

SOCIAL MEDIA INTEGRATION IN YORUBA LANGUAGE EDUCATION: PEDAGOGICAL CHALLENGES, TEACHER READINESS, AND CURRICULUM IMPLICATIONS

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Abstract

The widespread use of social media has significantly changed the ways young people communicate and interact, creating new possibilities for teaching and learning. Within the context of language education, these digital platforms offer opportunities for more interactive and engaging instructional practices. This study examines the integration of social media into Yoruba language instruction, with particular attention to the pedagogical challenges involved, the readiness of teachers to adopt digital tools, and the implications for curriculum development. Drawing on the Technological Pedagogical Content Knowledge (TPACK) framework and relevant literature on educational technology, the study highlights several issues that may affect the effective use of social media in Yoruba language education. These include problems associated with inaccurate orthography in online communication, the highly informal nature of digital language use, concerns about the reliability of language content shared on social media, and the limited technological preparation of some teachers. The study also considers how curriculum adjustments, the inclusion of culturally relevant digital content, and supportive educational policies can strengthen the use of social media as a resource for language learning. The analysis suggests that when properly guided, social media platforms can provide meaningful spaces for students to practise Yoruba in authentic contexts while also reinforcing cultural awareness and identity. However, achieving this potential requires deliberate efforts in teacher training, improved access to digital resources, and the adoption of participatory teaching approaches that encourage active learner involvement. The study therefore concludes that with adequate professional preparation and institutional support, social media can play a valuable role in revitalizing Yoruba language learning in the contemporary digital environment.

Keywords: Yoruba language education, social media, digital pedagogy, teacher readiness, indigenous languages.

INTRODUCTION

Language occupies a central place in the life of every society. Beyond serving as a means of communication, it embodies the history, worldview, cultural values, and collective identity of a people. Through language, communities preserve their traditions, transmit moral codes, and maintain social relationships across generations. For many indigenous societies, language therefore functions as a living archive of cultural knowledge and social memory. In multilingual countries such as Nigeria, indigenous languages perform this important role of sustaining cultural continuity and reinforcing social cohesion.

Among Nigeria's indigenous languages, Yoruba occupies a particularly significant position. It is widely spoken across southwestern Nigeria and in parts of neighbouring countries such as Benin and Togo, and it possesses a long-standing tradition of oral literature, proverbs, poetry, folklore, and written scholarship. Yoruba cultural expressions—from folktales and praise poetry to traditional religious practices—are deeply embedded in the language itself. Despite this rich heritage and its wide social usage, the teaching and learning of Yoruba within formal educational institutions have increasingly come under pressure in recent decades.

A number of social and educational factors have contributed to this situation. One of the most frequently cited is the growing dominance of English in Nigeria's educational, administrative, and socioeconomic structures. As the official language of government, commerce, and higher education, English has come to be widely associated with modernity, social mobility, and intellectual advancement. Consequently, many young Nigerians, particularly those living in urban centres, increasingly prefer to communicate in English or in hybrid urban speech forms that blend English with indigenous expressions (Bamgbose, 2011; Sanusi et al., 2025). While such linguistic shifts reflect broader processes of globalization and urbanization, they also raise serious concerns for the long-term vitality of indigenous languages.

Scholars of African linguistics and language policy have repeatedly warned that without conscious educational and policy interventions, indigenous languages may gradually lose their relevance within formal systems of knowledge production (Adegbija, 2004; Bamgbose, 2011; Ogunyemi, 2025). In many schools, indigenous languages receive limited instructional time and are sometimes perceived by students as less valuable than subjects associated with global opportunities. This perception has implications not only for language preservation but also for cultural identity and educational engagement.

In response to these concerns, educators and language advocates have increasingly begun to explore new strategies for revitalizing indigenous language learning, especially among younger generations. One promising direction involves the use of digital technologies that already play a significant role in students' everyday lives. Over the past decade, social media has emerged as one of the most influential forces shaping communication patterns among young people. Platforms such as Facebook, WhatsApp, Instagram, TikTok, and YouTube have transformed how individuals interact, share information, and express themselves in contemporary society.

Young people, in particular, spend considerable time engaging with these digital platforms for entertainment, social interaction, and increasingly for learning. Recognizing this reality, scholars in the field of education have begun to investigate the potential of social media as a complementary tool for teaching and learning (Greenhow & Lewin, 2016; Selwyn, 2012). Within language education, social media environments appear especially promising because they encourage communication, collaboration, and creative expression. These are elements that are essential to effective language learning.

For Yoruba language education, the growing presence of social media presents both opportunities and challenges. On the one hand, digital platforms offer new avenues for engaging students, encouraging authentic language use, and connecting linguistic learning with cultural expression. On the other hand, the largely informal nature of social media

communication raises concerns about linguistic accuracy, orthographic consistency, and the potential for distraction in learning contexts. These realities highlight the need to examine carefully how social media can be incorporated into Yoruba language education in ways that strengthen learning while preserving linguistic standards.

SOCIAL MEDIA AND LANGUAGE EDUCATION

The emergence of digital communication technologies has profoundly influenced educational practices across the world. Among these developments, social media has attracted particular attention because of its ability to facilitate interaction, collaboration, and the rapid exchange of information. Applications such as Facebook, WhatsApp, Instagram, TikTok, and YouTube are now deeply integrated into the daily lives of millions of young people. Through these platforms, users can create and share content in various formats such as text, audio, images, and videos thereby transforming traditional patterns of communication.

This growing digital culture has inevitably drawn the attention of educators and researchers who seek to understand how these technologies might support teaching and learning processes. In language education, social media is often viewed as a potentially valuable pedagogical resource because language learning thrives on interaction and communication. Unlike traditional classroom environments that may restrict opportunities for spontaneous language use, digital platforms allow learners to communicate more freely and more frequently with others.

Conventional approaches to language instruction have long relied on structured classroom lessons, textbooks, and teacher-led explanations. While these methods remain important components of formal education, they sometimes provide limited opportunities for learners to practise language in contexts that resemble real-life communication. Social media platforms, by contrast, create spaces where learners can exchange ideas, comment on one another's posts, and participate in conversations that mirror everyday language use. Selwyn (2012) observes that digital technologies have effectively expanded the boundaries of learning beyond the physical classroom, allowing students to engage with knowledge in more flexible and interactive ways.

Another dimension that has attracted scholarly interest is the role of social media in promoting learner participation. In traditional classroom settings, the teacher often controls the flow of discussion and determines the pace of instruction. Although this structure can provide necessary guidance, it may also limit students' opportunities to contribute actively to the learning process. Social media environments tend to alter this dynamic by encouraging learners to generate their own content and participate in collaborative dialogue. Greenhow and Lewin (2016) note that such environments foster participatory learning cultures in which students move beyond passive reception of information and become active contributors to knowledge construction.

The multimodal character of communication on social media platforms further enhances their relevance for language learning. Unlike printed texts that rely primarily on written words, digital communication often combines written language with audio recordings, visual images, emojis, and video clips. This blending of different modes of expression can enrich the learning experience by providing contextual cues that support comprehension and

expression. According to Androutsopoulos (2015), digital communication spaces often encourage creative linguistic experimentation, allowing learners to explore new ways of using language in socially meaningful contexts.

Social media also plays a significant role in informal learning processes. Informal learning refers to knowledge acquisition that occurs outside structured educational settings and is often driven by curiosity, personal interests, or social interaction. Many young people spend substantial time engaging with online content where they encounter diverse forms of language use, including conversations, humour, storytelling, and educational discussions. These interactions can contribute to vocabulary development, cultural awareness, and communicative competence. Consequently, researchers increasingly recognize that learning occurring within digital environments can complement formal classroom instruction (Godwin-Jones, 2018).

For indigenous languages, the rise of digital media has created new possibilities for linguistic visibility and cultural revitalization. Historically, many indigenous languages have faced marginalization within formal education systems due to colonial legacies and the global spread of dominant languages such as English. In Nigeria, although indigenous languages remain central to cultural life, their presence within formal schooling has often been limited (Ogunyemi, 2025). Digital platforms now offer language communities new opportunities to share linguistic and cultural resources beyond the constraints of traditional educational institutions.

Within these digital spaces, Yoruba speakers both within Nigeria and in the diaspora have begun to produce and circulate a wide range of language-related content. Online videos explaining Yoruba vocabulary, digital storytelling sessions, cultural commentary, and humorous skits performed in Yoruba have gained popularity on platforms such as TikTok and YouTube. Such initiatives demonstrate how digital media can help make indigenous languages more visible and appealing, particularly to younger audiences who are already immersed in digital culture. Scholars suggest that increased visibility in digital environments may gradually influence young people's attitudes toward indigenous languages, encouraging them to view these languages as relevant to contemporary life rather than merely as cultural relics (Sanusi et al., 2025).

Nevertheless, the educational use of social media also presents certain challenges that cannot be overlooked. One important concern relates to the accuracy and reliability of language content shared online. Because social media content is typically produced without editorial supervision, linguistic errors can easily circulate among users. In the case of Yoruba, this issue is particularly significant because the language relies on tone markings and diacritical symbols to convey precise meanings. When these markers are omitted in digital communication; as is often the case, misinterpretation may occur, and over time such practices may weaken established orthographic conventions (Ajewole-Orimoogunje, 2021).

Another challenge involves the practical integration of social media into formal teaching practices. Although students are generally familiar with these platforms for social interaction, using them effectively for academic purposes requires careful planning and clear pedagogical direction. Teachers must design activities that align with curriculum objectives, encourage

meaningful communication, and sustain students' attention on learning tasks. Without such structure, social media use in the classroom may easily become distracting or superficial.

Teacher competence therefore plays a critical role in determining whether social media can be used effectively in language education. Integrating digital tools into teaching requires not only subject knowledge but also the ability to apply technology in pedagogically meaningful ways. The Technological Pedagogical Content Knowledge (TPACK) framework proposed by Punya Mishra and Matthew J. Koehler emphasizes the importance of combining technological knowledge with pedagogical strategies and disciplinary expertise. Where teachers lack adequate digital skills or professional development opportunities, the potential benefits of social media for learning may remain unrealized.

In addition to pedagogical considerations, infrastructural constraints may also limit the integration of social media into educational settings. In many developing contexts, including parts of Nigeria, access to reliable internet connectivity and digital devices is still uneven. Some schools also maintain strict policies restricting the use of mobile phones within classrooms, which may further complicate attempts to incorporate social media into instructional activities. Addressing these structural challenges requires coordinated efforts among educators, policymakers, and curriculum developers.

Taken together, the existing literature indicates that social media possesses significant potential as a resource for language education. Its interactive and participatory features create opportunities for learners to engage with language in ways that extend beyond the boundaries of traditional classroom instruction. However, realizing these possibilities requires thoughtful pedagogical planning, teacher preparedness, and supportive institutional frameworks. For indigenous languages such as Yoruba, social media represents both a promising avenue for linguistic revitalization and a context in which issues of linguistic accuracy and educational quality must be carefully managed.

PEDAGOGICAL CHALLENGES IN INTEGRATING SOCIAL MEDIA INTO YORUBA LANGUAGE EDUCATION

Although social media platforms have opened up new possibilities for communication and learning, incorporating them into formal educational practice is not without difficulties. These challenges become even more pronounced when the focus is on the teaching of indigenous languages such as Yoruba. While digital platforms can stimulate student interest and extend learning beyond the classroom, their effective use requires careful attention to issues such as linguistic accuracy, instructional planning, access to technology, and the preservation of cultural authenticity.

One major concern relates to the maintenance of orthographic accuracy in digital communication. Yoruba is a tonal language, and its written form relies heavily on tone marks and other diacritical symbols to convey meaning accurately. In many online contexts, however, these markings are often omitted. This may occur because users find it inconvenient to insert tone marks on standard keyboards or because they are unfamiliar with correct orthographic conventions. Studies examining Yoruba texts on digital platforms indicate that tone marking is frequently inconsistent or entirely absent in online communication (Japhet, Awoniyi, & Adeyemi, 2025). Such practices can create ambiguity and may gradually weaken

learners' understanding of correct Yoruba writing. For teachers who aim to develop students' mastery of standard orthography, this difference between informal online writing and academically acceptable language use presents a significant instructional challenge.

Another issue is the overwhelming presence of English in digital communication spaces. Across many online platforms, English functions as the dominant language of interaction. This tendency reflects broader sociolinguistic realities in Nigeria, where English occupies a privileged position in education, governance, and the media (Bamgbose, 2011; Ojochegebe & Chubiyio-Ojo, 2024). Consequently, even when students have the opportunity to communicate in Yoruba on social media, they may default to English out of habit or perceived convenience. This situation reduces the likelihood that digital platforms will become spaces where authentic Yoruba communication can flourish.

The informal character of social media communication presents yet another pedagogical concern. Platforms such as WhatsApp and TikTok encourage conversational styles that often include abbreviations, emojis, and mixtures of different languages. These forms of expression reflect contemporary communication patterns, but they do not always align with the linguistic standards expected in formal educational contexts. Research on digital communication in language learning suggests that social media often blurs the line between casual and academic language use (Alkamel, 2024). Without clear guidance from teachers, students may carry these informal writing habits into academic tasks, thereby affecting the quality of their language production.

Distraction is another issue that educators frequently mention when discussing social media in the classroom. Most social media platforms are designed to capture and sustain users' attention through notifications, videos, and continuously updated content streams. While these features encourage participation, they can also divert learners' attention away from academic tasks. Research indicates that although social media can enhance motivation and interaction, it may also interrupt sustained concentration when students shift their focus from learning activities to unrelated online content (Almazroui & Awad, 2025). In classroom situations, this tendency may reduce the effectiveness of instructional time if students become more interested in general browsing than in the learning task itself.

The reliability of language materials available online also raises important questions. Unlike textbooks or peer-reviewed academic resources, much of the content found on social media is produced without editorial review. As a result, inaccurate pronunciations, spelling errors, and grammatical inconsistencies may circulate widely within digital environments. For languages such as Yoruba, which already have relatively limited standardized instructional resources, the spread of inaccurate information can complicate teaching efforts. In many Nigerian schools, Yoruba language instruction often depends heavily on the expertise of individual teachers and locally developed teaching materials. When digital content lacks linguistic accuracy, integrating such materials into classroom instruction becomes more difficult.

Closely related to this is the challenge of instructional design. Simply introducing social media into the classroom does not automatically improve learning outcomes. For technology to contribute meaningfully to language education, digital activities must be carefully aligned with instructional objectives. Research on the use of social media in language teaching

consistently emphasizes the need for structured pedagogical frameworks that transform everyday digital practices into purposeful learning experiences (Almazroui & Awad, 2025). Activities such as digital storytelling, collaborative writing tasks, online debates, or multimedia presentations can enhance language learning when they are thoughtfully designed and monitored by teachers.

Teacher competence also plays an important role in determining whether social media can be used effectively in language instruction. Teachers must not only understand the subject they teach but also possess the skills required to integrate digital tools into their teaching methods. Empirical studies involving language teacher trainees suggest that although many educators recognize the potential of social media for instructional purposes, they often face challenges related to limited technological training, inconsistent internet access, and uncertainty about how these tools can support learning objectives (Oyetoro & Oluajo, 2025). Such limitations may prevent teachers from taking full advantage of the interactive and collaborative features that social media platforms offer.

Access to digital technologies is another factor that can influence the effectiveness of social media-based learning. In many developing educational contexts, students' access to smartphones, internet connectivity, and digital resources varies widely. Research on technology integration in teacher education has shown that infrastructural challenges, particularly unreliable internet access, remain a major obstacle in many Nigerian schools (Oyetoro & Oluajo, 2025). When digital learning activities assume universal access to technology, students without adequate connectivity may be excluded from full participation. Taken together, these issues highlight the complexity of incorporating social media into Yoruba language education. Digital platforms undoubtedly offer opportunities for increasing student engagement and expanding the contexts in which language learning occurs. However, their effective use requires thoughtful consideration of linguistic standards, teacher preparedness, content quality, and technological access. Addressing these challenges is essential if social media is to serve as a meaningful educational resource rather than a source of distraction or linguistic inconsistency.

TEACHER READINESS FOR SOCIAL MEDIA-BASED YORUBA LANGUAGE INSTRUCTION

The extent to which social media can be successfully integrated into language teaching depends largely on the readiness of teachers. Digital technologies may offer new possibilities for interaction and collaboration, but their classroom application requires educators who possess the skills and confidence needed to use these tools effectively. In the context of Yoruba language education, teacher preparedness remains a crucial factor in determining whether social media can function as a practical instructional resource.

Teacher readiness involves more than simple familiarity with digital tools. It encompasses technological competence, sound pedagogical knowledge, and a positive disposition toward innovation in teaching. Scholars in educational technology emphasize that digital tools must be used in ways that support instructional objectives rather than merely for novelty or convenience (Koehler & Mishra, 2009). The Technological Pedagogical Content Knowledge (TPACK) framework developed by Koehler and Mishra highlights the importance of combining three forms of knowledge: content knowledge, pedagogical knowledge, and

technological knowledge. For Yoruba language teachers, this means having a solid understanding of the language and its cultural contexts while also being able to apply digital tools in ways that enhance learning.

One factor affecting teacher readiness is the limited exposure to technology-focused training within many teacher education programmes. In numerous Nigerian institutions that prepare teachers, courses in educational technology often emphasize basic computer literacy rather than subject-specific applications of digital tools. As a result, Yoruba language teachers may be comfortable using digital devices in general but may lack the specialized training required to incorporate social media effectively into their teaching practices. Without targeted professional development opportunities, the pedagogical benefits of these technologies may remain largely untapped.

Teachers' attitudes toward social media also influence their willingness to adopt such tools in the classroom. Some educators remain skeptical about the educational value of social media platforms, viewing them primarily as spaces for entertainment rather than serious learning. When teachers hold such views, they may be less inclined to experiment with digital approaches to language teaching. Research on technology adoption suggests that teachers' perceptions of the usefulness and relevance of digital tools play a significant role in determining whether those tools are incorporated into instructional practice (Selwyn, 2012). Encouraging positive attitudes toward technology therefore becomes an important step in promoting innovative teaching strategies.

Institutional conditions also shape teacher readiness. Even when teachers are enthusiastic about integrating social media into their teaching, they may encounter practical obstacles such as limited internet connectivity, inadequate digital devices, or school policies that restrict the use of mobile technologies during class time. These challenges are particularly evident in many public schools where technological resources remain scarce. As a result, teachers may find it difficult to implement technology-enhanced instructional strategies despite recognizing their potential benefits.

At the same time, integrating social media into Yoruba language education requires teachers to develop new forms of pedagogical creativity. Digital platforms create opportunities for collaborative learning, storytelling, and multimedia communication. For instance, students might record short Yoruba storytelling videos for online sharing or practice conversational skills through moderated group discussions on messaging platforms. However, designing such activities requires teachers who can transform everyday digital practices into structured learning experiences that promote both linguistic competence and cultural understanding.

Teachers must also guide students in using digital communication responsibly and in ways that respect the cultural values embedded in the Yoruba language. Language learning in Yoruba is closely tied to cultural norms, social etiquette, and traditional forms of expression. When social media becomes part of the learning process, teachers play a crucial role in ensuring that online interactions reflect appropriate and respectful uses of the language. Without such guidance, digital communication may drift away from the educational and cultural goals of language instruction.

In summary, teacher readiness is fundamental to the successful integration of social media into Yoruba language education. Technological innovations alone cannot improve learning outcomes unless teachers are adequately prepared to use them effectively. Strengthening teacher capacity through professional development, supportive institutional policies, and specialized training in digital language pedagogy will therefore be essential for harnessing the potential of social media to promote Yoruba language learning in contemporary educational settings.

CURRICULUM IMPLICATIONS FOR YORUBA LANGUAGE EDUCATION IN THE DIGITAL AGE

The growing influence of digital communication technologies is gradually reshaping the way languages are learned, taught, and used in everyday life. Social media platforms have become an important part of how young people interact, share ideas, and express cultural identities. As these platforms continue to shape patterns of communication, curriculum planners and educators must reconsider how indigenous language education can remain relevant in an increasingly digital world. In the case of Yoruba language education, the integration of social media into the curriculum offers new possibilities for enhancing learner engagement and encouraging authentic language use. At the same time, it raises important questions about how curricula should be adapted to accommodate these emerging forms of communication. One important implication concerns the need to update and modernize existing Yoruba language curricula. In many schools, Yoruba language instruction has traditionally focused on grammatical structures, reading passages, and written exercises conducted largely within classroom settings. These elements remain essential components of language education; however, contemporary approaches to language learning increasingly emphasize communicative competence and practical language use. Scholars have argued that modern language curricula should reflect the communication patterns of learners, including the digital environments in which they interact daily (Godwin-Jones, 2018). Incorporating activities that involve platforms such as YouTube or WhatsApp can therefore provide students with opportunities to practise Yoruba in contexts that resemble real-life communication rather than purely academic exercises.

Another important consideration relates to the inclusion of digital literacy within language learning objectives. In today's technology-driven environment, language competence extends beyond traditional reading and writing skills. Students must also learn how to communicate effectively in online spaces. Yoruba language instruction can therefore benefit from activities that encourage responsible and creative language use within digital environments. For example, students may produce short podcasts in Yoruba, participate in online storytelling forums, or develop brief cultural documentaries. Such activities do more than improve language proficiency; they also allow learners to engage with Yoruba cultural heritage through contemporary forms of expression that resonate with their daily experiences.

At the same time, curriculum development must pay close attention to the preservation of linguistic accuracy in digital communication contexts. Social media interactions often involve informal language practices, including abbreviations, code-switching, and the frequent omission of tone marks. While these forms of expression reflect the dynamic nature of online communication, Yoruba language education must still ensure that students acquire a strong understanding of standard orthography and grammatical conventions. Curriculum planners

therefore need to design instructional activities that strike a balance between encouraging creative digital expression and maintaining linguistic standards. Structured tasks such as guided online discussions or teacher-supervised digital writing exercises may help reinforce correct language usage while still taking advantage of the interactive possibilities offered by social media.

Another important dimension of curriculum reform concerns the integration of cultural knowledge into digital learning activities. Yoruba language education is deeply connected to cultural values, oral traditions, and indigenous knowledge systems. Teaching the language effectively therefore requires attention not only to linguistic forms but also to the cultural meanings embedded within them. Digital platforms provide new opportunities for incorporating such cultural content into classroom activities. Students might document traditional proverbs, record interviews with elders in their communities, or share performances of Yoruba folktales through video platforms. Activities of this nature allow learners to connect language learning with real cultural experiences, thereby reinforcing the relevance of Yoruba within contemporary society.

Assessment practices must also evolve in response to these curricular changes. Traditional evaluation methods in language education often rely heavily on written examinations, which may not fully capture the communicative and creative skills developed through digital learning activities. Alternative forms of assessment may therefore be more appropriate for evaluating students' language abilities in technology-supported environments. Digital portfolios, multimedia presentations, and collaborative online projects can provide richer evidence of students' linguistic competence. Such approaches recognize that language proficiency can be demonstrated in multiple ways, including oral performance, digital storytelling, and interactive communication.

For these curriculum innovations to succeed, institutional support and policy alignment are essential. Curriculum reform cannot occur in isolation from the broader educational system. Educational authorities, curriculum developers, and teacher education institutions must work together to provide clear guidelines and instructional resources that support the responsible use of social media in language teaching. Without such institutional backing, teachers may hesitate to adopt digital tools in their classrooms or may lack the resources needed to implement innovative teaching strategies. Educational policies at national and regional levels therefore need to recognize the growing role of digital environments in contemporary learning.

Finally, curriculum reform in Yoruba language education should encourage more student-centred approaches to learning. Social media platforms naturally promote interaction, collaboration, and user-generated content. When these features are incorporated thoughtfully into language instruction, students can become active participants in the learning process rather than passive recipients of information. Through activities such as collaborative storytelling, peer discussions, and digital content creation, learners are able to engage more deeply with both the language and the cultural knowledge associated with it. Research on digital learning environments suggests that such participatory approaches often increase student motivation and strengthen engagement with educational content (Greenhow & Lewin, 2016; Selwyn, 2012).

CONCLUSION

The integration of social media into Yoruba language education presents both promising opportunities and important challenges. Digital platforms such as WhatsApp, YouTube, and TikTok have created new spaces for communication, collaboration, and creative expression. When used thoughtfully, these platforms can extend language learning beyond the traditional classroom environment and provide students with opportunities to practise Yoruba in authentic contexts. They also offer avenues for connecting language learning with cultural expression, thereby strengthening students' sense of identity and belonging.

At the same time, the successful incorporation of social media into Yoruba language instruction requires careful attention to several pedagogical and structural issues. Teachers must address concerns related to orthographic accuracy, the informal nature of digital communication, potential distractions, and the reliability of language materials found online. Teacher preparedness is equally critical. Educators need both technological competence and sound pedagogical strategies in order to use digital tools effectively in language teaching. Professional development initiatives grounded in frameworks such as the Technological Pedagogical Content Knowledge (TPACK) model can help equip teachers with the skills required to design meaningful and culturally relevant digital learning experiences.

Ultimately, integrating social media into Yoruba language education should be understood not merely as the adoption of new technology but as part of a broader effort to strengthen indigenous language learning in a rapidly changing world. When supported by well-designed curricula, capable teachers, and enabling educational policies, digital platforms can serve as powerful tools for promoting language learning and cultural continuity. They offer possibilities for ensuring that Yoruba remains not only a language of heritage but also a vibrant medium of communication in contemporary digital spaces. Continued research will therefore be important in identifying effective strategies for digital pedagogy in indigenous language contexts, particularly with regard to measurable learning outcomes, teacher capacity development, and equitable access to technological resources.

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