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Qualification:	Dip. Ed (Science) (MSTC); B.Ed (Hons) (Nottingham, UK); M.Ed (Science Education) (Leeds, UK); PhD (Monash, Australia)
Ongoing Research:	<ol style="list-style-type: none"> 1. Teachers' classroom use of language and talk for science made simple but not simpler. 2. Opportunities and uptake of Technical and Vocational Education and Training (TVET) in Kenya
Selected Publications:	<p><u>Refereed Journal articles</u></p> <p>Oyoo, S. O. (August 2017). Learner Outcomes in Science in South Africa: Role of the Nature of Learner Difficulties with the Language for Learning and Teaching Science. <i>Research in Science Education</i>, 47 (4), 783-804. DOI: 10.1007/s11165-016-9528-8.</p> <p>Oyoo, S. O. (June 2016). When science teachers' use of instructional language during teaching becomes effective teaching of science. <i>The International Journal of Science, Mathematics and Technology Learning</i>, 23 (2), pp.33-47, ISSN: 2327 7971(Print), ISSN: 2327-915X (Online); Journal Site:</p>

<http://ijlsmtl.cgpublisher.com>. DOI: 10.18848/2327-7971/CGP/v23i02/33-47

Oyoo, S. O. (October 2012). Language in science classrooms: An analysis of physics teachers' use of and beliefs about language. *Research in Science Education*, 42 (5), 849 – 873. ISSN: 0157-244X (Published by Springer); DOI: 10.1007/s11165-011-9228-3.

Omboko, F. M. and Oyoo, S. O. (2011). Being a Female Head teacher: the Tanzania Experience. *The International Journal of Learning*, 17 (12), 337-352. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Oyoo, S. O. (2010). Attracting More Girls to School Physics in Kenya: Findings in a 'Distance' Study. *The International Journal of Learning*, 17 (10), 1-21. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Nyamupangedengu, E. and Oyoo, S. O. (2010). Moving beyond the controversy towards an improvement of worksheets that are used by learners during museum visits. *The International Journal of Learning*, 17 (7), 501-510. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Mikume, B. O. and Oyoo, S. O. (2010). Improving the Practice of Giving Feedback on ESL Learners' Written Compositions. *The International Journal of Learning*, 17 (5), 337-354. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Oyoo, S. O. (2009). How Physics Teachers Use And Think About Language During Teaching: The Explanations And Implications. *International Journal of Learning*, 16 (2), 169-184. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Oyoo, S. O. (2007). Rethinking Proficiency in the Language of Instruction (English) as a Factor in the Difficulty of School Science. *The International Journal of Learning*, 14 (4), 231 – 242. ISSN: 1447-9494 (Publisher Site: <http://www.Learning-Journal.com>)

Refereed Book Chapters

Oyoo, S. O and Nkopodi, N. (2019). Helping the Learning of Science in whichever Language: the attention to Proficiency in the LOLT, Polysemy and Context that counts best during Science Teaching. In [Juanjo Mena, Ana García-Valcárcel](#) and [Francisco J. García-Peñalvo](#) (Eds). *Teachers' Professional Development in Global Contexts: Insights from Teacher Education* (Chapter 9, 160–178). Koninklijke Brill NV, Leiden, The Netherlands. ISBN: 978-90-04-

40536-3; DOI: https://doi.org/10.1163/9789004405363_009.

Oyoo, S. and Nasimu, S. (2015a). The place of proficiency in the language of instruction: the challenges Grade 12 physical science learners encounter with meanings of everyday words used in science context. In L. Makalela (ed), CASAS BOOK SERIES NO. 115: *New Directions in Language and Literacy Education for Multilingual Classrooms* (Chapter 2, pp. 39-66). Cape Town: The Centre for Advanced Studies of African Society (CASAS), Website: www.casas.co.za.

Oyoo, S. O. (2014). Language of Instruction and Science Learning in African Science Classrooms, In Daniel O. Orwenjo, Martin C. Njoroge, Ruth W. Ndung'u and Phyllis W. Mwangi (Eds); *Multilingualism and Education in Africa: The State of the State of the Art*, (pp. 24 – 49). Cambridge: Cambridge Scholars Publishing.

Oyoo, S. O. (2013a). Enhancing and Sustaining Teacher Effectiveness as the 'Trojan Horse' in successful Science Education in Kenya; In C.J. Craig, P.C. Meijer and J. Broeckmans (Eds), *From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community, Advances in Research on Teaching*, (19, 457–477). Bingley, UK: Emerald Group Publishing. ISSN: 1479-3687/doi:10.1108/S1479-3687 (2013) 0000019025.

Oyoo, S. O. (2008). Going Round the Foreign Language Problem in African Science Classrooms; In A. Garuba and L. Irwin (Eds) *Teaching and Education for Teaching in an era of Globalisation in Developing Countries: Essays in Honour of Jophus Anamuah-Mensah* (Chapter Eight, pp. 111-136); University of Education Winneba, Ghana, available at: <http://www.uew.edu.gh/academic/index.php/sacost/researchpublications>.

Refereed Conference Publications

Oyoo, S. O. (2017a). If two-thirds of classroom talk is still by the teacher: the kind of science teacher's talk and use of language during teaching for all learners in any science classroom. In [Juanjo Mena](#), [Ana García Valcarcel Muñoz Repiso](#), [Francisco José García Peñalvo](#), [Marta Martín del Pozo](#) (Eds). *Search and Research: Teacher Education for Contemporary Contexts*. Conference Book of refereed papers presented at the 18th Biennial Meeting of the International Study Association on Teachers and Teaching (ISATT), University of Salamanca, Spain, 3 – 7 July 2017 [pp.766-772]; ISBN: 978-84-9012-769-8. Full Conference book is freely downloadable. <http://isatt2017.com/>

Oyoo, S. O. (2017b). When attention to proficiency in, context of use and precision in use, and polysemy [nature of the science language] counts best during science teaching. In [Juanjo Mena](#), [Ana García Valcarcel Muñoz Repiso](#), [Francisco José García Peñalvo](#), [Marta Martín del Pozo](#) (Eds). *Search and Research: Teacher Education for Contemporary Contexts*. Conference Book of refereed papers presented at the 18th Biennial Meeting of the International Study Association on Teachers and Teaching (ISATT), University of Salamanca, Spain, 3 – 7 July 2017 [pp. 773-780]; ISBN: 978-84-9012-769-8. Full Conference book is freely downloadable. <http://isatt2017.com/>

Oyoo, S. O. (2015b). Science Teaching in Africa: Enhancing and Sustaining Teacher Efficacy. In R. Aluko & Bowa, O. (Eds). *Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality & Relevance within the Context of Globalization*. Distance Education and Teachers' Training in Africa (DETA) Volume 3 (pp. 127-153). University of Nairobi, Nairobi, Kenya. ISBN 978 -1- 77592-115-8

Oyoo, S. O. (2013b). Foreign languages in African science classrooms: Perspectives on and approaches to language use during teaching. In R. Aluko & Januario (Eds). *Ensuring the highest possible Quality of Education in a Changing Africa*. Distance Education and Training in Africa Conference (DETA), Volume 2 (pp. 121 - 147). University of Eduardo Mondlane, Maputo, Mozambique. ISBN 978-1-77592-032-8

Oyoo, S. O. (2009). Beyond General Proficiency in Language of Instruction: Towards The Appropriate Perspective on Language for Effective Learning in African Science Classrooms. In M. Shafer and C. MacNamara (Eds.), *Proceedings of the 17th Annual Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE 2009)*, 19 – 22 January 2009, Rhodes University, Republic of South Africa, pp. 197 – 212. Volume I (Long Papers) Book Version ISBN 978-92-990043-6-4; CD Version ISBN # 978-92-990043-6-4

Oyoo, S. O. (2008a). Physics Teachers' Approaches to and Perspectives on Use of Instructional Language in Classrooms – An Exploratory Study. In M. V. Polaki, T. Mokuku, and T. Nyabanyaba (Eds.), *Proceedings of the 16th Annual Conference of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE 2008)*, 14 – 18 January 2008; Maseru, Lesotho (pp. 561 – 570) Book Version ISBN 978-92-990043-2-6; CD Version ISBN 978-92-990043-3-3.

Oyoo, S. O. (2006). Science teachers' awareness of the impact of their

classroom language, In P. L. Jeffery; *Collection of Papers presented at the International Education Research Conference, University of Western Sydney, Parramatta, Australia*: The Australian Association for Research in Education, CD Version ISSN 1324-9320; WWW Version ISSN 1324-9339, April 2006.