

## **Digital Peer Tutoring for Yoruba Language Acquisition in Nigerian Primary Classrooms**

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### **Abstract:**

In Nigeria, the preservation and promotion of indigenous languages like Yoruba are vital for cultural identity and educational inclusivity. This study explores the efficacy of digital peer tutoring as an innovative pedagogical approach to enhance Yoruba language acquisition among primary school students in Lagos State, Nigeria. The methodology employs a mixed-methods design, integrating quantitative assessments of language proficiency with qualitative insights from classroom observations and instructor interviews. The population consists of 200 primary school students from four public schools in Ondo State, selected through stratified random sampling to ensure diversity in socioeconomic backgrounds and prior Yoruba exposure. The intervention involves a 12-week program where students use a mobile-based peer tutoring platform to engage in structured Yoruba language activities, guided by trained instructors. Data will be analyzed using paired t-tests to compare pre- and post-intervention proficiency scores, alongside thematic analysis of qualitative feedback to identify patterns in student engagement and instructor experiences. This study aims to provide evidence-based insights into how digital peer tutoring can support indigenous language acquisition, offering a scalable model for Nigerian classrooms.

### **Keywords:**

Digital Peer Tutoring, Language Acquisition, Pedagogy.