

# Multimodal Reading and Writing Design Analysis of English Audiovisual Learning in The Context of The Digital Age and Its Utilization and Impact Research: Take the Little Red Book Platform as an Example

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**Abstract:** With the rapid development of electronic science and technology, the learning of English visual and visual is gradually integrated into multimodal resources. This article takes the Little Red Book platform as an example to analyze its multimodal resource design, utilization and influence in English visual and learning. Through qualitative research methods, combined with case analysis and interview methods, the influence and utilization of multimodal learning resources on the learning effect of learners in Little Red Book are discussed. The study found that although multimodal resources bring rich learning, there are also problems such as information overload and insufficient depth of learning resources. Finally, the article puts forward suggestions to optimize the multimodal learning resources of the Little Red Book platform to help learners better use digital media to improve learning results.

## 1 INTRODUCTION

With the advent of the information age, digital media is more and more widely used in English visual learning. The new media environment uses digital means to integrate various media forms such as sound, data and images. With the help of communication, radio, telephone, television, computer, mobile or terminal server and other equipment means, it realizes the communication forms of two-way and multi-way reception, broadcasting and dialogue. New media is closely related to information transmission, thought formation, literary expression, and the development of language communication ability. Without the existence of new media, there would be no exchange of modern culture (including thought, literature and language) (Li, 2020). Modal is the matching resources used in communication, such as text, images, charts, written language, body language, etc. Media is the material medium used by people to communicate, such as books, cards, multimedia blackboards in the classroom, etc. There is an intrinsic connection between the modal and the media. Multimodal is the way people use more than two symbolic resources to communicate (Yuan, 2012). The inner volume brought by the tide of the

times makes people tend to invest in short-term learning to get exponential learning results. In today's society, teachers are encouraged to implement multimodal teaching methods in the classroom; students also like multimodal learning methods and like to use multimodal resources (video, audio) to promote the learning of course content. Digital multimodal tools are inseparable from students' language learning experience (Li, 2020). In Little Red Book, there is usually an English listening "daily practice", in which pictures, text and audio are grouped into a video, which can only be continued after punching in every day, forming a level-style learning mode. Rich reading and writing design patterns and color matching make the learning content easier to understand. Multi-modal resources bring a lot of convenience and a lot of interest. The effect of multimodal resources has brought many impacts to learners. Visually, it can enhance the understanding of the content, reasonable typesetting, and color layout are more conducive to learners' reading; in terms of language, good language use can improve the accuracy of understanding and affect the learning progress; emotionally, the multi-modal design style is unique and novel, which can enhance the emotional interaction with learners, and also evoke Enthusiasm and curiosity about learning

(Zhong et al., 2024). However, there is also a very important problem in the multi-modal resource teaching mode. The multi-modal teaching resources of Little Red Book are redundant. This digital medium has bait-type point method, "title party" and other information. Although there are community conventions that restrict certain titles on the Little Red Book platform, it also guides users to abide by and persist. However, it also ignores the "title party" notes of users who do not comply with the convention and call themselves "title party" in the comment section. Little Red Book still needs to strictly manage such events (Liu & Mao, 2024). Secondly, most of the learning resources are simple content. There is no professional word book, no in-depth academic research, and it cannot cover all the content of English visual learning. In the face of many existing problems, some learners can transform the new media into their learning and entertainment tools in a "tame" way to avoid the negative impact of the new media (Li & Gou, 2023).

Based on the information age, this article aims to study the utilization and impact of the design of multimodal resources on English visual and visual learning in the digital media "Little Red Book". This article will be based on the advantages, disadvantages and effects of reading and writing design analysis of multimodal learning resources, so as to distinguish what kind of multimodal learning resources are available and referenced by more learners. So that multi-modal teaching resources can better become a resource utilization platform for visual learning and better serve learners.

This article first analyzes the learning trend in the current information age and how students use digital media to learn. Secondly, I wrote about the application of multi-modal resources in learning, which is a very important point. Multi-modal resources have a wide range of applications in learning, which can provide video, pictures, text, audio and other resources. Page layout and reading and writing design are also very convenient for students to learn. Finally, the impact of learning in the

digital age on learners is studied, which is the closest point to reality.

## 2 RESEARCH METHODS

This paper selects the method of qualitative research, and uses case analysis and interview methods to analyze the multi-modal reading and writing design of multi-modal English visual and speaking learning in the context of the information age and its utilization and impact research - taking Little Red Book as an example for analysis and research.

### 2.1 Sample Selection

Little Red Book APP is a digital medium covering many resources. It is a lifestyle platform and consumption decision-making entrance for young people. It is also the birthplace of an important life trend for young people, attracting a wide range of users. At present, Little Red Book has more than 200 million users and continues to grow. Little Red Book is chosen because of information sharing. Information publicity has achieved the effect of pure green in the APP. Both the exporter and the input of information resources can conveniently obtain the information they need.

### 2.2 Interview Method

A total of 6 students were interviewed for about an hour. In order to protect the personal information of the respondents, the real name will be changed to letters. The gender, study experience, school and grade of the selected students are all different, (see Table 1 for the student's background).

Before starting the interview, the author made an interview outline, which roughly includes the following 7 questions. (See Table 2)

Table 1: Interviewee Information Table.

Student	Sex	Grade	School	Major
A	Girl	Senior Two	Kunming No.1 Middle School	Physical and chemical life
B	Boy	Junior	Kunming University of Science and Technology	English
C	Girl	Junior	Kunming University of Science and Technology	Thai
D	Girl	Junior	Kunming University of Science and Technology	English
E	Girl	Sophomore	Kunming University of Science and Technology	International Trade
F	Boy	Senior	Kunming University of Science and Technology	English

Table 2: Interview Outline Table.

Number	Questions
1	Do you think you use Little Red Book frequently in the learning process? Why?
2	How do you use the Little Red Book APP?
3	What kind of English visual and visual learning knowledge do you often use Little Red Book to search for?
4	How do the multimodal learning resources in Xiaohong Book affect your current learning?
5	Do you think the multimodal English visual and visual learning resources in Xiaohong's book are highly available? Why?
6	Do you think we can fully absorb the learning resources in the Little Red Book?
7	What do you think are the advantages and disadvantages of using digital media to assist learning?

### 3 INTERVIEW RESULTS

#### 3.1 Features of Little Red Book APP

##### 3.1.1 Little Red Book APP Has a Variety of Multimodal Learning Resources

E-learning has become an increasingly important learning and teaching mode, and is also an efficient and effective way of learning. The development of e-learning emphasizes the necessity of communication and interaction (Gros & García, 2023). Multimodal learning can bring learners a better learning experience and gain a sense of immersion; it also enables learners to participate in learning with a positive attitude and improve their learning attitude; learners can carry out multimodal input and output in it, generating positive emotional feedback (Hu & Feng, 2024). Little Red Book helps students majoring in English to find suitable practice methods and resources for themselves, clearly practice the correct steps of listening and speaking, and use multi-modal design to improve learning efficiency. When learners can't find the resources to practice English listening and speaking, they can search for "English Speaking Practice" and "English Listening Practice" in the search bar of Little Red Book APP. Its search results are as follows: categories include comprehensive, material, app, dialogue, follow-up reading, italic, American, fun dubbing, short Articles, topics, videos. These are comprehensive categories, and learners can choose according to their personal needs; there are also videos covering the original text, dubbing and video animation; daily shadow reading, shadowing;

ten minutes of practicing into authentic spoken English videos every day; there are also oral resources of line books + video + audio; there are also all-English and American Vlog; there are also audio-visual courses for foreign teachers (video format); adhere to morning reading (graphic and text format). These resources all exist in the Little Red Book APP. The above-mentioned types of multi-modal learning resources show in detail the greatness of digital media, and even fill in the missing learning flexibility in the learning textbooks. The integration of learners and multimodal learning resources can better predict learning outcomes and help learners explain complex learning processes (Cukurova, Giannakos, & Martinez, 2020)

##### 3.1.2 Little Red Book Has a Strong and Convenient Fast Retrieval Ability

The Little Red Book APP can help solve the detailed knowledge that is not easy to understand in English textbooks and official learning websites. At the same time, it also solves the problem that learners who learn English according to different purposes can quickly understand the direction of knowledge search. When learners encounter knowledge they don't understand, they can search for keyword bars on the Little Red Book APP. For example, if they don't understand English and American accents, there will be bloggers of American accents and English accents to help learners distinguish the search results; there will also be different types of videos, pictures and texts to assist in explanation, and can help quickly Understand. When learners prepare for IELTS and TOEFL, they enter the Little Red Book APP to search for "English IELTS Listening" and "English IELTS Speaking Practice", and the following results will appear: Himalayan English Listening Materials, China Daily English News, 8,000 English Speaking Sentences, BBC Wear English, World Celebrity English Literature speech, TED, IELTS listening APP, IELTS speaking APP; TOEFL listening 10 sets (audio + questions + listening text), TOEFL must listen · blog, TOEFL home test, etc. In terms of search engines, Little Red Book presents the characteristics of content richness and content depth; secondly, it also strengthens the emotional resonance with users and improves the interest; search engineization is a new media phenomenon, which provides convenience for users of the Little Red Book platform (Yan, 2024). The Little Red Book APP can provide learners with a wide range of learning resources and learning points. Using the multi-modal resources in the Little Red Book APP, it can solve learners'

learning problems or help learners get out of learning difficulties.

## 3.2 Interview Results

### 3.2.1 Use in The Scene

Through the interview, it was found that learners generally use the Little Red Book APP when they don't know English sentence patterns and words, because there are incisive answers in the Little Red Book platform, as student E said:

"I think it makes my English learning more convenient. There are sentence patterns that I don't understand, the sentence composition is not clear, and the words will be searched by the Little Red Book APP. The content given is very useful. As the main subject of English in high school, Little Red Book APP has built a good platform for our English learning, given us learning methods, and even helped students with a very simple teaching method to facilitate memory, which not only relaxes the body and mind, but also gains knowledge." (Student E)

Through the interview, it was found that college students usually use the Little Red Book APP in the scenario of writing speeches and making PPTs. Because there are many ready-made resources on the Little Red Book platform, as student D said:

"There are too many multi-modal learning resources in the Little Red Book APP. As a college student, I think it is very convenient. When writing a speech, the Little Red Book APP has a lot of phrases and examples for us to make convenient use. When the teacher asks for a PPT presentation, the Little Red Book will provide a lot of templates, themes, and even Some classmates will buy ready-made books in Little Red Book. Whether it is the multi-modal learning resources or commercial learning materials covered by the Little Red Book APP, they all make it convenient for college students to learn, but also make people lazy." (Student D)

### 3.2.2 Impact

Through the interview, it was found that some people think that using the Little Red Book APP for learning also has limitations and negative effects. As student C said:

"I heard that the Little Red Book APP is very popular before. After trying it myself, I think that although the Little Red Book covers a wide range of content, it does not cover a lot of advanced knowledge taught by the professor, and some of it can only be learned well. Therefore, the Little Red Book

APP only has an auxiliary role in some of my superficial learning content, and it does not have a comprehensive positive impact. (Student C)

Through the interview, it was found that some people feel that using the Little Red Book APP to learn can have a beneficial impact. As student F said:

"I have been using Little Red Book since my sophomore year. Personally, I think Little Red Book is a very good resource sharing platform. In terms of learning, it is also enough for a college student in humanities and social sciences. Two years of use have taught me a lot of knowledge, and also made me depend on it, which has a very good impact on my study, even Review materials and examples of past papers make my study very convenient. (Student F)

### 3.2.3 Frequency of Use

Through interviews, it was found that some people only sometimes use the Little Red Book APP to learn, and they use it less frequently. As student A said:

"After I go home after a day's class, I sometimes use the Little Red Book APP to search for the types of questions I don't understand. There are posts in Little Red Book that will teach me how to do questions. There are also different problem-solving methods in the comment area, so that I can have a reference when doing questions. But I found that part of it was right and part of it was wrong, which was the opposite of the order taught by the teacher. I adopted the method taught by the teacher." (Student A)

Through interviews, it is found that some people always use the Little Red Book APP to learn, and the frequency of using it is very high. As student B said:

"I will enter Little Red Book from time to time during class, because I feel that my study is inseparable from Little Red Book. Many learning resources, listening audio, and word induction are ready-made. Not only that, but when doing homework, I will also use the little red book to collect some necessary content. (Student B)

## 4 DISCUSSION

The survey shows that the Little Red Book APP is very popular when students study, and students at all stages are using it. However, the multimodal learning resources in the Little Red Book APP have not been applied to the extreme. The main reason is that the mechanism of the Little Red Book itself sends 3,000 yuan, and any learning content will be pushed wildly when it hits the same search content, among which



there is no book basis and no official verification; secondly, the students have different levels and narrow knowledge. In the face of the Little Red Book APP, there are many colors and interesting Learning resources will inevitably be untenable, which eventually leads students to blindly use the useless knowledge points and mistakenly pointing students to the wrong side. In fact, more feedback is a good review of the Little Red Book APP. Students all understand and love to use this software. On the contrary, there are also many shortcomings. This article believes that both the exporter and the input side should take necessary measures, and should be refined according to the actual situation.

## 5 CONCLUSION

This research aims to analyze how students who use the Little Red Book APP for academic improvement can effectively extract multi-modal learning resources that are beneficial to themselves, and analyze the reading and writing mode and impact of multi-modal English visual learning resources on students. Multimodal learning resources are an important topic in the information age. However, at present, there are few studies on multimodal learning resources, and the impact of multimodal learning resources on the visual and visual of learning English at various stages has not been fully explained. In view of this, this article focuses on the research of multi-modal English visual-visual learning resources, provides a new perspective and a new framework for multi-modal resource research, and investigates the feelings and usage patterns of some students. Looking to the future, we can conduct in-depth research on multi-modal resources targeted by multiple types and disciplines, supplement the shortcomings of the current research on multimodal learning resources, and also compare the similarities and differences between the views of users and non-users learned by Little Red Book APP.

For the extraction of multi-modal English visual and visual learning, this article solves some of the problems that can correctly extract learning resources; but at the same time, there are also certain limitations in this study, such as the fact that the number of interviewees in this article is too small, only six people, and the identity of the interviewee is limited, which cannot represent all people; in the future The study will expand the sample size and the scope of the sample to solve this problem.

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