Learning styles and Tiktok: possibilities for language learning

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ABSTRACT: This research aims to analyse the learning of foreign languages through the teaching channels in the social network TikTok and about the different learning styles that channels of this network can approach. Thus, this study is based on the theoretical perspective on learning styles by Neil Fleming (1992), Brown (2007), and Howard Gardner (1994). It seeks to understand the differences among the focused teaching channels and how different styles contribute to the student learning process. Additionally, it analyses how difficulties encountered in foreign language learning can be addressed by these channels. The channels selected are: channel 1 with the profile name @teacherelza and channel 2 @dailyenglishstories. It was found through profile and videos' analyses that social network material can significantly contribute to the learning of students with different styles, allowing and exposing them to a scenario of innovative possibilities, enabling them to gain experiences outside of their school routine, and ultimately achieving autonomy and developing their skills.

Keywords: Foreign Language learning. Teaching Channels. TikTok. Learning Styles.

1 Introduction

This article aims to explore the language teaching channels within the TikTok social network and their contribution to the linguistic development of students according to their learning styles. It also seeks to analyse and research the distinctive features found within these channels and how these styles can aid in the student learning process, investigating means to fill possible gaps encountered in language learning.

In accordance with Brown (2007), "Learning Styles are conceptualized as theories that seek to understand how people learn in different ways, suggesting that each individual has specific preferences and characteristics that influence their learning and information processing". Neil Fleming (1992) "proposes that learning occurs through five abilities: auditory, visual, kinaesthetic, reading and writing, and multimodal (when learning occurs through two or more abilities)".

For a better understanding of the subject of this article, it is important to note that TikTok is a video-sharing application with short videos ranging from 15 seconds to 3

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minutes, covering various types of content. As other social media platforms (YouTube, Instagram, Twitter, Facebook), TikTok provides various ways of usage, currently offering educational content that aids in skill development and learning.

Therefore, the study of these channels is relevant due to the importance of analysing the difficulties students face in learning English due to their different learning styles. It is important for the students themselves to understand their learning mode. Thus, this study also seeks to understand and identify the advantages these channels can offer students to facilitate their linguistic development.

However, it is understood that each individual has a different way of assimilating new knowledge and processing information, and often the classroom fails to meet the needs of students who have these different learning styles. This study questions how teaching channels within social media networks can contribute to the learning of students with one or more different styles. Thus, it is expected that by the end of this study, possible answers to this question will be found. This article will delve further into the concepts of Learning Styles, intending to conduct research on profiles within the TikTok network, where possible contributions found to aid in the student learning process will be reported/commented upon, in line with the research objectives of this study. This study will also address the language learning process according to different styles and the potential distinctive features within teaching channels, aiming to corroborate the relevance of this study on both fronts.

2 LEARNING STYLES

The "Learning Styles are theories that seek to understand how people learn in different ways. These theories suggest that each individual has specific preferences and characteristics that influence their way of learning and processing information", according to the perspective of Brown (2007). These styles aim to involve diverse educational methods and strategies that can address these different forms of existing learning. For Dunn and Dunn (1978), "learning styles are a set of conditions through which individuals focus, absorb, process, and retain new or difficult information and skills".

In light of these concepts, the idea of individualized style became popular in the 1970s. It was intended that teachers conduct a "diagnostic" analysis or test with their students to discover their needs and differences in learning. In this way, they sought to adapt their teaching methods to meet the different learning styles of each student. Although the concept of learning styles was heavily criticized by other researchers at the time, the idea still

significantly influenced education, despite ongoing criticisms and discussions about the lack of evidence that the styles proposed by educator Neil Donald Fleming (1987) actually work.

Neil Fleming (1992) proposes that learning occurs through five skills: auditory, visual, kinaesthetic, reading and writing, and multimodal (when learning occurs through two or more skills). To better understand how these skills function according to the VARK model (VARK is the learning styles identification inventory, focused on sensory channels, proposed by Neil Fleming and Mills in 1992), they will be exemplified individually below. Therefore, examples of learning styles that are intertwined with Howard Gardner's multiple intelligences will be mentioned below.

2.1 VISUAL

The visual learning profile is associated with learning through visual stimuli such as mind maps, photographs, slides, figures, graphs, posters, and paintings. Additionally, people with this style tend to communicate better through graphs and images that support their arguments. According to Howard Gardner (1994), "the visual learning style's main objective is creativity and skills related to visual arts, which he refers to as spatial-visual".

2.2 AUDITORY

People with this style learn better by listening to the content; thus, they tend to participate in discussions, read aloud, listen to podcasts, and attend recorded classes. Students with this profile are more expressive, ask more questions to memorize the content. According to Howard Gardner (1994), "the auditory learning style can be named Musical Intelligence. He describes it as the ability to perceive, discriminate, transform, and express intuitive, analytical, and technical feelings through music".

2.3 READING AND WRITING

The reading and writing profile includes people who acquire knowledge through written content, although this idea is sometimes categorized as visual, according to some authors. The idea is that these individuals develop an ease for reading and expressing themselves through writing. Thus, people with this learning profile tend to learn more easily through articles, textbooks, online texts, and lists.

According to Howard Gardner (1994), "the reading and writing learning style refers to the human ability to use words effectively, whether orally or in writing". He names this Linguistic Intelligence.

2.4 KINAESTHETIC

The profile is related to learning by doing. Students with this characteristic acquire knowledge using all senses (sight, smell, taste, hearing, and touch) through external stimuli. The individual can retain knowledge through simulations of what was seen in the classroom, playful dynamics, or demonstrations mediated by the teacher in the school's laboratory.

According to Gardner (1994), "the Kinaesthetic learning style involves the ability to use the body to express ideas and feelings, and proficiency in using the hands. It emphasizes specific physical skills such as motor coordination, balance, strength, and more". He names this Bodily-Kinaesthetic Intelligence.

2.5 MULTIMODAL

The multimodal profile is related to two types. The first type is when students are able to assimilate the styles of those around them. The second type occurs when students need to receive input or output through their preferred styles. However, it is important to note that not all individuals have a preferred learning style.

It can be said that the multimodal profile has a certain similarity to Intrapersonal Intelligence, as advocated by Gardner (1994), where he defines it as the "human ability to have self-awareness and the skill to understand oneself, in addition to expanding other capacities, such as maintaining focus on more than one activity in which the individual has proficiency".

Based on the above concepts, it is necessary to emphasize that there are other methods and models of learning styles besides Fleming's VARK method. Other authors, educators, researchers, and critics have also created and named their methods and have different opinions. For example, David Kolb (1976) created the Learning Styles Inventory (LSI), Rita Dunn and Kenneth Dunn (1978) based their approach on Learning Modalities, Anthony Gregorc and Kathleen Butler (1979) organized the Gregorc and Butler Model, and Howard Gardner (1994) developed the Multiple Intelligences theory. All these models were created based on Fleming's model. It is evident that they are not all the same, mainly because they use different and more in-depth tests.

In view of all the existing discussions and criticisms about learning styles, it is valid to say that they have been consolidating over the years, showing their relevance both inside and outside the school context. Nevertheless, systematic reviews indicate that many educators continue to face difficulties in assessing their students according to their learning styles. In this regard, according to the perspective of Sree Nidhi and Chinyi Helena (2017, p.18), "Learning styles have been used to train teachers to accommodate different learning styles in the classroom. Because teachers are accustomed to teaching in their individual style, the change has been the introduction of other styles in the classroom."

Thus, they suggest that the shift in teaching, which is usually teacher-cantered, needs to become student-cantered so that students can understand their way of learning. Next, we intend to present in more detail how the TikTok platform can address these different learning styles.

3 TIKTOK

TikTok is a video-sharing app that features short videos ranging from 15 seconds to 3 minutes, covering a wide variety of content. Additionally, the platform offers a range of functionalities. However, like other social media platforms (YouTube, Instagram, Twitter, Facebook, among others), TikTok provides various ways of use and but it is still important that this social network is used responsibly and carefully, so that the learning process through them can be done with awareness and performance, and that thus the educational content offered to its audience can help in the development of skills and learning of students.

The app was created by a 36-year-old Chinese software engineer, Zhang Yiming. Zhang graduated from Nankai University in Tianjin, China. He was born in 1983 in Fujian province. He is part of the company Byte Dance, where Zhang owns 24% of the company. Currently, the platform has over 1 billion active users and, in 2021, was considered the seventh most downloaded app, surpassing other social networks such as Twitter and Telegram.[3] Furthermore, according to Wang (2020), "short mobile videos like those on TikTok are becoming increasingly popular", following the author's reasoning, we know that nowadays the public looks for content on social networks that are passed on by shorter videos, but that are very explanatory and meet their interest. Additionally, TikTok is the social

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[3] Data collected from the websites on February 24, 2024.
Link 1: Quem é o criador do TikTok? – Tecnoblog
Link 2: Estatísticas do TikTok: principais dados em 2022 (semrush.com)

network with the highest engagement, with an average session duration of 10.85 minutes. It is a viral app worldwide.

Currently, the social network TikTok has become very popular among young people and adults worldwide. It is also important to note that upon downloading the app and gaining access to it, it is necessary to create a login and password to become a user. Additionally, an important point to highlight is that when starting the TikTok setup, it offers you options for possible content you wish to watch and "consume".

As a result, various types of content emerge, including education, along with topics related to teaching and learning, particularly foreign languages. Thus, in today's world, this social network is being used as a tool for teaching and learning in and out of the school context, becoming more common due to its ease of use and practicality. Thus, according to Barin's (2020) research results, he states that "the results obtained allow us to affirm that the short videos of the TikTok has the potential to spark students' interest in the content."

Furthermore, the viewpoint of author Monteiro (2020) is also emphasized, stating that "TikTok can be used not only for entertainment but also for the distribution of creative content, student integration, and the development of their creative potential, as well as a tool for assessing learning". The platform offers various possibilities, particularly for learners of foreign languages, allowing them to practice all possible skills, such as listening, speaking, reading, and writing.

Considering all the discussions surrounding the TikTok social network within the educational context, it is relevant to say that it has become a tool that is "essential and differentiated" in the learning process. Furthermore, it can be said that it proves to be useful and capable of providing its users with innovation and autonomy.

> The use of TikTok in the educational context can occur in more than one dimension, that is, both in the distribution of content and in creative evaluation processes that require students to take a leading role, breaking away from old education paradigms based solely on knowledge transmission (Barin, 2020, p. 8).

Therefore, based on the information above, it is emphasized that the use of TikTok as a learning tool can promote better development of students' skills and cognitive abilities when used with care and attention. In order to have a better understanding of the use of this platform as a learning tool, the focus will now be on language learning through social networks.

4 LEARNING IN SOCIAL NETWORK WEBSITES OR APPS

Currently, social networks are formed by groups of people who generally have common interests and share the same likes, whether they are related to music, news, fashion, politics, socioeconomics, education, and others. In other words, there are various types of interactive platforms aimed at facilitating people's social relationships. Additionally, many of these platforms offer different types of services, paid or free of charge.

Given the popularity of social network sites along with the advancement of the internet, it is possible to observe how these platforms have demonstrated a significant impact on the educational environment, especially in the process of learning foreign languages. Adopting the use of these sites or apps can make the learning process more interesting and enjoyable for students, providing them with opportunities to improve their knowledge both inside and outside the classroom. Thus, according to Levy (1999), "information media, especially the Internet, are the main means of accessing knowledge today". Therefore, it is necessary for teachers to be more aware of the role of internet use in accessing knowledge and be willing to provide this to their students.

However, faced with the diversity found within this global technological world, studies and theorists how Werhmuller e Silveira (2012, p. 3) They point out that "learning through social networks becomes informal, because it happens spontaneously, freely, and demands control or guidance from someone". Thus, emerge highlighting that, nowadays, language learning through social networks is defined as "informal learning". This is because it is a learning process different from the formal environment, where students typically need to follow certain rules.

Therefore, it is evident that within the context of social networks, there are various forms and opportunities for learning different languages. In this regard, students engaged in the process of learning a second language can find, within this context, language learning websites such as Duolingo, Babbel, Livemocha, among others, which are specifically designed for language learning. However, there are also web-generated sites - popularly known as YouTube, Facebook, Instagram, Wikipedia, TikTok, etc. - that provide various types of content and activities also geared towards education. It is relevant to emphasize that the objectives of such sites are to engage students in exploring and selecting content that matches their interests, as well as their level of language proficiency and learning style.

Much debate has revolved around the fact that in the current generation, the use of the internet and social media networks in the learning process became more common and is

constantly evolving, whether within or outside the school context. Consequently, language learners are increasingly exposed to new methodologies and strategies, leading them to seek out and even prefer such learning sites in order to access methods that cater to their learning style, as well as for the ease of exploring various contents within minutes. Additionally, social networks can provide students with the experience of interacting with native speakers of the language being studied, as emphasized by Leffa

> On the other hand, the Internet allows students to use the target language to integrate into an authentic community of users, exchanging experiences with people from anywhere in the world where the language they are studying is used (Leffa, 2006, p. 15).

On the other hand, besides enabling the learner to put their knowledge into practice and have new experiences, knowing how to utilize the time these students spend on social networks in favor of their learning is essential, especially for the process of learning foreign languages. Exposure within this context also allows the learner to develop key learning skills, as Lima reminds us:

> The use of technology as a pedagogical practice is a valuable resource in the process of teaching and learning the English language, as it enables the learner to develop the four educational competencies in the English language: reading, writing, speaking and comprehension (Lima, 2021, p 13).

It is possible to conclude that this scenario offers students tich information that can be accessed at any moment, opening doors for students to achieve their personal, professional, and cultural development. Additionally, it is possible to leverage the potential of the internet to enrich and enhance the learner's intercultural knowledge, as besides positively contributing to foreign language learning and linguistic development, the internet can also foster intercultural awareness. Therefore, in light of the discussions regarding language learning and the different styles, through the TikTok social network, the intention is to detail the methodology used to conduct the discussions.

5 METHODOLOGY

The focus of this research is the analysis of language teaching channels, aiming to study learning styles through the corpus of teaching channels within the TikTok social

network. Therefore, it is a qualitative and exploratory research, as it seeks to study in greater depth the differentials of these channels. In summary, exploratory qualitative research aims to present, through the results obtained, information or hypotheses of understanding for the studied objective/problem. According to Prodanov and Freitas (2013, p. 70), "qualitative research considers that there is a dynamic relationship between the real world and the subject, meaning there is an inseparable link between the objective world and the subject's subjective experience that cannot be translated into numbers". Additionally, they also emphasize that in qualitative research, "the collected data are descriptive and portray as many elements as possible about the studied reality, and this type of research is much more concerned with the process than with the product".

In other words, it is understood that a qualitative and exploratory research aims to understand the phenomenon in depth, as well as to explore scenarios, possibilities, and hypotheses that have not yet been discovered or studied, thus gaining familiarity with the current situation being investigated.

The channels were selected based on the types of content covered and how they related to learning styles. Thus, for this research, two channels were chosen: channel 1, with the profile name @teacherelza; and channel 2, with the profile name @dailyenglishstories. A description and analysis of two videos were conducted for each channel, followed by discussions about the objective of this research and the connection of the results obtained with the literature review that guides this study.

6 RESULTS

In light of the discussion above in this article, the results of the analyses conducted on the language teaching channels within the TikTok platform will be demonstrated. These results take into consideration the theoretical perspectives related to different learning styles that can be presented within these technological contexts. Thus, the aim is to elucidate the objectives of this study, bridging the theory of these styles with the analysed contents.

6.1 Profile 1 – Teacher Elza

Figura 1: Teacher Elza
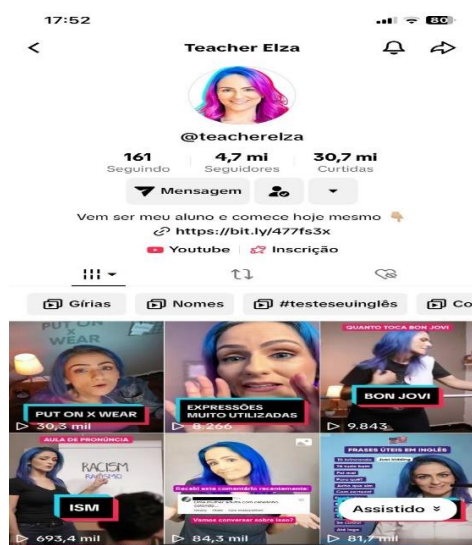
Fonte: Teacher Elza, 2024.

Elza Lacerda, better known on social media as "Teacher Elza," has been an English teacher for 20 years and is a certified international proficiency test administrator. She has her own online course website called *Inglês em 365 dias* (English in 365 days). She can be found on TikTok under the username @Teacherelza, which is the name of her English teaching channel on the platform. Teacher Elza's profile aims to offer dynamic and visual ways to learn English at home or anywhere else. Additionally, she teaches various topics through explanatory videos and live sessions on her TikTok profile, such as slang, names, everyday sentences, pronunciation, vocabulary, expressions, and more.

The @Teacherelza channel currently has about 4.7 million followers and has garnered over 30.7 million likes. Most of her videos on the platform have gone viral, and the channel remains active, posting new videos every week. It is worth noting that the professor's profile is open to the public and caters to all age groups. She can also be found on other social media platforms with teaching channels, such as Instagram and YouTube.

6.1.1 Video 1

The first video chosen from the @teacherelza channel to be analysed is titled "Difference between *Me too* and *Neither*".[4]

In this first video, Teacher Elza demonstrates through a dialogue simulation how people should use the expressions *Me too* and *Me neither* to respond to affirmative and negative phrases, as shown in the dialogue below;

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[4] Data collected from Channel 1 on April 29, 2024.
Here is the link to video 1: https://vm.tiktok.com/ZMM3BEtAy/

Teacher Elza: I don't like dogs.

Learner: Me too.

Teacher Elza: You should say "me neither".

Learner: Oh, okay.

Teacher Elza: I love raisins.

Learner: Oh, me neither.

Teacher Elza: You mean: "me too"

During the dialogue proposed in the video, it is possible to perceive that the teacher guides the learner to recognize where their mistake lies in using the expressions in the sentences that were reproduced earlier. At the end of the dialogue, the learner realizes and reflects on their mistake in the previous responses, understanding that the expression *me too* is generally used in affirmative sentences, such as:

Learner: I like Coldplay.

Answer: Me too.

And me neither is used to respond to negative phrases, such as:

Learner: I don't like cheese.

Answer: Me neither.

6.1.2 Video 2

The second video chosen from the @teacherelza channel is titled "*Same Spelling, Different Pronunciation*".[5]

In this second video, Teacher Elza shows some words that have the same spelling but different pronunciations and meanings. This difference is demonstrated by the teacher pronouncing the words as they appear in the video, in addition to showing their spelling along with images representing them. Examples of the words are provided below.;

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[5] Data collected from Channel 1 on April 29, 2024.
Here is the link to video 2: https://vm.tiktok.com/ZMM3SR1XF/

Present: Presentear/Presente

Bow: Se curvar/Laço

Record: Gravar/Recorde

Wind: Dar volta/Vento

Number: +Dormente/Número

Bass: Baixo Instrumento/Robalo

Sewer: Esgoto/Costureiro

These are the words used as examples by the teacher to show that they have different pronunciations and meanings, but share the same spelling.

6.2 Profile 2 – Daily English Stories

Figura 2: Daily English Stories

Fonte: Daily English Stories, 2024.

The second TikTok channel chosen for analysis is named @dailyenglishstories. This channel is somewhat different from the others mentioned earlier because it has an aesthetic and content focused on short English story narratives on various subjects and contexts. The profile narrates everyday stories, such as "*my dorm*," "*Work from home*," "*A Day at the zoo*," in other words, stories that supposedly happened in someone's daily life.

Currently, the profile has 462 thousand followers, with over 2.3 million likes and posts videos frequently. Additionally, it is an open channel catering to all possible audiences. It can also be found on the social network under the name @Simpledailyenglish.

6.2.1 Video 1

The first video chosen from the @dailyenglishstories channel is titled *My school*. As mentioned earlier, the videos from this profile aim to narrate everyday stories, with the majority of them being child-oriented.[6]

Initially, the video illustrates the following story through an image containing a school, a teacher, and three students. Below the image, the text of the story is written in English. The story begins by describing the routine of going to school and what happens inside the classroom.

To better understand what happens in the video, here is an excerpt from the story as an example: "In my classroom, there are desks, chairs, and a big whiteboard where my teacher writes lessons. We learn many things like reading, writing, and math. Sometimes, we have art class, and we get to paint and draw".

6.2.2 Video 2

The second video chosen from the @dailyenglishstories channel is titled *A Good Student*. As previously mentioned, this video aims to tell routine stories.

In the video, there is an image of four students sitting in their chairs, each with different expressions and gestures. The first student is shown reading her book, the second student is concentrating on his task, the third student is raising her hand to ask a question, and the fourth student appears to be reflecting on whether he understood the lesson.

Below the image is a story about a good student written in English. Here is a small excerpt from the beginning of the story: "I am a good student at school. I like to learn new things and work hard in my classes. Every day, I listen to my teachers and do my best on my homework."

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[6] Data collected from Channel 2 on April 30, 2024,.
Link to video 1: https://vm.tiktok.com/ZMMw5GqAH/
Data collected from Channel 2 on April 30, 2024,.
Link to video 2:
https://www.tiktok.com/@daily_english_stories/video/7372418329077714222?_t=8mvpfO48aJR&_r=1

These are small excerpts from the stories represented in videos 1 and 2 of the chosen channel for analysis, providing an understanding of the pattern and content depicted in both videos from the profile.

6.3 DISCUSSION

Through this analysis, it is observed that the profiles aim to keep their audience's attention and interest through the content available on the channel. Although the channel's aesthetics are more geared towards a younger audience, similarities between both channels (channel 1 and channel 2) can be seen, as they both strive to offer students topics and content in a light and enjoyable manner, allowing learners to develop their English skills more naturally.

In this sense, it is noticeable that the analysed teaching channels, besides providing a different type of learning compared to the "traditional" method commonly taught in classrooms, also help students easily grasp the taught subjects by catering to different learning styles. It is apparent that each video from these profiles incorporates various learning styles, such as visual, auditory, reading, and writing.

Thus, given the above, it is evident that the channel 1 seeks to use learning strategies that can explore more than one learning style. For example, the visual style is present in all the profile's videos, where the story always comes with a representative image. Similarly, the reading and writing style is addressed, as the videos always include both audio narration and written text, allowing the viewer to listen to and read the story. This also helps learners develop the four language skills: reading through the text, writing by allowing the student to reproduce it in their notebook, listening through the audio, and consequently speaking, as the student can repeat words or the entire text.

Therefore, it is possible to see this exploration of different styles through the videos' aesthetics. The profile consistently tells stories using both audio and written English, along with images depicting where the story possibly took place. For example, in the videos from channel 1, we observe that the profile also aims to address different learning styles but uses different teaching strategies and profile aesthetics. Similarly, in the videos from channel 2, the objective of catering to various learning styles is apparent, though different strategies are used.

The approach to learning styles, specifically the more common ones in language teaching—visual, auditory, and reading/writing—is well-addressed. These styles are

considered more common because, according to the previously mentioned researchers, these are the different styles most frequently identified in the classroom. Additionally, there is also an exploration of the four skills: reading, writing, speaking, and listening. This exploration is evident as the profile 1 and 2 seeks to provide learners the opportunity to practice their reading and writing through texts, speaking and listening through sounds and repetitions.

In view of this, consequently, learning through these channels can become beneficial due to the fact that it aims not only to cater to a single learning style, but rather to provide its audience with one or more ways to put their knowledge into practice. For example, if someone identifies themselves as learning more easily through the auditory learning style, then it is possible that this learner could gain a better understanding of the content through videos, as they have the opportunity to listen to and repeat the narration of the text by someone else, rather than hearing it by themselves. On the other hand, in a textbook, the learner won't have this opportunity to just listen and follow along with the text, nor to repeat the narration as many times as necessary, because the reader and narrator will be themselves.

In light of the above, it is analysed that learning through these EL channel can be beneficial to learners, leading them to practice repetition, memorization, reproduction in different environments, and primarily, being able to visualize, listen, and write at the same time and for a short period, anywhere and anytime. Thus, it differs from traditional materials provided in the school environment, where most of the time students' learning styles are not met.

7 FINAL CONSIDERATIONS

Considering the aspects presented throughout this article, we sought to study and analyse the benefits and differences found within teaching channels in TikTok, and how learning styles positively contribute to the student's language learning. Additionally, we also sought to research information and results that could in some way address or clarify the difficulties encountered in the process of learning a foreign language.

In light of this, the analyses conducted on the @teacherelza and @dailyenglishstories channels and their videos on the TikTok social network aim to explore the possibilities of learning English or any other language. In summary, it was possible to analyse that the use of social networks in today's age can positively contribute to language learning, offering a universe full of dynamic and autonomous possibilities. Thus, following Monteiro's (2020) line

of reasoning mentioned previously, TikTok platform cannot only be seen and used as a means of entertainment but can also be used as a learning tool inside or outside the classroom.

Taking into account the analysed aspects, it is possible to corroborate with Barin's (2020) thought where he states that the TikTok social network has the potential to arouse students' interest and thus make learning more enjoyable, making the student the protagonist of their own learning and breaking the old taboos of traditional teaching of merely transmitting knowledge.

Therefore, considering the findings of this work, it is possible to observe that teaching channels can contribute to the learning of a second language, offering learners ways to learn according to their learning style, so that they feel confident in exploring new horizons outside the classroom, as well as providing opportunities and experiences with the world outside.

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Estilos de aprendizagem e tiktok: possibilidades para a aprendizagem de idiomas

Resumo: Esta pesquisa tem como objetivo analisar a aprendizagem de línguas estrangeiras através dos canais de ensino de LE na rede social TikTok e sobre os diferentes estilos de aprendizagem que os canais desta rede podem abordar. Assim, este estudo baseia-se na perspectiva teórica sobre estilos de aprendizagem de Neil Fleming (1992), Brown (2007) e Howard Gardner (1994). Busca-se compreender as diferenças entre os canais de ensino focados e como os diferentes estilos contribuem para o processo de aprendizagem dos alunos. Além disso, analisa como as dificuldades encontradas na aprendizagem de línguas estrangeiras podem ser abordadas por esses canais. Os canais selecionados são: canal 1 com o nome de perfil @teacherelza e canal 2 @dailyenglishstories. Constatou-se através da análise de perfis e vídeos que o material da rede social pode contribuir significativamente para a aprendizagem de alunos com diferentes estilos, permitindo e expondo-os a um cenário de possibilidades inovadoras, permitindo-lhes ganhar experiências fora de sua rotina escolar, e, finalmente, alcançando autonomia e desenvolvendo suas habilidades.