

## Ndrew Allmark

Ndrew Allmark is a senior instructor in the English foundation programme in the Centre for Preparatory Studies. He is the course leader of the FPEH0450 course, officer of the humanities departmental curriculum committee and standing member of the central curriculum committee. He studied MA English Language Teaching at Leeds Beckett University where he received the MATSDA prize for outstanding contribution to the course, and he proceeded to study MSc Teaching English Language in University Settings (TELUS) at the University of Oxford where he received the TELUS Best Dissertation Prize.



His research interests include the cross-linguistic effects of first language Arabic literacy on second language English reading. He is also interested in the validity of vowel blindness as an explanation for weak English reading among Arabic users of English. His prize-winning dissertation was a systematic review of second language word recognition among first language Arabic speakers.

He has presented key findings of his dissertation in the Oman International ELT conference. A chapter pertaining to vowel blindness based on the dissertation has been accepted for publication in an upcoming book published by Springer. He is also interested in motivation among students and teachers, and he has a growing interest in the use of technology in the classroom. He has presented the findings of secondary research into the motivational effects of gamification in English language teaching, and he is currently engaged in a duo-ethnography exploring motivational factors in two teachers' professional development.

Allmark, N. (in press). An Evaluation of the Conceptual Validity of Vowel Blindness as an Explanation for Differences in Arabic Readers' L2 Word-Recognition. In R. Al-Mahrooqi & C. Denman (Eds). [\*Individual and contextual factors in the English language classroom: Theoretical, pedagogical, and empirical approaches\*](#). Springer International Publishing  
(**Area of Research:** Psycholinguistics/English Language Teaching.)

Allmark, N. (2019). [\*A systematic scoping review of evidence pertaining to L2 word recognition among L1 readers of Arabic and its implications for the validity of vowel blindness\*](#) [Unpublished master's thesis]. Linacre College, Oxford University.  
(**Area of Research:** Psycholinguistics/English Language Teaching.)

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| 2020 | How do Arabic learners read in a second language?<br><i>Presented at Oman International ELT Conference</i> | <b>Area of research:</b><br>Motivation/English Language Teaching |
| 2019 | Gamification: Implications for Student Motivation<br><i>Presented at Oman International ELT Conference</i> | <b>Area of research:</b><br>Motivation/English Language Teaching |

Allmark, N. (2019). [\*Gamification: Implications for Student Motivation\*](#). In A. Al-Wahaibi, F. Bahrouni & I. Mauer. *Proceedings of the 19th Oman International ELT Conference: Innovative Approaches to English Language Teaching & Learning*. Sultan Qaboos University Press.  
(**Area of research:** Motivation/English Language Teaching)