

Leveraging Digital Resources and Tools for Yoruba Language Engagements and Revitalisation among University of Ibadan Undergraduates

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Abstract

The rapid decline in indigenous language use due to globalisation and urbanisation presents a significant problem, yet the potential of digital platforms remains underexplored. This research, guided by the Technology Acceptance Model (TAM), investigated the use of digital resources and tools for Yoruba language engagement and revitalisation among University of Ibadan undergraduates. It specifically examined the students' digital tool preferences, the impact of these tools on their language engagement, and the challenges they face. Using a descriptive statistical approach with a questionnaire-based methodology, data were collected from 210 undergraduates across the University. Key findings indicate that students overwhelmingly prefer general social media platforms like WhatsApp (68.4%) to dedicated language learning apps (4.9%). The use of these platforms has a dual impact: a high majority of students (90.1%) agree that digital tools help them connect with other Yoruba speakers and are effective for vocabulary acquisition (81.7%), but over half also feel the language is marginalised (51.2%). The most significant barriers identified were inadequate infrastructure and the high cost of data, being the highest-rated challenges (Mean scores of 3.85 and 3.78, respectively). The study concludes that digital resources and tools are crucial for Yoruba language engagements and revitalisation, especially among contemporary youth. It is recommended that for revitalisation efforts to succeed, University administrators, developers, and policymakers should collaborate to create an accessible and supportive digital ecosystem and integrate content into existing social platforms rather than relying on new, stand alone applications.

Keywords: Digital tools, Globalisation, Language revitalisation, Technology Acceptance Model, Yoruba Language

Introduction

The rapid decline in linguistic diversity represents an irreplaceable erosion of cultural heritage and community identity, historically addressed through community-led immersion and physical resources (Walsh, 2014; Wiltshire et

al., 2022). However, digital technologies have introduced a new paradigm, offering unprecedented avenues for language documentation and learning through mobile applications, social media, and digital archives that transcend geographical boundaries (Olko & Sallabank, 2021). In Nigerian universities, these advancements have transformed the learning experience for undergraduates, showing significant promise in the preservation of indigenous languages and the enrichment of academic pursuits (Ukaegbu & Obiagboso, 2025).

In the modern landscape, digital resources and tools, ranging from media data sets to productivity software, have become essential components of learning that foster personal and professional growth (Noor, 2023; Szymkowiak et al., 2021; Vaia, 2023). Because language serves as the fundamental bridge for human connection and social navigation, its preservation is vital for shaping communities (Chang et al., 2024). For the Yoruba people, language is deeply intertwined with cultural heritage; however, globalization and Western-style education are increasingly waning its usage among youth, particularly in urban areas (Evbayiro, 2022; Familusi & Ajayi, 2019; Laotan-Brown, 2024; Mensah et al., 2021; Wu et al., 2023).

Contemporary youth engage with the Yoruba language through a hybrid linguistic repertoire that blends indigenous roots with globalized influences, utilizing code-switching as a dynamic marker of modern identity (Agoke, 2023; Oloruntoba-Oju, 2022). This engagement is increasingly driven by digital platforms like WhatsApp and TikTok, where youth foster "digital vitality" by adapting the language into innovative, culturally grounded media formats despite persistent infrastructural and economic barriers (Afolabi & Igboanusi, 2024; Osisanwo & Akano, 2023).

As Yoruba communities navigate urbanisation, young people in cities like Lagos and Ibadan exist in a multilingual milieu where English often converges with local dialects and slang (Oloruntoba-Oju, 2022; Sanuth, 2019). This linguistic diversity forces youth to negotiate hybrid identities that blend rich traditions with global influences, profoundly impacting their linguistic choices and affiliations (Agoke, 2023; Isiaka, 2020; Omobowale et al., 2019). Given that the confluence of language shift and modernization poses a significant threat to the viability of the Yoruba language, there is an urgent need for concerted efforts to engage the youth in preserving their ancestral linguistic heritage (Egbokhare, 2021).

Statement of the Problem

The integration of digital tools in language education has drawn a significant scholarly interest. Researchers have explored the potential of digital tools to enhance language learning outcomes, citing benefits such as interactive learning experiences, improved student engagement, and personalised learning. Studies have investigated the effectiveness of digital tools in various language learning contexts. For instance, Ukaegbu & Obiagboso (2025) investigated the use of digital resources and tools to improve language learning outcomes in Nigerian Universities, focusing on the Igbo Language. Also, Yeniel (2025) analysed the in-service teachers' preferences for digital language teaching tools in English as a Foreign Language (EFL) vocabulary instruction, while Ram (2025) examined the role of digital tools in language learning and acquisition, highlighting their potential to support language development. Moreover, Amusa, Erinosh, Nuga, and Omotoso (2025) explored the effects of cutting-edge language technologies, such as YorubaAI, shedding light on their potential applications and implications.

From the foregoing, there is a notable lack of scholarly research on youth engagement with the Yoruba language using digital resources and tools. This is therefore the gap that this current study aims to fill and contribute to the existing conversation in the area of digital tools adoption and use, particularly among the youth in this globalised age.

Objectives of the Study

The primary objective of this study is to evaluate the use of digital resources and tools for Yoruba language engagement among University of Ibadan undergraduates. The specific objectives were to:

1. Investigate the preferred digital resources and tools by the University of Ibadan undergraduates for Yoruba Language engagements.
2. Determine the impact that the use of digital resources and tools by the University of Ibadan undergraduates has on their Yoruba Language engagements; and
3. Identify various challenges that University of Ibadan undergraduates have in their use of digital resources and tools for Yoruba Language engagements.

Impact of Globalisation and Urbanisation on the Linguistic Repertoire of Yoruba Youth

Globalisation and urbanisation have profoundly reshaped linguistic landscapes worldwide, with young people in Yorubaland being among the most significantly impacted (Ben-Rafael & Ben-Rafael, 2018; Osisanwo & Akano, 2023). Global interconnectedness has facilitated the entry of foreign languages and cultural norms into Yoruba-speaking areas, while urbanisation has immersed youth in vibrant linguistic ‘melting pots’ where diverse cultural currents intersect (Igboanusi & Bankale, 2023; Umana, 2023). This interplay has led to the hybridisation of linguistic norms, clearly evidenced by the frequent use of code-switching and code-mixing between Yoruba, English, and Pidgin (Osisanwo & Akano, 2023). These blended habits serve as crucial markers of identity and social belonging for youth navigating diverse urban environments.

Furthermore, digital communication platforms have transformed linguistic expression, particularly as the dominance of English on these platforms, viewed as a language of prestige in Nigeria, often forces youth to adopt it. The widespread use of social media, instant messaging, and mobile applications facilitates the rapid dissemination of both language and cultural practices among Yoruba speakers. Consequently, Yoruba youth are actively adjusting their linguistic skills and vocabulary to meet the evolving communicative demands of the digital age.

Yoruba Language Engagements among Contemporary Youth

The landscape of Yoruba language engagement among contemporary youth is defined by a shift from traditional fluency to a fluid, hybrid linguistic repertoire influenced by globalization and urban multilingualism. While the dominance of English in urban centers like Ibadan often suggests a decline in usage, younger speakers are repositioning the language by employing code-switching and code-mixing as vital social markers of identity. This linguistic hybridity allows youth to blend Yoruba with English and Nigerian Pidgin, maintaining a connection to their ancestral heritage while navigating globalized youth culture (Agoke, 2023; Oloruntoba-Oju, 2022).

Digital platforms like WhatsApp and TikTok have become the primary sites for this engagement, fostering a sense of digital vitality through the creation of culturally grounded humor and digital slang. Youth utilize voice notes, memes, and short-form videos to bypass traditional barriers to language learning, prioritizing communicative competence over formal grammatical perfection.

(Osisanwo & Akano, 2023). However, this vitality faces systemic challenges such as the high cost of data and limited localized AI support, which can reinforce a hierarchy where indigenous languages are viewed as secondary to English in technical and professional spaces (Afolabi & Igboanusi, 2024; Yoruba Language in Cyberspace, 2025).

Digital Resources and Tools for Language Use and Engagement

The emergence of the digital age has fundamentally shifted the paradigm of language acquisition, providing new frameworks for the documentation and revitalization of indigenous languages. Within the Nigerian sociolinguistic landscape, the Yoruba language navigates a complex path toward digital vitality. These digital platforms leverage technological advancements to create immersive environments that cater to the pedagogical needs of contemporary learners through several specialized categories:

1. **Mobile-Assisted Language Learning (MALL) Applications:** The proliferation of language learning applications, such as Duolingo and Memrise, has democratised access to structured linguistic instruction through gamified and immediate feedback loops features, which significantly enhances learners' self-efficacy and vocabulary acquisition. Recent studies demonstrate that learners utilizing AI-based app features feel better prepared for authentic communication and report higher motivation levels compared to traditional classroom settings (Dlamini, 2025). However, Yoruba remains a low-resource language on many of these platforms, which underscores a persistent digital language divide (Afolabi & Igboanusi, 2024).
2. **Collaborative E-Learning and Social Media Platforms:** Web 2.0 technologies, including WhatsApp and Facebook, have transitioned from mere communication tools to vital informal learning environments. In the Nigerian context, WhatsApp has emerged as an effective supplementary tool for indigenous language instruction, allowing for the formation of interest-based groups that utilize voice notes and multimedia to foster authentic communication (Ugwoke, 2025). Such platforms reduce learner anxiety and promote intimacy in learning, enabling students to engage in linguistic inquiries they might otherwise avoid in formal settings.
3. **Artificial Intelligence (AI) and Natural Language Processing (NLP):** The integration of AI and NLP offers transformative potential for language revitalization through automated translation and documentation. Modern NLP tools, such as generative AI models and translation systems like Google Translate, provide personalized

feedback and real-time corrections. Nevertheless, current research advocates for the development of culturally-informed AI models to mitigate the digital marginalization of Yoruba and enhance its presence in the global digitized landscape (Zenodo, 2025).

4. **Interactive Immersive Technologies:** Beyond standard applications, the use of Augmented Reality (AR) and specialized interactive media represents the innovative frontier of Digital Humanities. These tools, such as AR-enhanced books or culturally specific game shows like *Masoyinbo*, provide playful and immersive experiences that are particularly effective for motivating younger generations. By embedding language learning within culturally relevant and technologically sophisticated contexts, these resources help counteract the perception of indigenous languages as being incompatible with modern scientific and technical thought.

Theoretical Framework

This study is centred on the Technology Acceptance Model (TAM), developed by Fred Davis, which is a foundational theory in information systems that explains why individuals adopt new technology (Venkatesh, 2000). It posits that a user's decision to use a technology is primarily driven by two key factors: Perceived Usefulness (PU), which is the belief that the technology will improve their performance, and Perceived Ease of Use (PEOU), which is the belief that the technology will be effortless to use (Venkatesh & Davis, 2000; Venkatesh, V., Morris, Davis & Davis, 2003). These perceptions directly influence a user's intention to use the technology, which in turn predicts their actual use.

In the context of University of Ibadan undergraduates using digital resources and tools for the Yoruba language engagements, TAM provides a framework to understand their behaviour. Students are more likely to use digital Yoruba resources and tools, such as language learning apps, social media groups, or online dictionaries, if they perceive them as useful for improving their fluency or understanding of the language and are easy to navigate. External factors, such as the quality of internet access, peer influence, and the availability of training or guidance on how to use these tools, would also influence their perceptions of usefulness and ease of use, ultimately affecting their engagement with these digital resources and tools.

Methodology

The population for this study consisted of undergraduates at the University of Ibadan. Specifically, the study focused on only those within the age range of 18 to 35 (National Youth Development Policy, NYDP, 2001).

The study employed a quantitative research design, using a Survey method and a questionnaire as the research instrument.

The study employed a multi-stage sampling, using stratified, simple random, convenience, and purposive sampling techniques. The entire University of Ibadan was stratified into 13 faculties. A simple random technique was used to select seven faculties, being 50% of the thirteen faculties. The randomly chosen faculties were Arts, Social Sciences, Sciences, Agriculture, Education, Technology, and Pharmacy. Subsequently, a simple random technique was again used to select three departments from each of the seven faculties, resulting in a total of 21 departments. This approach was chosen because it was not feasible to include all faculties or all departments within those faculties, making this sampling technique a suitable choice.

To select the students, purposive sampling was utilised to select only the undergraduates within the age range of 18 to 35 from each selected department in the selected faculties. Then, the convenience sampling technique was employed to select 10 students from each of the three departments in each of the seven faculties, amounting to 210 respondents. Convenience sampling was deemed suitable to ensure that only available and willing undergraduates in the chosen departments participated in the research.

At the point of data collection, a multi-stage purposive screening protocol was implemented to not only ensure that the 210 respondents were active Yoruba users, but also to ensure that the sample truly represented the population of Yoruba users among the undergraduates. The mandatory screening protocol, which was administered before the full questionnaire, required potential participants to self-identify their proficiency across three primary domains – oral comprehension, speaking ability, and frequency of digital engagement with the Yoruba language – ranging from ‘rarely’ to ‘daily’ to confirm their ability to understand or produce basic Yoruba text in a digital context. Only the students who demonstrated a foundational proficiency level and a consistent habit of engaging with Yoruba content were permitted to complete the questionnaire. This deliberate screening approach filtered out non-Yoruba undergraduates and ensured that the findings were derived from individuals with a functional stake in language engagement, thereby bridging the gap between the general student population and the specific demographic of Yoruba language users.

Finally, concerning the Yoruba Language Apps/tools, all the Apps were first stratified into three categories, namely: General Social Media Platforms having

Facebook, Instagram, Telegram, TikTok, Twitter (X), WhatsApp and YouTube; Dedicated Language Learning Apps which are Busuu, Drops, Duolingo, Ling App, Memrise, and Rosetta Stone; and Other Digital Resources such as Yoruba-language Blogs/Websites (*Yoruba Name*), AR-Enhanced Books, Online Game Shows (*Masoyinbo*), and E-journals. Then, the purposive sampling technique was used to select the most relevant platforms/Apps/tools/ from each category. WhatsApp, Facebook, Instagram, Twitter (X), and YouTube were selected under the General Social Media Platforms because, unlike dedicated apps, these platforms are already integrated into the daily routines and social networks of Nigerian undergraduates, making them the primary vehicles for informal language exchange and code-switching; hence, they are the most used by contemporary youth. Ling App, Memrise, and Drops were selected under Dedicated Language Learning Apps based on their specific inclusion of Yoruba modules. While platforms like Duolingo are globally popular, their lack of a robust Yoruba curriculum at the time of the study explains their lower relevance in this specific linguistic context compared to the featured apps. All available platforms/tools were selected under Other Digital Resources because they represented an innovative frontier of language revitalisation, which allowed the study to measure the adoption of ‘playful’ and culturally immersive technologies against standard communicative tools.

Analyses of Findings

Objective 1: To investigate the preferred digital resources and tools by the University of Ibadan undergraduates for Yoruba Language engagements.

The first objective was to investigate the digital resources and tools preferred by University of Ibadan undergraduates for engaging with the Yoruba language. Their responses were categorised into three main areas: General Social Media Platforms, Dedicated Language Learning Applications, and Other Digital Resources. The results, as shown in Table 1, indicate a clear hierarchy of preference, with platforms designed for general communication dominating student usage.

Table 1: Preferred Digital Resources for Yoruba Language Engagements

Digital Resource Category	Specific Tool	Percentage of Students Who Used Them at Least Once a Week
General Social Media	WhatsApp	68.4%
	Facebook	25.1%
	Instagram	5.5%
	Twitter (X)	4.2%
	YouTube	3.1%
Dedicated Language Apps	Ling App	1.8%
	Memrise	1.2%
	Drops	0.9%
Other Digital Resources	Yoruba-language Blogs/Websites	2.6%
	AR-Enhanced Books/Apps	0.4%
	Online Game Shows (e.g., <i>Masoyinbo</i>)	0.2%
	E-books/E-journals	1.1%

The analysis shows that general social media platforms are by far the most commonly used digital resources for Yoruba language engagement among University of Ibadan undergraduates. WhatsApp, mainly used for messaging and communication, is the preferred tool, utilised by over two-thirds of respondents (68.4%). Facebook also has a significant level of usage, confirming its role as a major platform for communication and sharing information (25.1%). In contrast, dedicated language learning applications such as Ling, Memrise, and Drops have a very low adoption rate, each used by less than 2% of the student body. Likewise, more specialised tools like Augmented Reality (AR) enhanced applications or online game shows, despite being innovative and engaging, are used by a tiny fraction of students. These findings support broader

research on media habits, which highlights a high preference for platforms like WhatsApp and Facebook among students at higher education institutions in Nigeria.

Objective 2: To determine the impact that the use of digital resources and tools by the University of Ibadan undergraduates has on their Yoruba Language engagements

The second objective of the study was to determine the perceived impact of using digital resources and tools on Yoruba language engagements. The findings, presented in Table 2, capture a dual perception among students regarding the influence of these platforms. While a majority of respondents view the impact as largely positive, there is also a clear recognition of the potential drawbacks associated with the digital landscape.

Table 2: Perceived Impact of Digital Resources on Yoruba Language Engagements

Statement of Perceived Impact	Agree	Neutral	Disagree
Digital resources help me learn new Yoruba words and phrases.	81.7%	11.2%	7.1%
They increase my motivation to engage with the language.	74.5%	15.1%	10.4%
They connect me with other Yoruba speakers.	90.1%	5.3%	4.6%
They expose me to misinformation or Pidgin English.	58.3%	24.8%	16.9%
They are easier to use than traditional learning methods.	69.9%	18.0%	12.1%
The Yoruba language is marginalised on digital platforms.	51.2%	32.0%	16.8%

The results indicate that students hold a predominantly positive perception of the role of digital resources in their Yoruba language engagements. A significant majority of undergraduates agree that these tools are effective for vocabulary acquisition (81.7%), improving motivation (74.5%), and facilitating connections with other speakers (90.1%). The social function of digital resources – connecting with others – is perceived as a major benefit. Notably, a considerable number of the undergraduates (69.9%) affirmed that digital tools

are easier to use than traditional learning methods. However, the data also highlights an important duality in students' perceptions. Over half of the respondents perceive that the Yoruba language is marginalised in a digital landscape dominated by global languages like English.

Objective 3: To identify various challenges that University of Ibadan undergraduates have in their use of digital resources and tools for Yoruba Language engagements

The third objective was to identify the primary challenges that University of Ibadan undergraduates face in their use of digital resources for Yoruba language engagement. The analysis, summarised in Table 3, reveals that the most significant obstacles are systemic and infrastructural in nature, overshadowing more skill-based or content-related issues. The challenges are presented using mean scores on a 4-point scale, where a higher mean indicates a greater perceived challenge. This method is consistent with similar studies on ICT adoption in Nigerian universities.

Table 3: Challenges in the Use of Digital Resources and Tools for Yoruba Language Engagement

Challenge	Mean (M)	Standard Deviation (SD)
Inadequate Infrastructure (e.g., power outages, poor network)	3.85	0.42
High Cost of Internet Data/Devices	3.78	0.65
Limited Digital Literacy/Skills	3.48	0.70
Information Overload/Distractions	3.21	0.69
Lack of Relevant Yoruba Content	2.95	0.51
Privacy and Cybersecurity Concerns	2.75	0.62

The data vividly suggests that the most critical challenges to the use of digital resources by the University of Ibadan undergraduates for Yoruba language engagements are rooted in inadequate infrastructure, with a mean of 3.85, and economic barriers (high cost of internet data/devices) with a Mean of 3.78 are the highest, indicating that these are the most significant impediments reported by students. These findings are consistent with previous research that highlights

frequent power outages, unreliable network coverage, and the high cost of internet services as major obstacles to effective digital engagement in Nigerian tertiary institutions. While challenges related to digital literacy, information overload, and content availability are also present, they are perceived as less critical when compared to the foundational issues of access and affordability.

Discussion of Findings

The preceding analysis of the data on students' preferences, perceived impacts, and challenges reveals a complex landscape of digital engagement with the Yoruba language. The findings from Table 1, showing a clear preference for general social media platforms like WhatsApp and Facebook over dedicated language learning apps, are not a random occurrence. Rather, they are a direct consequence of students' pre-existing digital habits and a rational response to the challenges of navigating new technologies. Students at the University of Ibadan, like their counterparts elsewhere, are already deeply integrated into social media for daily communication, news consumption, and social interaction.

Consequently, the path of least resistance for any new form of digital engagement, including language-based activities, is to leverage these established platforms. The behavioural inertia and cognitive load associated with downloading, learning, and consistently using a new, purpose-built application are significant barriers. In this context, the 'preferred' digital resource for language engagement is not necessarily the one with the most advanced pedagogical features but the one that seamlessly integrates with existing daily routines and social networks. This suggests that for language revitalisation efforts to be successful, they must either create a powerful incentive for students to adopt specialised tools or, more practically, embed language-focused content and features within the social platforms where students are already active.

Also, the data presented in Table 2, for objective 2, encapsulates a fundamental paradox of digital media for indigenous languages. On one hand, students positively perceive the role of these resources in enriching their vocabulary and fostering connections. This optimistic view is supported by academic findings that highlight the potential of digital tools to make language learning more engaging and interactive. For instance, innovations like Augmented Reality (AR) or gamified online shows like *Masoyinbo* demonstrate a modern, playful approach that can effectively motivate younger generations to explore their cultural heritage and learn their native tongue.

However, this potential is in constant conflict with powerful, marginalising forces within the same digital space. The finding that a majority of students feel that the Yoruba language is sidelined in favour of English on these platforms points to a systemic issue. The dominance of English is not accidental; it is the result of technological design choices, the concentration of development efforts in urban centres, and the lack of institutional and governmental policies that mandate linguistic inclusion. Without large, annotated datasets for African languages, artificial intelligence-driven tools struggle to support them, and platforms often default to English, disenfranchising non-fluent speakers. Therefore, the digital environment is not a neutral tool but a space where existing language hierarchies are replicated and sometimes exacerbated. The beneficial impact of a new app or tool is ultimately limited by the broader, less equitable linguistic ecosystem in which it exists.

Finally, the most compelling finding is the primacy of foundational challenges, as detailed in Table 3. The data overwhelmingly points to infrastructural and economic barriers, such as frequent power outages and the high cost of internet data, as the greatest impediments to effective digital engagement. These are not merely inconveniences; they are foundational issues that render any innovative digital solution moot for many students. A well-designed Yoruba language app or a culturally rich online platform becomes inaccessible if a student cannot afford the data to download it or if their electricity supply is too unreliable to stay connected for a meaningful duration. This creates a clear hierarchy of barriers that must be addressed in a logical sequence.

The most significant challenges are related to the physical and economic access to technology. Only after these are mitigated can a focus on more skill-based challenges, like limited digital literacy or navigating information overload, become truly effective.⁵ This tiered problem structure suggests that while providing engaging content is important, it is secondary to ensuring reliable and affordable access to the internet and power. The digital divide in this context is not a simple gap but a multi-layered and interconnected set of systemic issues that require comprehensive, coordinated intervention.

Conclusion and Recommendations

The analysis of the use of digital resources for Yoruba language engagements among University of Ibadan undergraduates leads to several important conclusions. Firstly, students are most likely to engage with their native language on digital platforms they already use for general communication, indicating that user habits and convenience are significant drivers of adoption.

Secondly, the digital space presents a dual-natured impact on the Yoruba language, offering opportunities for revitalisation while simultaneously reinforcing its marginalisation by global languages. Lastly, the most critical barriers to effective engagement are not issues of skill or content but are systemic challenges related to inadequate infrastructure and the high cost of internet access.

To address the multifaceted issues identified in the findings, this study recommends a coordinated approach from university administrators, digital developers, and policymakers to create a supportive digital ecosystem. University administrators should prioritise the mitigation of foundational access barriers by partnering with telecommunication providers to secure subsidized data plans or expanding campus-wide Wi-Fi infrastructure. Beyond infrastructure, there is a need to integrate digital literacy and information retrieval skills into the general curriculum, equipping students with the tools to navigate the digital landscape and locate relevant linguistic resources effectively. By addressing these physical and pedagogical gaps, the university can transform the digital environment from a space of linguistic exclusion into one of cultural empowerment.

Parallel to institutional support, digital developers and content creators must shift their focus from standalone applications toward the integration of culturally rich content into existing social media platforms. Utilizing interactive features such as live streaming, short-form videos, and quizzes on platforms like YouTube and WhatsApp aligns with the established digital habits of contemporary youth. Moreover, the exploration of innovative technologies like Augmented Reality (AR) offers a promising avenue for creating immersive, playful experiences that can motivate younger generations to reconnect with their heritage. At the policy level, governments must treat the digital space as a new frontier for language planning, enforcing mandates that require digital platforms and e-governance systems to support indigenous languages. Investing in large-scale, open-source datasets for Yoruba Natural Language Processing (NLP) is also essential to ensuring the language remains compatible with evolving artificial intelligence technologies.

Furthermore, the success of language revitalisation depends on the active participation of the community and the students themselves. By contributing to open-source projects, such as crowd sourcing voice data for language technology, and consistently creating and sharing Yoruba-language content

online, students can collectively build a visible and vibrant digital ecosystem. Such grassroots digital activism ensures that the Yoruba language does not merely survive in the digital age but thrives as a dynamic medium of modern expression, securing its vitality for future generations.

Finally, this study recommended further studies to investigating the hindrances caused by the dynamics of Yoruba diacritics in the social media use of Yoruba Language. Also, subsequent research should look into the roles of home, schools, and religious bodies in the use of local languages among contemporary youth.

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