2014). *Bootstrapped t tests and ANOVAs: Using data re-analysis to assess their potential in L2 research*. Paper presented at American Association for Applied Linguistics (AAAL), Portland, OR.
71. LaFlair, G. T. (2013). *Calibrating a test of business english*. Poster presented at MwALT, Lansing, MI.
72. LaFlair, G. T. (2013). *Calibrating a test of business english*. Poster presented at the Midwest Association of Language Testers (MwALT), Lansing, MI.
73. LaFlair, G. T., Egbert, J., & Miller, D. (2012). *Structural compression and elaboration across levels of ESL reading textbook series*. Paper presented at AAAL, Boston, MA.
74. LaFlair, G. T., Egbert, J., & Miller, D. (2012). *Structural compression and elaboration across levels of ESL reading textbook series*. Paper presented at American Association for Applied Linguistics (AAAL), Boston, MA.
75. LaFlair, G. T. (2011). *ESL students' development of self-regulatory writing skills*. Paper presented at AZ-TESOL, Prescott, AZ.
76. LaFlair, G. T., & Egbert, J. (2011). *Grammatical complexity in ESL reading textbooks*. Paper presented at Mini AZ-TESOL, Flagstaff, AZ.
77. LaFlair, G. T. (2011). *ESL students' development of self-regulatory writing skills*. Paper presented at Arizona TESOL state conference (AZ-TESOL), Prescott, AZ.
78. LaFlair, G. T., & Egbert, J. (2011). *Grammatical complexity in ESL reading textbooks*. Paper presented at Mini AZ-TESOL, Flagstaff, AZ.

## Teaching Experience

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### Second Language Studies Department, University of Hawai'i at Mānoa

Honolulu, HI

#### INSTRUCTOR

- SLS 670: Second Language Quantitative Research Methods
- SLS 490: Second Language Testing

## Department of Modern and Classical Languages, Literatures, and Cultures, University of Kentucky

Lexington, KY

### INSTRUCTOR

- TSL 675: English Grammar - Analysis and Pedagogy

## English Department, Northern Arizona University

Flagstaff, AZ

### TEACHING ASSISTANT

- ENG 321: English Grammars
- ENG 308: Introduction to Linguistics

## College of Business, Northern Arizona University

Flagstaff, AZ

### INSTRUCTOR

- ACC 206: Language for Business Law

## Writing, Rhetoric, and Digital Studies, University of Kentucky

Lexington, KY

### INSTRUCTOR

- WRD 110: Composition and Communication

## English Department, Northern Arizona University

Flagstaff, AZ

### INSTRUCTOR

- ENG 105: Critical Reading and Writing in the University Community

## Center for ESL, University of Kentucky

Lexington, KY

### INSTRUCTOR

- ESL 120: Reading for Academic Purposes
- ESL 051: Intensive Writing
- ESL 031: Intensive Writing
- ESL 023: Intensive Grammar

## English Language Department, Central Michigan University

Mount Pleasant, MI

### INSTRUCTOR

- ELI 083: Advanced Grammar for International Students
- ELI 081: Listening and Speaking for International Students
- ELI 073: Grammar for International Students
- ELI 072: Reading and Writing III
- ELI 063: Grammar for International Students II

## Grants

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### TOEFL COMMITTEE OF EXAMINERS (COE) RESEARCH GRANTS

2018

- A linguistic analysis of the communication demands in typical technology-mediated learning environments
- Funding amount: \$99,996

### TOEFL SMALL GRANTS FOR DOCTORAL RESEARCH IN SECOND OR FOREIGN LANGUAGE ASSESSMENT

2014

- Testing, teaching, & transfer: Helping first-year ESL business majors make the transition
- Funding amount: \$1,200

### CAMLA'S SPAAN RESEARCH GRANT

2014

- Investigating examiner variability and its relation to linguistic characteristics of test taker performance
- Funding amount: \$3,000

## Software development

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## OPEN-SOURCE PROJECT ON GITHUB

1. LaFlair, G. T. (2016). *rcrtan: R package for criterion-referenced item and test analysis* (Version 0.1.0).

## Service

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### Applied Linguistics

REVIEWER

2014 - 2018

### Language Testing

REVIEWER

2014 - present

### Language Assessment Quarterly

REVIEWER

2019 - present

### The Carpentries: Data Carpentry

CERTIFIED INSTRUCTOR

2017 - 2022

### Data Carpentry: Social sciences OpenRefine lesson

MAINTAINER

2017 - 2022

### Data Carpentry: Social sciences curriculum

CURRICULUM ADVISOR

2017 - 2022

### University of Hawai'i at Mānoa, General Education Committee

FACULTY SENATE

Honolulu, HI

2018 - 2019

### Coffee & Cronbach: A discussion group for research methods and issues in applied linguistics

CO-ORGANIZER

Flagstaff, AZ

2013 - 2015

### NAU Graduate Student Association of Applied Linguistics

CO-PRESIDENT

Flagstaff, AZ

2012 - 2013

### NAU Graduate Student Association of Applied Linguistics

TREASURER

Flagstaff, AZ

2011 - 2012

## Current Memberships

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- American Association for Applied Linguistics (AAAL)
- International Language Testing Association (ILTA)
- National Council on Measurement in Education (NCME)