


Pedagogical practices on TikTok: portuguese language and one-minute dance videos

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Abstract

The integration of technologies in language teaching is crucial, requiring innovative pedagogical practices to engage students effectively. This study investigates the role of TikTok as an educational tool to facilitate interaction between teachers, content, and students. Using Video Data Analysis (VDA) according to the parameters set by Nassauer and Legewie (2021), the research examined the use of the platform for creating educational content that combines visual and musical elements with grammatical concepts and study tips. The results show that educators are able to use visual, musical, and innovative formats to teach grammar, provide study tips, and convey academic information, capturing students' attention and making learning more dynamic. This study highlights the potential of TikTok and similar platforms in language teaching while advocating for a balanced integration of technology and pedagogy, pointing to a new direction in the field of language education, particularly in schools.

Keywords: Pedagogical Practices. Teaching. Portuguese Language. TikTok.

Práticas pedagógicas no TikTok: língua portuguesa e dancinhas de um minuto

Resumo

A integração de tecnologias no ensino de línguas é fundamental, exigindo práticas pedagógicas inovadoras para envolver os alunos de forma eficaz. Este estudo investiga o papel do TikTok como ferramenta pedagógica para facilitar a interação entre professores, conteúdos e alunos. Utilizando a Análise de Dados de Vídeo (ADV), conforme os parâmetros de Nassauer e Legewie (2021), a pesquisa analisou o uso da plataforma para a criação de conteúdos educacionais que combinam elementos visuais e musicais com conceitos gramaticais e dicas de estudo. Os resultados mostram que os educadores conseguem usar recursos visuais, musicais e formatos inovadores para ensinar gramática, fornecer dicas de estudo e transmitir informações acadêmicas, capturando a atenção dos alunos e tornando a aprendizagem mais dinâmica. Este estudo enfatiza o potencial do TikTok e de outras plataformas semelhantes no ensino de línguas, enquanto

defende uma integração equilibrada entre tecnologia e pedagogia, apontando para uma nova direção no domínio do ensino de línguas, principalmente na escola.

Palavras-chave: Práticas pedagógicas. Ensino. Língua Portuguesa. TikTok.

1 Introduction

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The popularization and diversity of technologies that can help in the learning and teaching process is occurring rapidly. Access to digital content, often through downloads, with or without the consent of the authors, is nothing new for students of all age groups or academic levels. This ease of access to digital materials such as books, articles, videos and other educational resources is a common reality. However, despite this rapid assimilation by students, there are many considerations to be made when it comes to teaching. In Brazilian schools, the blackboard and chalk are still widely used by teachers, even though young people are increasingly familiar with digital resources.

Schools' resistance to implementing new media in the classroom can be attributed to various factors, including a lack of infrastructure and precarious working conditions. Seligman (2008) notes that students often perceive more interactive and informal learning environments, which highlights the gap between the potential of digital media and the reality of traditional educational practices. The growing ability of students to consume and produce digital content demands more complex thinking about the role of individuals in both the consumption and creation of media. As a result, student engagement and development have become faster, which demands new strategies that integrate face-to-face and virtual methods to optimize the educational process. Therefore, the resistance observed in schools is not always a conscious choice, but may be a reflection of structural and contextual challenges that limit the adoption of advanced educational technologies.

It is crucial that we understand this mediation process, understanding its meaning, context and consequences. This understanding is necessary in order to recognize moments when the process seems to be failing or when it is being distorted by technology or for other reasons (Valentim, 2010, p. 43). Working with online content was once considered an impossibility, a scenario rooted in the challenge of acquiring and maintaining

computers in public schools. Meanwhile, private schools, which even distributed equipment to pupils, boasted about their use. However, these barriers have come down with the increased use of smartphones in Brazil, the availability of more affordable internet plans and the spread of free Wi-Fi signals. Only the reformulation of educational practice remains restricted.

The technology known as “wearable technology” or the “Internet of Things” exploits the trend of using smartphones and other devices as extensions of the human body. This technology is described as a set of networks, sensors, actuators and objects connected to computerized systems, which aim to improve communication between individuals and objects in an autonomous, automatic and contextually sensitive way. For example, a sensor in a car can warn of the need for maintenance or possible accidents on the road (Lemos, 2013).

Through the extensive use of gadgets, apps and other tools by students, some teachers have begun, even before forced lessons, to move students out of the classroom and use more comfortable seating to reinforce the lessons taught within the four walls of the school. Teaching with media has become a greater challenge in the age of media interactions; while it used to be a one-sided exhibition of observation, the audience today has more autonomy and power and can directly influence its content. A child, once perceived as a passive receiver of screen stimuli, has evolved into an active participant, with internal capacities and an interest in interpreting program proposals, moving away from the reactive audience model of behaviorism.

According to Fuenzalida (2016), a television program that used basic perceptual stimuli to capture a child's attention emphasized the search for interactivity, recognizing that the child may have other internal capacities related to the program. This encourages the child not only to watch what is happening on the screen, but also to engage with the content of the program and with other screens.

Given this context, the question arises: how can TikTok be considered a pedagogical tool that promotes interaction between teacher, content and student in the

space of one minute? The general aim of the research is to investigate the role of TikTok as a pedagogical tool to facilitate this interaction.

As a method, we established the parameters of video analysis outlined by Nassauer and Legewie (2021), who characterize today as a “golden age” of visual sociology and describe their procedures as Video Data Analysis (VDA). According to Nassauer and Legewie (2021), “VDA focuses on social dynamics and behaviors using videos and other visual data to understand how people age and interact, as well as the effects these situational dynamics have on society as a Whole”. (Nassauer and Legewie, 2021, p. 138). The proposed techniques encompass concepts of ethnography, multimodal analysis of interactions, visual studies and experimental behavioral studies. The approach seeks to analyze content verbally rather than literally. The analytical dimensions include facial expression, posture, interactions and context.

2 An understanding of Tiktok

The average length of dubbing and dance videos published in 2014 by Chinese developers on the Musical.ly platform, after its acquisition and relaunch, was one minute and one second (Anderson, 2020). After its internationalization and rapid growth, the platform was rebranded as TikTok in 2017. According to Bresnick (2019), TikTok serves as an online playground where young people can have fun without adhering to any specific visual style, pre-existing narratives or other online cultures. In this way, the platform allows users to create short videos, sharing a wide range of content, from dances and songs to educational content.

From this perspective, there are many possibilities for using the platform as a teaching tool. Education professionals can create short videos explaining advanced concepts in an objective and accessible way, share study tips such as time management, productivity and organizing the study environment, or even share scientific experiments in the classroom. Thus, TikTok is not only an entertainment platform, but also a valuable tool

for education, providing new ways of teaching and learning in a dynamic and attractive way.

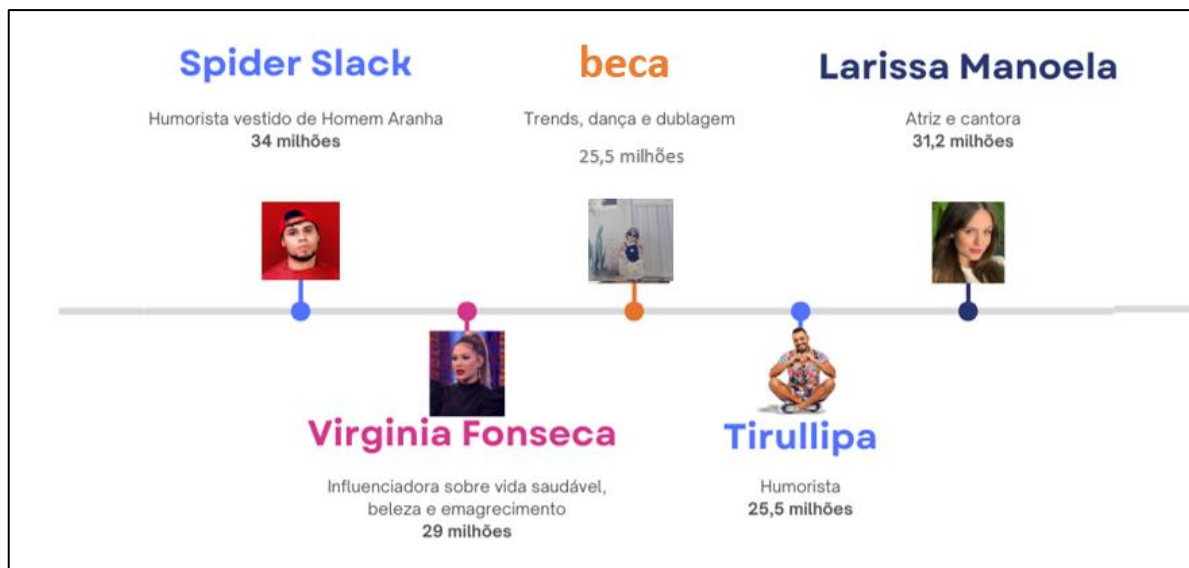
According to data from Anderson (2020), TikTok has one billion monthly active users, marking a remarkable increase of 1,157.76% in its global user base between January 2018 and July 2020. The app operates in Portuguese and is available in 141 countries. In Brazil, TikTok ranks fifth in number of active users, behind Whatsapp, Youtube, Instagram and Facebook, with 82 million users. Since 2016, TikTok has experienced the fastest global growth in the history of the Internet. Between 2016 and 2022, there were 3 billion downloads, representing 20.83% of all Internet users. Currently, the platform has the highest engagement among social networks, with an average session duration of 10.85 minutes, double that of Pinterest, which ranks second with five minutes.

According to Anderson (2020), the total global time spent on TikTok in 2019 was 68 billion hours. In March 2020, it is estimated that Americans aged 18 and over spent 1.43 billion hours on TikTok. Brazil is the country with the second highest TikTok usage in the world, second only to China, according to Shopify. Women under 30 represent the largest demographic group. However, the analysis also indicates that approximately 4.72 million Brazilians currently use the platform, and this number is projected to reach 4.92 million by 2025. On average, Brazilians spend 5.4 hours a day on TikTok, with users reporting a reduction in television consumption after downloading the app.

This expansion has led the public to bring new uses to the platform: in addition to traditional dances and songs, we now see games, movie trailers, household tips and lectures on the most diverse subjects. Tardáguila (2018) states that the media, including TikTok, can serve as a tool for spreading disinformation, conspiracy theories and falsehoods. On the other hand, Kennedy (2020) argues that TikTok reflects youth culture, but the settings of the videos published, especially during the COVID-19 pandemic (often from girls' bedrooms), served more as an antidote to isolation than as a tool for liberation. For the author, the so-called “bedroom culture” or “neighborhood culture” has only served to reinforce the dominant stereotypes of young, attractive and apparently slender women who frequent the internet. However, something has changed on this platform, especially

on TikTok, according to Kennedy (2020). She suggests that while Instagram, for example, is considered glossy and full of filters, TikTok, on the other hand, is simple and easy to spot. Figure 1 illustrates the ranking of the most followed profiles in Brazil.

Figure 1 - Brazil's most followed Tiktokers



Source: <https://www.vanguardacomunicacao.com.br/tiktokers-mais-famosos/>. Accessed on: 03 Mar. 2024.

It is therefore important to look at the ranking of the most followed profiles on TikTok, as illustrated in Figure 1. This shows the influence and relevance of the platform as a space for interaction and content sharing. By analyzing the most-followed profiles, we can understand which themes and approaches most attract the public on the platform, providing important inspiration for using TikTok as a teaching tool. In addition, by getting to know the most popular influencers, educators can identify communication and engagement strategies to create more attractive and impactful educational content. Therefore, analyzing the ranking of the most followed profiles on TikTok contributes to a deeper understanding of the educational potential of this platform.

As a digital platform, TikTok has proved to be an innovative tool for disseminating educational content, especially in the field of Portuguese. Its structure of short, dynamic videos, which often incorporate elements such as music, dance and humor, offers a fresh

and engaging approach to teaching. According to Kennedy (2020), TikTok reflects youth culture and, during the pandemic, has served as a way of mitigating social isolation, although it has reinforced stereotypes. However, its ability to present educational content in a creative and accessible way makes it a valuable platform for education, allowing educators to connect with students in an innovative and effective way.

Digital pedagogy, meanwhile, emphasizes the strategic integration of digital technologies into the educational process to create more interactive and relevant learning experiences. Selwyn (2016) argues that digital pedagogy involves reconfiguring educational practices to harness digital technologies critically and effectively. The use of TikTok exemplifies this approach, as it allows for the creation of educational content that combines visual resources and interactivity, aligning with students' digital culture. Moran (2015) emphasizes that digital pedagogy seeks a transdisciplinary approach, promoting learning through various formats and media. Thus, TikTok not only engages students with relevant content, but also fosters digital skills and creativity, aligning with the principles of digital pedagogy and preparing students for a modern, integrated educational environment.

3 Media and entertainment combined with education

This situation often occurs when instructional content is incorporated into a fictional narrative. In this way, the intended content can be taught in a language that is more familiar to the audience. This differs from conventional educational programs on Brazilian television, such as Telecurso, produced by the Roberto Marinho Foundation since the 1970s and pioneered as one of the most important distance learning projects in the country (Silva, 2016), among others started in the 1980s. This includes dramas, soap operas, serialized fiction, television or radio. As for the educational purpose, Tufte (2017) states that it should be “to encourage individual behaviour, to support social change; from strengthening social mobilization to articulating individuals, participation and encouraging marginalized or minority groups to engage in collective change” (p. 329).

The concept of education and entertainment, according to Tufte (2017), involves the use of entertainment as a strategically crafted communicative practice to communicate about development issues in a unique way, with the aim of achieving a broader range of social marketing, more closely aligned with individual behavior change and the promotion and articulation of citizen-driven social change agendas (Tufte, 2017). Although it is not new, the educational teaching that takes place today is different.

According to Tufte (2017), negotiation involves epistemological foundations rooted in diverse schools of thought, cultural traditions, political agendas and media structures. Tufte (2017) also defends a third generation of education that is more critical, arguing that this has emerged from a theory that considers communication in a binary way or that defends theories of diffusion of innovation to a participatory strategy.

Also according to Tufte (2017), behavioral marketing, often observed in soap operas, represents the first generation. The second generation introduces new theoretical and methodological perspectives, building paradigms. The third generation focuses on structural change and empowerment.

More specifically, on TikTok, the hashtag #LearnOnTikTok, or #AprendaNoTikTok in Portuguese, gained popularity and served as an incentive for educators to share educational or entertainment videos on the platform in an engaging and creative way. This production was stimulated by the possibility of using codes that students are not used to seeing at school, but which are part of their lives. “Students have the ability to experience transdisciplinarity, that is, to present knowledge in a plural and creative way, due to the strategic use of TikTok in learning” (Monteiro, 2020, p. 13).

This phenomenon on TikTok occurs through the unique combination of media formats that the platform offers, such as short videos, songs, dances and visual effects, with the creation of educational content. TikTokers use these tools to make learning more engaging and accessible, taking advantage of the platform's familiar and attractive format to approach academic topics in a creative and interactive way.

The popularity of TikTok among young people allows educational content to be presented in a way that resonates with their digital culture. The integration of visual and

musical elements, as well as the creation of challenges and viral trends, helps to maintain students' interest and motivation. For example, by explaining grammar concepts or providing study tips using popular songs or dances, content creators are able to capture students' attention and make learning more relevant to their everyday lives.

In addition, TikTok makes it possible to create content that reflects the plurality and diversity of knowledge. This allows students to experience a form of learning that is both educational and fun, facilitating the practical application of knowledge in diverse contexts. In this way, students not only learn about academic topics, but also develop digital and creative skills by interacting with the platform's content.

This strategic use of TikTok in education promotes transdisciplinarity, as the content is presented in a plural way, integrating different areas of knowledge and media formats. This allows for a richer and more dynamic learning experience, in line with current cultural and technological trends (Monteiro, 2020).

Among Monteiro's (2020) educational suggestions, it is possible to highlight the use of memes to stimulate students' textual interpretation, the recording of videos about artistic works for interpretation and critical reflection, and the teaching of textual genres, by allowing the creation of multimedia content.

4 Media and entertainment in pedagogical practice

The Common National Curriculum Base (BNCC) highlights the importance of developing essential skills for the 21st century, including digital literacy, critical thinking, problem solving, collaboration and communication. These skills are fundamental for students to adapt to an increasingly technological and complex world. The BNCC guides educators to integrate these skills into their teaching practices, preparing students to face future challenges and thrive in an ever-changing environment (Brazil, 2018).

The philosopher Francis Bacon (1561-1626) maintained for many years that sensory experience is the basis of all knowledge. According to Bacon, “knowledge is power” (1626). In this context, TikTok stands out as a platform that, in addition to offering

dances and music, allows users to share their specialized knowledge on various topics. In this way, TikTok becomes an effective means of disseminating knowledge, harnessing the ability of content creators to educate and inform their audience. The notion that a sense of exclusivity and access to rare information can increase the perceived value of a piece of content is widely recognized in social psychology. As Berger (2020) notes:

Scarcity and exclusivity drive word of mouth by making people feel privileged. Knowing certain information or being connected to people who do [...] having privileged knowledge is social currency. [...] making people feel privileged can benefit all kinds of products and ideas (Berger, 2020, p. 59 - 60).

In this scenario, TikTok emerges as a platform that not only provides entertainment with dances and music, but also serves as a space for the exchange of specialized knowledge. TikTok capitalizes on this dynamic of exclusivity, allowing users to share specialized information and present themselves as authorities on various topics, which contributes to the platform's effectiveness in disseminating knowledge.

This concept of scarcity and exclusivity as drivers of perceived value and social currency can be related to pedagogical practice in various ways. In education, educators often strive to create an environment where students feel privileged to access certain knowledge or skills. By presenting information or opportunities as exclusive or scarce, educators can increase students' motivation and engagement in learning. In addition, the idea of leveraging perceived privilege to promote certain products or ideas can be applied in educational contexts to encourage students to pursue specific goals or interests.

There is often confusion between the terms “pedagogical practices” and “educational practices”, which are often used synonymously. However, it is important to distinguish between these concepts for a more precise understanding of their implications. According to Franco (2016):

It is common to consider that pedagogical practices and educational practices are synonymous and therefore univocal terms. However, when we talk about educational practices, we are referring to practices that take place in order to carry out educational processes, while pedagogical practices refer to social practices that are carried out in order to carry out pedagogical processes (Franco, 2016, p. 536).

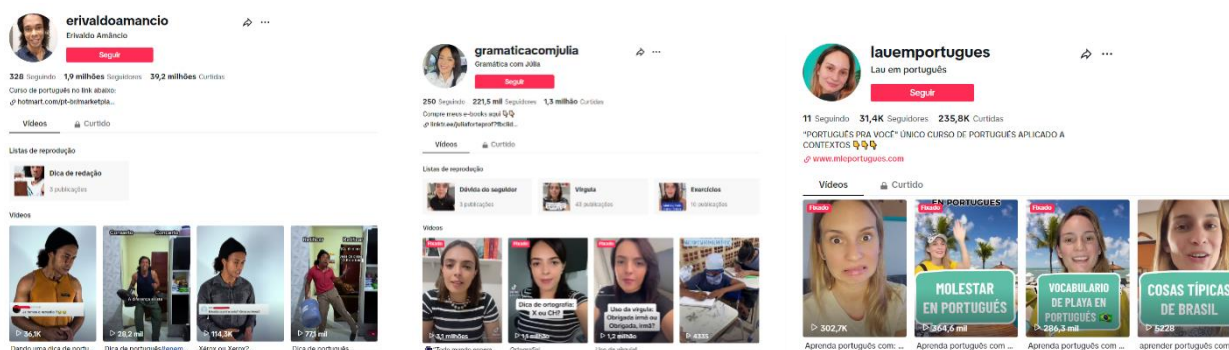
In this way, teachers can use these concepts to motivate students to learn. From this perspective, pedagogical practice can be thought of, as highlighted by Fernandes (1999), as a social practice, and knowledge as historical and social production. These relationships are characterized by a dialectical dynamic, involving theory and practice, form and content, as well as interdisciplinary perspectives. Therefore, the dynamics of the classroom are established in a space-time in which different narratives travel, building webs of relationships, where convergences and divergences occur, as well as opportunities to build human capacity.

On TikTok, posts related to Portuguese language teaching often meet the interests of individuals looking for quick solutions to their learning needs, whether for personal or professional reasons. An interesting question that arises is how content creators, known as TikTokers, use the platform to create a sense of scarcity in Portuguese language teaching. TikTokers are users of the platform who produce and share short videos on various topics, including education. They often use engagement techniques that include presenting information quickly and concisely to keep their audience interested. To fully access and understand the content offered by these TikTokers, it is often necessary to explore different accounts and associated platforms, such as Instagram, where the creators also share complementary material. This reveals TikTokers' strategy of using multiple channels to maximize the reach and effectiveness of their teaching, generating a more engaging and dynamic learning experience.

It was observed that the educational content on TikTok is presented quickly and efficiently, often accompanied by dances whose choreography can divert motor coordination in relation to the music. This dynamic presentation is a central feature of the videos analyzed. The methodology used involved Video Data Analysis (VDA), which made it possible to observe how information is synthesized and condensed to suit the platform's brief format. In addition, linguistic actions such as likes and comments are used by followers to validate the content of TikTokers such as @erivaldo, @gramaticacomjulia and @tecnicaparaconcursos. These creators use the “pedagogy of the minute” to offer

Portuguese language tips to millions of followers, using audience interaction to reinforce the effectiveness of their teaching practices.

Figure 2 - Selected Tiktokers.



Source: <https://www.tiktok.com/pt-BR>. Accessed on: 03 mar. 2024.

In Portuguese language classes, from the first grade onwards, schools incorporate various themes into the curriculum, including dance and music trends. These topics are classified as “language products” because they involve the use of language and communication skills. By exploring dance styles and musical genres, students have the opportunity to learn specific vocabulary and common phrases used to discuss these subjects. This enriches their linguistic repertoire and improves their communication skills.

@erivaldo's TikTok channel uses dance, rhyme and musicality to present educational content. This approach makes it possible to create an engaging and memorable learning experience, taking advantage of the platform's multimodal format. @erivaldo offers a diverse range of study techniques and academic guidance, with a significant emphasis on practical strategies adapted to different learning styles. He provides step-by-step instructions and demonstrations, which make complex topics more accessible. The approach is effective in providing concise but impactful educational content, although the integration of playful elements can in some cases divert attention from the main content. The effectiveness of this methodology depends on how well students are able to connect learning with the fun aspects presented.

The TikTok channel @gramáticacomjulia stands out for answering questions related to the Portuguese language in a clear and direct way, using one-minute videos. A strong point of her pedagogical approach is the use of engaging visuals and mnemonic devices that reinforce learning. The inclusion of humor and relatable examples facilitates understanding and captures viewers' attention, making the content more accessible and enjoyable. The strategy of combining clarity with visuals and humor demonstrates TikTok's potential for teaching grammar, creating a learning experience that is both informative and engaging. However, it is crucial to ensure that the humor and visuals complement, rather than overwhelm, the educational content.

The TikTok channel @tecnicaparaconcursos focuses on study techniques and tips for preparing for exams, presenting content in a practical and straightforward way. The approach specializes in providing strategies that save time and help candidates prepare effectively for their exams. The simplicity and clarity of the videos cater well to the specific needs of candidates looking to optimize their preparation. The absence of musical and visual elements allows for a total focus on study techniques, which can be beneficial for those who prefer a more direct approach. However, the lack of dynamic elements can limit the engagement of users who respond better to more interactive and visual formats.

On platforms such as TikTok, Portuguese language teaching specialists are able to present content in a unique and engaging way. They use the platform's resources, such as short video clips and popular songs, to create material that attracts the attention of thousands of followers. The combination of exclusivity and scarcity of content, along with innovative teaching methods, contributes to the popularity and success of these professionals on social media.

Berger (2020) argues that: “when we talk to others, we are not just passing on information, we are also saying something about ourselves” (Berger, 2020, p. 69). The digital world reimagines the ways in which individuals establish relationships. This dynamic is also reflected in other aspects of the school community. For their followers, Portuguese language TikTokers, especially those focused on grammar, take on the role of “grammar authorities”. These influencers not only transmit linguistic knowledge, but also build a

specific identity and image through their content. In the digital landscape, where communication takes place predominantly through short videos and comments, these TikTokers shape perceptions of language proficiency and cultural identity. According to Foucault (2001), the concept of “authority” in the digital age can be understood as a form of “discursive power”, where individuals with a wide audience become references and opinion leaders in their fields. By reaching large audiences and influencing their perceptions of language, content creators play a role that goes beyond simple instruction, impacting the way students see themselves and understand their linguistic abilities within a broader social context.

In this way, there is a metaphorical representation of TikTokers as educators, as they facilitate virtual connections mediated by learning networks, provide linguistic tips and establish “fun” ways of practicing and using linguistic norms. The intertwining of technology and education depends on understanding the metaphorical implications of the digital in the educational process. It implies moving away from a perspective that emphasizes the need to conform the digital to education, or vice versa, towards a historical contextualization of meanings and subjects. “This involves constructing a narrative that recognizes the changing dynamics of both the digital domain and the educational process, as they operate in the interaction of these two discourses” (Dias, 2018, p. 137).

Understanding the relationship between digital technologies and education requires careful consideration of linguistic variability. Social media apps such as TikTok offer students a sociosemiotic perspective on communication. When creating content, producers must engage with the collaborative interfaces inherent in the multimodalities of the online world. This implies that only those with experience in multiple languages and semiotics can effectively appropriate this form of communication.

“The next generation of interactive learning environments incorporates visual images, sounds and videos, along with animation, making them highly practical, as speed and storage capacity can accommodate these dense meanings of typological information” (Lemke, 2010, p. 472). A significant point highlighted by Lemke (2010) is the practicality of

integrating various multimedia elements into interactive learning environments, which can increase the density of information transmitted typologically.

A common trend among Portuguese-speaking TikTokers involves the appropriation of isolated grammar lessons, resulting in a form of “manufactured erudition”, where the influences of these social networks shape short videos with unique styles and articulations. This content is readily available to a viewing audience and invites comments, allowing it to be remembered as relevant at any time.

In addition, the brevity and distinctive presentation style of the videos on TikTok contribute to their widespread appeal and memorability. By condensing complex grammatical concepts into short, engaging snippets, TikTokers effectively capture viewers' attention and facilitate learning in a format that aligns with the visual-centric nature of the platform. This approach not only highlights the adaptability of educational content to digital media, but also underlines the importance of creative and engaging pedagogical strategies in online learning environments.

In this context of rapid dissemination and simplification of knowledge, the grammar taught by TikTokers, often accompanied by dance and music in line with network trends, acts as a strategy to captivate followers in an engaging way. This phenomenon can create an “effect of reducing language to a mundane, flat and horizonless universe”, as described by Celada (2013, p. 9). However, grammar, in this context, functions as a metaphor for language and, therefore, it is essential to counterbalance so-called grammar learning in order to understand the logic behind creating and sharing content in Portuguese.

TikTokers can contribute significantly to this change by offering a more dynamic and interactive approach to teaching grammar. They have the potential to transform grammar learning, traditionally seen as rigid and theoretical, into a more practical and attractive experience. By integrating cultural elements, humor and innovative formats, TikTokers can make grammar more relevant and accessible to a wide audience. This not only enriches followers' understanding of the language, but also challenges the traditional approaches found in classrooms, promoting a more flexible and contextualized view of Portuguese language learning. Thus, they offer an alternative to conventional

methodologies and contribute to the evolution of pedagogical practices in language teaching.

To interact with specific grammar points raised by the public through musical trends or expressions, TikTokers adopt the multimodal protocols of digital discourse. These questions are available on their profiles. Based on these interactions, Marie-Anne Paveau (2021) presents a “description and analysis of the functioning of native language online, especially web 2.0, in its production environments, mobilizing equally linguistic and non-linguistic resources of elaborated utterances” (Paveau, 2021, p. 57).

In this context, it is essential to recognize that language teaching in elementary school is often based on prescriptive methods, in which language is decontextualized and grammatical rules are rigidly followed. This traditional approach prioritizes technical memorization and adherence to grammatical rules, often to the detriment of contextual understanding and the practical application of language. As a result, students may struggle to connect grammar learning with real-life situations, perceiving grammar as an abstract set of rules rather than a tool for effective communication.

Portuguese language teachers, however, can transform this approach by incorporating TikTok videos into their lessons. These videos, produced by TikTokers who use innovative and engaging methods, can serve as valuable resources to diversify and enrich the teaching of grammar. One practical way to use these videos is to contextualize grammar. Videos can show the practical application of grammar rules in authentic and cultural contexts, helping students to see how grammatical structures are used in real situations and making learning more relevant and applicable.

In addition, the dynamic and visual format of TikTok videos can stimulate students' interest and increase their participation. Teachers can show videos and then promote discussions or activities that involve students in analyzing and applying the grammar concepts presented. This approach not only engages students, but also makes it easier to understand grammar topics in a more practical and interactive way.

Teachers can also encourage students to create their own short videos on grammar topics, using formats similar to those found on TikTok. This allows students to

engage creatively with the content and develop their communication skills while exploring grammar in a practical way. Incorporating visual and humorous elements, inspired by TikTokers who use these techniques, can help make grammar more accessible and less intimidating, making it easier to understand and retain the rules.

Finally, taking advantage of the variety of pedagogical approaches offered by TikTokers can enrich the curriculum. Teachers can use videos that address different teaching styles and strategies, providing a range of perspectives that benefit different students' learning styles. By integrating TikTok videos into pedagogical practice, Portuguese language teachers can create a more engaging and contextualized learning experience, challenging traditional approaches and helping students connect grammar with real language use.

5 Conclusions

In this study, our overall aim was to investigate the role of TikTok as a pedagogical tool to facilitate interaction between teachers, content and students. Employing the methodological framework established by Nassauer and Legewie (2021), known as Video Data Analysis (VDA), we delved into the world of TikTok videos to explore their potential educational value. Our analysis focused on TikTokers such as @erivaldo, @gramaticomjulia and @tecnicaparaconcursos, known for producing educational content within the constraints of the one-minute format.

Our findings revealed that TikTok serves as a dynamic and engaging platform for delivering educational content. TikTokers effectively leverage the platform's resources to present grammar lessons, study tips and academic insights in a creative and concise manner. By incorporating visuals, music and modern formats, educators on TikTok capture students' attention and facilitate learning in a way that resonates with their digitally native audience.

Based on the findings that TikTok serves as a dynamic and engaging platform for delivering educational content, teachers can use TikTok educational videos as teaching resources to illustrate grammar concepts or study techniques. By presenting short videos

that offer grammar lessons, study tips and academic insights in a creative way, teachers can provide students with a diverse and engaging view of the content. These videos can serve as practical examples that help contextualize grammar rules and theoretical concepts, making learning more relevant and engaging.

The research highlights TikTok's potential as a valuable pedagogical tool for promoting interaction between teachers, content and students in the space of a minute. By adopting the platform's unique features and adapting teaching strategies to suit its format, educators can increase student engagement and promote active learning experiences. In addition, TikTok's accessibility and popularity among diverse demographic groups offers educators a powerful channel to reach and inspire students around the world.

This study contributes to the growing body of literature on digital pedagogy by shedding light on the innovative ways in which TikTok can be used as an educational platform. By highlighting successful examples of educational content creation on TikTok, we provide insights into effective teaching practices in the digital landscape. Our findings highlight the importance of harnessing technology to create engaging and accessible learning experiences that resonate with contemporary students.

Based on the data obtained in this study, future research could explore additional aspects of TikTok's pedagogical potential. Investigating the effectiveness of different content formats, exploring the role of student-generated content and examining the impact of TikTok on learning outcomes are avenues for further research. In addition, comparative studies between TikTok and other social media platforms could provide valuable insights into the unique possibilities and limitations of each platform for educational purposes. Continued research in this area can therefore inform the development of innovative teaching strategies that harness the power of digital media to enhance learning experiences.

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