

## Assessment of the Quality of Online Yorùbá L2 Instruction in Nigeria

Henry Kolawole Ladoke<sup>1</sup>, Suliyat Olaide, Ajiboro<sup>2</sup>, Ifeoluwa Theophilus<sup>3</sup>

<sup>1</sup>Independent Researcher, Maryland, USA

<sup>2,3</sup>Department of Arts and Social Sciences Education University of Ibadan, Nigeria

Doi <https://doi.org/10.55640/ijssll-06-02-10>

### ABSTRACT

This study assessed the quality of Yoruba L2 instruction (pedagogical content knowledge, cultural relevance and use of teaching materials) of selected online tutors in Nigeria and the effects of their qualification and years of teaching experience on the same. The study adopted the survey research design. Ten (10) online Yoruba L2 tutors in Ibadan were purposively selected. Data were collected using a self-made 30-item rating scale, and analysed using descriptive statistics and inferential statistics at a 0.05 level of significance. The findings showed that the tutors had high ratings in PCK, cultural relevance and use of teaching materials. However, teaching effectiveness in online spaces does not solely depend on academic qualifications and years of experience, as some highly qualified and experienced tutors lack the digital pedagogical skills required for effective virtual instruction. Therefore, the study recommended that online Yoruba tutors should incorporate more cultural materials in contextualising their lessons

**Keywords:** Yoruba L2 instruction; Online Instruction; PCK, Cultural relevance, Teaching materials.

### INTRODUCTION

Yorùbá language continues to assume greater sociolinguistic and sociocultural functions both in Nigeria and across the world. It is acquiring new speakers of different proficiency levels as Yorùbá culture, values, and religious beliefs remain dominant in various parts of the African Diaspora and beyond (Oyeladun, Akinsola & Adeyinka, 2023). Spoken natively by over thirty million people, mainly in Nigeria, the Republic of Benin, and Togo, Yorùbá has also spread to Cuba, Brazil and the Caribbean, where varieties of the language exist among diaspora communities. The language has been written since the 1800s, though its orthography has undergone several changes (Akinsola & Osundiran, 2024). It is also used as a medium of instruction at different levels, supported by substantial pedagogical materials, and is one of the most widely learnt African languages in Europe and the Americas. The increase in global demand for Yorùbá learning has led to a significant growth in language programmes, particularly in the United States, where the National African Language Resource Center (NALRC) records over eighteen fully fledged Yorùbá language programmes—an impressive rise from the few that existed two decades ago. This growing recognition has made Yorùbá accessible to both first-language speakers and second-language learners. Digital learning has further

expanded this spread, making online platforms key spaces for teaching and learning Yorùbá as a second language (L2). Yorùbá's cultural, historical, and linguistic significance continues to make it an attractive language for native and non-native learners globally (Akinsola, 2025). In Nigeria, Yorùbá is also studied as a second language, particularly in multilingual classrooms where learners from different ethnic groups interact. In such contexts, Yorùbá often functions as an L2, especially for students whose first language is not Yorùbá. The National Policy on Education (Federal Government of Nigeria, FGN, 2013) mandates that Yorùbá, along with Hausa and Igbo, be taught as a second language in junior secondary schools. It also approves its use as a medium of instruction in pre-primary and primary schools, and the National Examination Council (NECO) assesses Yorùbá as L2 in the Junior Secondary Certificate Examination (JSSCE). This emphasis reflects government's commitment to promoting national unity, strengthening cultural preservation, and ensuring cohesion through Nigerian languages. The policy further states that every child must learn the language of their immediate environment and, for national unity, must also learn at least one of the three major Nigerian languages: Yorùbá, Hausa or Igbo. The federal government, through the establishment of the National Commission for Colleges of Education (NCCE) in

1989, directed that all colleges of education should begin the teaching and learning of Yorùbá as a second language. This has helped create awareness and strengthen unity, especially at the junior secondary and college of education levels (Olaosebikan & Akinsola, 2023). The global growth in the teaching and learning of Yorùbá as a foreign language in countries such as the United States, Great Britain, Ireland, Germany and other parts of Europe has also encouraged students in Nigerian colleges of education to study Yorùbá, partly because of increasing international employment opportunities. Corroborating FGN (2004), Abatan (2013) explains the importance of Nigerian languages in a child's educational life as a means of preserving culture and promoting national unity. Abatan also notes that the NPE's concept of the language of immediate community (LIC) positions Yorùbá as a second language for learners whose mother tongue is not Yorùbá.

With online platforms now central to language teaching, the spread of Yorùbá as a second language is increasingly facilitated through digital instruction. Online platforms provide convenient, flexible, and accessible avenues for learning, offering structured courses, private tutoring, interactive tools, and customised lessons that support different learning styles. Platforms such as Amazing Talker, Preply, and Superprof connect learners with private tutors, while Alomoja Yoruba Online School and Yorubalessons.com provide more structured course formats. Others like NKE-NNE, Memrise, and Lessonpal offer vocabulary training, interactive exercises, and community support. Memrise, for example, uses recordings of native speakers and AI-driven recommendations to support vocabulary learning, pronunciation, and real-life language use, helping learners build confidence in conversation. Platforms such as YouTube, Zoom, Facebook, and TikTok are also used by online Yorùbá tutors, although the quality of instruction varies significantly. The variation in instructional quality raises concerns about learner outcomes and the consistency of pedagogical standards. As more tutors enter online Yorùbá teaching spaces, differences emerge in tutor qualifications, instructional methodologies, learner engagement techniques, and proficiency assessment practices. These inconsistencies make assessment crucial. Abijo (2016) defines educational assessment as the process of documenting measurable knowledge, skills, attitudes, and beliefs to determine performance status based on expected outcomes. Assessment, whether diagnostic or summative, helps establish what students have learned, identify future learning needs, and guide teachers in improving instructional practice. This helps to connect language teaching and language learning, according to Akinsola, Idumu, & Adegoke (2017). Huba and Freed (2000) describe assessment as the systematic gathering and discussion of information from multiple sources to deepen understanding of what students can do with their knowledge, with the ultimate goal of improving learning.

Assessment is therefore essential not only for learners but also for teachers. It ensures teachers are teaching the right content, using the appropriate methods, and applying techniques that align with learners' goals. For online Yorùbá tutors, assessment helps determine whether tutors follow any curriculum, whether their teaching aligns with learners' needs, what materials they use, and how effectively they use digital tools during instruction.

Yorùbá itself is a complex subject, consisting of multiple components such as grammar, sound system, reading comprehension, literature, essay writing, and culture. Since each component requires specialised pedagogical approaches, teachers must understand and apply various techniques that match the specific demands of each area (Akinsola & Olaosebikan, 2019). Techniques used in teaching Yorùbá include repetition (*àpètúnpè*), mimicry (*ìsínjẹ*), play-way method (*eré síse*), word box (*àtẹ-a-fi-òrọ rópò*), question-and-answer (*ìbèèrè àti ìdáhùn*), songs (*orin*), and pictures (*àwòrán*). Each technique supports comprehension and mastery in different aspects of Yorùbá language learning. For example, Yorùbá grammar (*gírámà Yorùbá*) teaches word formation, word classes, phrases, clauses, and sentence structure—skills crucial for speaking, reading, listening, and writing. Essay writing helps learners express themselves and develop creativity, while reading comprehension exposes learners to deeper cultural knowledge. The sound system (*ètò ohùn*), with its 18 consonants and 12 vowels, teaches pronunciation and phonetic understanding. Cultural aspects (*àṣà*), including family organisation, marriage traditions, and politics, help learners understand Yorùbá ways of life. Literature, both oral (such as *òwe*, *oríkì*, *ẹṣẹ Ifá*, and *àrọ jíjá*) and written (poetry and novels), also forms a major component requiring specialised techniques.

Despite the broad scholarship on online learning across subjects such as mathematics, English, and physics, as well as studies on specific areas of Yorùbá teaching—such as the effect of the goal-based approach on Yorùbá as a foreign language by Odoje and Oyeladun (2017), and the study on acculturation programmes in Yorùbá language by Akinniyi and Adebola (2023)—no research has examined the quality of online Yorùbá tutors themselves. Specifically, no study has investigated their teaching experience, methodologies, instructional materials, pedagogical knowledge across Yorùbá components, or their expertise in teaching Yorùbá as L2 or foreign language.

This study therefore focuses on evaluating the instructional quality of online Yorùbá tutors by examining factors such as language proficiency, teaching methodologies, digital tool usage, and alignment of lessons with learners' goals. These factors are essential in determining whether tutors deliver instruction that meets learners' expectations and contributes meaningfully to

their language learning objectives. By assessing these areas, stakeholders can identify strengths, weaknesses, and opportunities for improvement in online Yorùbá L2 instruction. The aim is to enhance learner outcomes, support the continued global growth of Yorùbá, and contribute to research in online second-language acquisition.

The study's findings will have broader implications for developing standardised training programmes, designing curricula tailored to online Yorùbá learners, establishing accreditation systems for online tutors, and improving digital resources for Yorùbá instruction. Ultimately, this research is expected to lay the foundation for future studies and contribute to practical interventions in online language education. It will also provide valuable insights into the strengths and weaknesses of online Yorùbá L2 instruction and inform strategies for improving instructional quality.

### STATEMENT OF THE PROBLEM

Despite the growing demand for online Yoruba language instruction which has change how individuals learn new languages including Yorùbá, there is lack of standardization and quality control in the instruction provided by online tutors, with significant gaps in teaching methodologies, tutor qualifications, curriculum, use of language and learner outcomes.

Therefore, this study focuses on the assessment of Yorùbá online tutor by checking their methods of teaching, their use of language, use of digital tools, curriculum being use, instructional materials and the outcomes of it on the learner's goals.

### OBJECTIVE OF THE STUDY

The main objective of this study is to assess the quality of Yoruba L2 instruction among the selected online tutors in Ibadan, Nigeria. The study seeks to:

1. Determine the level of online L2 Yorùbá tutor's Pedagogical Content Knowledge
2. Assess the extent to which online L2 Yorùbá tutor's incorporated cultural relevance in their teaching
3. Examine the use of teaching materials by the online L2 Yorùbá tutors
4. Determine the level of significant effect of the online L2 Yorùbá tutors' qualification on
  - Pedagogical content knowledge
  - Cultural relevance
  - Use of teaching materials
5. Examine the significant effect of the online L2 Yorùbá tutors' years of experience on
  - Pedagogical content knowledge
  - Cultural relevance
  - Use of teaching materials

### RESEARCH QUESTIONS

The following question will guide the study

1. What is the level of online L2 Yorùbá tutor's Pedagogical Content Knowledge?
2. What is the rating of online L2 Yorùbá tutor's on Cultural Relevance?
3. What is the rating of online Yorùbá L2 tutor's on the use of Teaching Materials?
4. Is there a significant effect of qualification of online Yorùbá L2 tutor's on?
  - (a) Pedagogical Content Knowledge
  - (b) Cultural Relevance
  - (c) The use of Teaching Materials
5. Is there a significant effect of years of experience of online Yorùbá L2 tutor's on?
  - a. Pedagogical Content Knowledge
  - b. Cultural Relevance
  - c. The use of Teaching Materials

### METHODOLOGY

This study adopted the survey research design utilising rating scales in examining Yoruba L2 tutors' pedagogical content knowledge, cultural relevance and teaching materials. The population of the study comprised all Yoruba as second language tutors in Ibadan. Ten (10) online Yorùbá tutors who had at least two years of experience in teaching Yoruba L2 and were willing to participate in the study were purposively selected in Ibadan. A self-made instrument tagged 'Quality of Online Yoruba L2 Instruction Rating Scale' was used for data collection. The rating scale comprised thirty (30) items structured on the 5-point scoring format of Excellent (5), Very Good (4), Good (3), Fair (2) and Poor (1). Ten (10) each were focused on rating tutors' pedagogical content knowledge, cultural relevance and use of teaching materials. This rating scale was face and content validated by two second language instruction experts and were trial-tested on two Yoruba L2 online tutors in Ibadan. The inter-rater method of reliability was used to determine its reliability coefficient using the Scott-Pi formula and 0.86 was obtained, showing that the instrument possessed internal consistency.

For data collection, the Yoruba L2 lessons of the selected tutors were rated. While three of the 10 tutors provided recorded versions of their lessons for rating, seven tutors were rated online while teaching Yoruba as a second language. The rating of each tutor was done by two raters for objectivity's sake and the average was used for the purpose of data analysis with respect to the research questions raised. The data collected were analysed using

the Statistical Package for the Social Sciences (SPSS), Version 25. The descriptive statistics of frequency counts, percentage scores, mean and standard deviation were used to answer research questions one to three. The inferential statistics of Analysis of Variance was conducted in answering research questions four and five.

**RESULTS**

Research Question One: What is the level of online L2 Yoruba tutor’s pedagogical content knowledge?

**Table 1:** The level of online L2 Yoruba tutors’ pedagogical content knowledge

S/N	Items	5	4	3	2	1	Mean	St. D
1	The lessons are structured with clear objectives	8(80%)	2(20%)	-	-	-	4.80	0.42
2	The tutor uses interactive methods such as quizzes, discussion and role play during the class	6(60%)	3(30%)	-	1 (10%)	-	4.40	0.96
3	The tutor used a variety of teaching methods such as communicative approach, task base method during the class	7(70%)	-	2(20%)	1(10%)	-	4.30	1.15
4	The tutor effectively uses online tools such as zoom, google meet, whiteboards during the class	8(80%)	2(20%)	-	-	-	4.80	0.42
5	The teacher uses multimedia resources like videos, apps, games to enhance learning	4(40%)	-	2(20%)	3(30%)	1(10%)	3.30	1.56
6	The lessons are customized to the learners need and level	7(70%)	1(10%)	1(10%)	1(10%)	-	4.40	1.07
7	The tutor explains Yoruba grammar and sentence structure clearly	2(20%)	2(20%)	4(40%)	2(20%)	-	3.40	1.07
8	The tutor uses correct pronunciation, grammar and vocabulary in Yoruba	9(90%)	-	-	-	1(10%)	4.60	1.26
9	The tutor speaks Yoruba fluently and confidently	9(90%)	-	1(10%)	-	-	4.80	0.63
10	The tutor encourages active participation and student contribution and engagement	9(90%)	1(10%)	-	-	-	4.90	0.31
<b>Weighted Average= 4.37 Threshold = 3.00</b>								

Table 1 shows that the mean of each item as well as the weighted average of 4.37 is greater than the threshold set at 3.00. This implies that the online L2 Yoruba tutors observed

had a high pedagogical content knowledge.

Research Question Two: What is the rating of online L2 Yoruba tutors on cultural relevance?

**Table 2:** The rating of online L2 Yoruba tutors on cultural relevance

S/N	Items	5	4	3	2	1	Mean	St. D
1	The tutor explains cultural difference between Yoruba culture and students’ culture	1(10%)	2(20%)	7(70%)	-	-	3.40	0.69
2	The tutor encourages the students to apply Yoruba in culturally appropriate contexts	3(30%)	1(10%)	3(30%)	2(20%)	1(10%)	3.30	1.41

3	The tutor lesson helps students understand Yoruba values such as respect, greetings, seniority, chieftance etc	4(40%)	1(10%)	3(30%)	2(20%)	-	3.70	1.25
4	The tutor discuss cultural topic like festivals such as osun osogbo, egungun,sango etc or traditional clothing to the students	1(10%)	-	1(10%)	4(40%)	4(40%)	2.00	1.24
5	The tutor explain Yoruba proverbs and idiomatic expressions during the lesson	1(10%)	-	1(10%)	4(40%)	4(40%)	2.00	1.24
6	The tutor uses cultural materials like videos, pictures, stories etc. during the lesson	4(40%)	-	2(20%)	2(20%)	2(20%)	3.20	1.68
7	The tutor connects his/her teaching with the real cultural practices	2(20%)	2(20%)	4(40%)	-	2(20%)	3.20	1.39
8	The tutor explains why certain expressions or phrases are used in specific cultural settings	-	-	3(30%)	7(70%)	-	2.30	0.48
9	The tutor shares personal or real- life Yoruba stories to help explain language use	1(10%)	1(10%)	2(20%)	6(60%)	-	2.70	1.05
10	The tutor teaches cultural elements as essential and not extra	6(60%)	3(30%)	1(10%)	-	-	4.50	0.70
<b>Weighted Average= 3.03 Threshold = 3.00</b>								

Table 2 indicates that the weighted average of 3.03 is greater than the threshold set at 3.00. This implies that online L2 Yoruba tutors observed had a high rating on cultural

relevance. Research Question Three: What is the rating of online L2 Yoruba tutors on the use of teaching materials?

**Table 3:** The rating of online L2 Yoruba tutors on the use of teaching materials?

S/N	Items	5	4	3	2	1	Mean	St. D
1	The tutors use Yorùbá songs, folk-tales or proverbs as a teaching aids	5(50%)	-	2(20%)	1(10%)	2(20%)	3.50	1.71
2	The tutor used relevant materials to teach Yorùbá language culture	8(80%)	1(10%)	1(10%)	-	-	4.70	0.67
3	The tutor used digital slides and presentations to explain grammar or vocabulary	9(90%)	1(10%)	-	-	-	4.90	0.30
4	The tutor uses visual aids such as pictures, charts or flashcards to teach Yorùbá word	8(80%)	1(10%)	-	-	1(10%)	4.50	1.26
5	The tutor provides handouts or downloadable materials after each class	2(20%)	2(20%)	1(10%)	4(40%)	1(10%)	3.00	1.41

6	The tutor makes use of audio materials such as native speaker recordings, conversations to teach listening	-	-	-	3(30%)	7(70%)	1.30	0.48
7	The tutor uses Yorùbá texts such as stories, dialogues, articles as part of lesson materials	4(40%)	1(10%)	-	1(10%)	4(40%)	3.00	1.94
8	The tutor uses realia (real – life materials like money, market, food and cloth virtually to teach vocabulary	2(20%)	-	1(10%)	4(40%)	3(30%)	2.40	1.50
9	The tutor gives learners access to exercises, worksheets or online quizzes for practice	4(40%)	-	4(40%)	2(20%)	-	3.60	1.26
10	The tutor creates or adapt materials specifically for Yorùbá L2 learners	8(80%)	1(10%)	1(10%)	-	-	4.70	0.67
<b>Weighted Average= 3.56 Threshold = 3.00</b>								

Table 3 shows that the weighted average of 3.56 is greater than the threshold set at 3.00, implying that the online L2 Yoruba tutors observed had a high rating on the use of teaching materials.

Research Question Four: Is there a significant effect of the qualification of online Yorùbá L2 tutors on Pedagogical Content Knowledge, cultural relevance and use of teaching materials?

**Table 4:** The significant effect of the qualification of online Yorùbá L2 tutors’ Pedagogical content knowledge, cultural relevance and use of teaching materials

		Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Content Knowledge	Between Groups	24.600	2	12.300	.385	.694
	Within Groups	223.500	7	31.929		
	Total	248.100	9			
Cultural Relevance	Between Groups	128.767	2	64.383	2.055	.199
	Within Groups	219.333	7	31.333		
	Total	348.100	9			
Use of Teaching Materials	Between Groups	8.400	2	4.200	.137	.874
	Within Groups	214.000	7	30.571		
	Total	222.400	9			

Table 4 shows that qualification did not have a significant effect on tutors’ pedagogical content knowledge ( $F_{(2;7)} = .385$ ;  $p > 0.05$ ), cultural relevance ( $F_{(2;7)} = 2.06$ ;  $p > 0.05$ ) and use of teaching materials ( $F_{(2;7)} = .137$ ;  $p > 0.05$ ). This implies that qualification does not translate to being professional in terms of pedagogical content knowledge, cultural relevance and use

of teaching materials of the tutors.  
 Research Question Five: Is there a significant effect of years of experience of online Yorùbá L2 tutors on Pedagogical Content Knowledge, cultural relevance and use of teaching materials?

**Table 5:** The significant effect of years of experience of online Yorùbá L2 tutors on Pedagogical content knowledge, cultural relevance and use of teaching materials?

		Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Content Knowledge	Between Groups	16.600	2	8.300	.251	.785
	Within Groups	231.500	7	33.071		
	Total	248.100	9			

Cultural Relevance	Between Groups	120.600	2	60.300	1.855	.226
	Within Groups	227.500	7	32.500		
	Total	348.100	9			
Use of Teaching Materials	Between Groups	15.567	2	7.783	.263	.776
	Within Groups	206.833	7	29.548		
	Total	222.400	9			

Table 5 shows that years of teaching experience did not have a significant effect on tutors' pedagogical content knowledge ( $F_{(2,7)} = .251$ ;  $p > 0.05$ ), cultural relevance ( $F_{(2,7)} = 1.86$ ;  $p > 0.05$ ) and use of teaching materials ( $F_{(2,7)} = .263$ ;  $p > 0.05$ ). This implies that years of teaching experience do not translate to being professional in terms of pedagogical content knowledge, cultural relevance and use of teaching materials of tutors.

## DISCUSSION

Regarding the research on the online L2 Yorùbá tutor's pedagogical content knowledge, this study found that the selected online L2 Yorùbá tutors possess adequate pedagogical content knowledge of the Yorùbá language to some extent. Most of the tutors performed exceptionally well in both content and knowledge, demonstrating mastery of what they teach and working towards achieving their learners' goals. The tutors base their classes on what the learners wish to learn, as each learner has different reasons for learning Yorùbá, which helps the tutors showcase their mastery of the language. This supports Odoje and Oyeladun's (2017) finding that incorporating students' goals, interests, and aspirations into the language learning curriculum may place additional load on students but also serves as a motivation in the learning process. These findings also support De Paepe, Zhu, & Depryck's (2017) assertion that professional development is essential for acquiring vital technical and pedagogical skills. Conversely, these findings challenge Murad & Kurdi's (2022) assertion that online teaching or e-learning does not seem to enhance students' skills and needs in English language learning.

The result of this study on online L2 Yorùbá tutors' cultural relevance revealed that the selected online L2 Yorùbá tutors adequately make use of the cultural relevance of the Yorùbá language to some extent. The majority of the tutors selected did not perform well in terms of cultural relevance; most of the tutors do not attempt to explain cultural differences to learners and tend not to connect their teaching with real cultural practices. The majority did not explain Yoruba proverbs and idiomatic expressions during the lesson and did not share personal or real-life Yorùbá stories to help explain language use. This supports Akinlabi & Ajetomobi (2023), who suggest that acculturation positively influences the good speaking aspects of the Yoruba language among L2 students, and that studying Yoruba is not the only way to sustain Yoruba culture.

In respect to the research on the online L2 Yorùbá tutor's use of teaching materials, the result of this study revealed that the selected online L2 Yorùbá tutors have adequate use of teaching materials to some extent. Majority performed excellently well on the use of teaching materials even though they complain about not having access to Yorùbá language materials online. They make effort in creating their materials themselves to make teaching and learning easy for the learners. Pictures, videos, audios, slides, PowerPoint and different Apps are used to make teaching materials pleasing, aligned with what the learners want to learn, and fun without getting tired or bored. This gives support to Safatian (2023) findings that learners get free access in getting course materials, lessons, and resources at any time and from anywhere and that personalized learning experiences are provided by online platforms through authentic online resources such as videos, articles and real-life simulations. The result of this study revealed that there is no significant effect of the tutors' qualification in the teaching of Yorùbá language online as L2. Though M.A./M.Ed qualifications had the highest pedagogical knowledge than those with B.A(Ed)/B.Ed. and NCE qualifications, this is possible because those with M.A./M.Ed qualifications had acquired more knowledge in the field. Qualification has something to do with student performance and learners' attitude, and tutors' qualification is a significant factor in online teaching, but its effect is tied to digital pedagogy skills rather than just traditional subject knowledge. A tutor can be good in face-to-face class but perform badly online, and a tutor can have high qualification and still not be good with online teaching because the tutor might be less digital. For effective online teaching, the qualification of a tutor must include skills beyond traditional credentials such as digital literacy, technological proficiency, online pedagogy, and flexibility and adaptability.

The result of this study revealed that there is no significant effect of the tutors' qualification in the teaching of Yorùbá language online as L2 on cultural relevance. B.A(Ed)/B.Ed qualifications had the highest rating scale on cultural relevance, as these tutors incorporated Yorùbá cultural aspects more than those with M.A./M.Ed and NCE qualifications. Even though qualification influences learning outcomes, some tutors tend to ignore the cultural part and focus on sentence forming and word formation, leaving the cultural part behind. Online instructors require

qualifications that extend beyond content mastery to address culturally diverse online environments. A qualified online teacher helps learners structure materials that reflect their cultural backgrounds, fostering a sense of identity and motivation. Having the best certificate does not guarantee knowing how to incorporate or teach cultural aspects of Yorùbá online. A tutor lacking training in cultural relevance may face challenges such as disconnection from learners' experiences and uncritical curriculum design.

The result of this study revealed that there is no significant effect of the tutors' qualification in the teaching of Yorùbá language online as L2 on the use of teaching materials. M.A./M.Ed qualifications had the highest rating scale on the use of teaching materials, possibly because they incorporated Yorùbá language culture more than those with B.A(Ed)/B.Ed and NCE qualifications. The use of teaching materials is well implemented because tutors make their materials themselves, helping them interact with the materials irrespective of qualification. They use the same platforms—Zoom, Google Meet and WhatsApp—and similar teaching aids like pictures, videos, PowerPoint, slides and audios.

In relation to the years of experience of online L2 Yorùbá tutors on pedagogical content knowledge, the result shows that there is no significant effect of years of experience. However, tutors with 11–15 years of experience tend to have the highest pedagogical content knowledge because the longer the years, the higher the PCK, provided they do not limit themselves. Years of experience have mixed effects, as experience can lead to both gains and erosion if tutors do not update knowledge of online teaching strategies. It is important for online L2 tutors to update knowledge related to online technologies and pedagogical strategies to sustain growth in PCK.

In relation to years of experience on cultural relevance, the result shows no significant effect. Tutors with 11–15 years of experience tend to have the highest cultural relevance because years of profession can increase a tutor's cultural relevance by building intercultural competence, culturally inclusive practices, and skills in adapting teaching methods to diverse contexts. Tutors with longer experience have a better understanding of culture shock and can create supportive online cultural learning environments.

In relation to years of experience on the use of teaching materials, the result shows no significant effect. Tutors with 11–15 years of experience tend to have the highest usage of teaching materials because their years of experience help them develop and adapt materials to meet learners' needs, move beyond basic material use, and cultivate personalized teaching styles. Experienced tutors effectively integrate online resources and tools, prioritize materials that foster meaningful interaction, and structure their courses to meet specific learning needs. This means the longer the years of experience, the more conversant tutors become with new teaching tools and methods.

## CONCLUSION

This study aimed at finding out the level of online L2 Yorùbá tutors pedagogical content knowledge, rating scales of online L2 Yorùbá tutors on cultural relevance, the rating scales of online L2 Yorùbá tutors on use of teaching materials and also the effect of qualification and years of experience on it. The study established that online tutors teaching the Yorùbá language online deliver their work perfectly to the extent of creating their teaching materials themselves, since there are no resources available on the internet for them to you, also being digitally skilful helps most of the tutors to navigate their teaching to suit the learners' goals. The researcher finds out that qualification does not really have much influence on what the tutors want to teach in as long as the tutor is digitally skilful and does not stop improving in his or her teaching skills.

## RECOMMENDATIONS

Based on the findings of this study, it is therefore recommended that:

1. The tutors should try and upload some of their materials online so that their will be resources for Yorùbá language online
2. The tutors should try and use more Yorùbá language text book on different author and not base their teaching one author
3. The tutors should have a curriculum for what they want the student to learn and not just teach the learners what is in the text book they are using
4. The tutors should try and incorporated more Yorùbá language culture in their teaching and not base their teaching on word formation and sentence forming
5. Materials should be made available for the learners regardless of their age.

## REFERENCES

1. Abatan, O. L. (2013). *The globalization, problems and prospects of teaching and learning Yoruba as a second language (L2) in colleges of education in Nigeria*. Research on Humanities and Social Sciences, 3(5). Retrieved from <https://www.iiste.org/Journals/index.php/RHSS/article/download/5244/5490>
2. Abijo, J. A. (2016, November 30). *Assessment of Yorùbá language teachers' utilisation of evaluation instruments in grading students*. *European Scientific Journal (ESJ)*, 12 (31), 72. <https://doi.org/10.19044/esj.2016.v12n31p72>
3. Akinlabi, A. & Ajetomobi, A. (2023). *The effect of the acculturation programme in Yoruba language as a tool for sustaining Yoruba culture among L2 students*

- of Federal College of Education Yola. *Interdisciplinary Journal of African & Asian Studies*, 9(1). [https://www.nigerianjournalsonline.com/index.php/ij\\_aas/article/viewFile/3141/3055](https://www.nigerianjournalsonline.com/index.php/ij_aas/article/viewFile/3141/3055)
4. Akinsola I. T & Olaosebikan B. O. (2019). Influence of Mother Tongue Interference on Senior Secondary School Students' Articulation of English Sounds in Ibadan North Local Government AREA. *International Journal of Arts and Social Sciences Education* 3(1&2), 37-45.
  5. Akinsola I. T., Idumu, I. A. & Adegoke, A. F. (2017). Dichotomizing language teaching and language learning practices. In: Fakeye, D. O. Oladunjoye, S. A.O. Alade, I. A. Bateye, O. R. Kayode-Olawoyin, B. O. Olatunji S. O. Jayeoba, O. S., Further Thoughts On Language, Education And The Curriculum Nexus For Sustainable Development In Nigeria: A Festschrift in Honour of Professor Clement Olusegun. Olaniran Kolawole. 96 - 66
  6. Akinsola, I. T. (2025). Resource-Person-Mediated Instruction and Secondary Students' Learning Outcomes in Yorùbá Orature: A Culturally Responsive Education. *Education Sciences*, 15(6), 661. <https://doi.org/10.3390/educsci15060661>
  7. Akinsola, I. T., and Osundiran, E. E. (2024). Writing Anxiety, Knowledge of and Attitude to Yoruba Orthography as Correlates of Secondary Students' Achievements in Yoruba Essay Writing. *Journal of Educational Sciences*, 8(4), 547-558.
  8. De Paepe, L., Zhu, C., & Depryck, K. (2017). Online Dutch L2 learning in adult education: educators' and providers' viewpoints on needs, advantages and disadvantages. *Open Learning: The Journal of Open, Distance and e-Learning*, 33(1), 18-33. <https://doi.org/10.1080/02680513.2017.1414586>
  9. Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC
  10. Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC
  11. Huba and Freed (2000) Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning. <http://assessment.uconn.edu/what/index.html>
  12. Murad, I. H., & Kurdi, D. (2022). *The impact of online teaching on English language learning at university level*. *International Journal of Arts and Social Science*, 5(6), 153-160. <https://www.ijassjournal.com/2022/V5I6/414665775.pdf>
  13. National African Language Resource Language Centre (NALRC) <http://www.nalrc.indiana.edu/brochures/yoruba.pdf>
  14. Odoje C. & Oyeladun, T. (2017) The Effect of the Goal-Based Approach on the Teaching of Yoruba as a Foreign Language: Yoruba Language Centre, University of Ibadan, as a Case Study. *Journal of the Linguistic Association of Nigeria*, 20(1). Retrieved from <https://jolan.com.ng/index.php/home/article/view/77>
  15. Olaosebikan B. O & Akinsola, I. T (2023). Awareness of Sustainable Development Related Themes in Selected African Literature-in English Texts among Senior Secondary School Students in Nigeria. *Babcock University Journal of Education* 9(2),2023. Pp.94-112.
  16. Oyeladun, T. S., Akinsola, I. T. & Adeyinka, A. A. (2023). Effect of Semantic Gradients Instructional Strategy on Secondary School Students' Achievement in Yorùbá Vocabulary in Ibadan South West Local Government. *MultiFontaines* (12), 185-225.
  17. Safatian, F. (2023). *Exploring the impact of online language teaching on the development of communicative competence in second language learners*. *Journal for the Study of English Linguistics*, 11(1). <https://doi.org/10.5296/jsel.v11i1.21411>