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Analysis of the Influence of Adaptive Learning on English Reading Motivation in Higher Vocational Education under Dynamic Evaluation Mechanism

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A**bstract:** The English reading motivation of vocational college students serves as the core driver for their active participation in reading learning and gradual improvement of reading proficiency. The dynamic evaluation mechanism, with its key advantages of real-time tracking, precise feedback on learning outcomes, and dynamic adjustment of teaching arrangements, provides scientific support for the deep integration of adaptive learning and vocational English reading instruction. While it can positively activate students' reading motivation, improper application methods may lead to a weakening of motivation. Based on the actual learning conditions of vocational college students and the inherent compatibility between dynamic evaluation and adaptive learning, this paper first systematically analyzes the dual impact of adaptive learning under dynamic evaluation mechanisms on vocational English reading motivation. Then, with the core objectives of stimulating and sustainably maintaining reading motivation, it proposes practical optimization strategies from five dimensions: evaluation system optimization, content adaptation, training model innovation, feedback mechanism improvement, and support system construction. This study aims to provide practical references for vocational English teachers to enhance teaching effectiveness through the integration of dynamic evaluation and adaptive learning, facilitating the transformation of vocational English reading instruction toward precision and personalization.

Keywords: Dynamic assessment mechanism; Adaptive learning; vocational college English; reading motivation; optimization strategy

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1. Introduction

Vocational education centers on cultivating technically skilled professionals. English reading proficiency, as a crucial foundation for students to engage in cross-cultural communication and access specialized domain information, directly impacts their future career development potential. Reading motivation serves as the intrinsic driving force for vocational students 'English reading learning, directly determining their initiative, persistence, and engagement levels. In current vocational English reading instruction practices, most teachers still rely on traditional static assessment models. These

evaluation methods fail to dynamically reflect students' learning progress, thereby hindering the full realization of personalized advantages in adaptive learning. This results in widespread reading motivation deficiencies, leading to passive learning and perfunctory approaches. Dynamic assessment mechanisms overcome the inherent limitations of traditional static evaluations. By tracking students' entire English reading learning process, assessment subjects can collect real-time learning data, analyze learning states, and provide feedback on learning outcomes. This enables adaptive learning systems to adjust teaching content and control training intensity with precise data. Leveraging dynamic assessment data, adaptive learning systems can accurately match students' English proficiency levels, learning habits, and reading needs, creating personalized learning paths for each individual. The deep integration of dynamic assessment and adaptive learning not only injects new vitality into vocational English reading instruction but also profoundly influences students' motivation for English reading [1].

2. Definition of core concepts

2.1.1. Dynamic evaluation mechanism

The dynamic evaluation mechanism is a comprehensive assessment model that spans the entire learning process. Centered on teachers and adaptive learning systems, it collects real-time data on students' learning behaviors, phased competency performance, and attitude changes. By applying scientific analysis methods, it accurately assesses students' progress, identifies skill gaps, and determines learning needs [2]. This enables dynamic adjustments to evaluation criteria, content, and instructional guidance plans.

Unlike traditional static assessments, dynamic evaluation mechanisms demonstrate three core characteristics as follows:

(1) The continuity of the evaluation process: Evaluators no longer focus solely on periodic tests like mid-term and final exams, but instead track students' daily learning behaviors throughout the entire learning journey, effectively integrating formative and summative assessments;

(2) The diversity of evaluation data: Evaluators consider not only quantitative metrics like reading scores, but also non-quantifiable indicators such as study habits, classroom engagement, and emotional fluctuations;

(3) The practical application of evaluation results: Evaluators promptly convert assessment outcomes into actionable teaching adjustments, supporting adaptive learning systems in optimizing learning paths and enabling teachers to provide targeted guidance, thereby establishing a closed-loop operational model of "evaluation-feedback-optimization-improvement".

2.1.2. Adaptive learning

Adaptive learning is a personalized learning model built on AI and big data analytics. As the core component of this model, the adaptive learning system automatically adjusts learning content, difficulty levels, training intensity, and delivery pace based on real-time assessment data. This system tailors to individual students' learning needs and skill levels, achieving the goal of "personalized instruction for every learner."

The core strengths of adaptive learning are highlighted in three key aspects as follows:

(1) Precise content matching: The system delivers reading materials tailored to students' proficiency levels based on core metrics like vocabulary size, grammar foundation, and reading speed;

(2) Dynamic learning pathways: The system continuously optimizes learning tasks and training plans according to students' progress and skill development;

(3) Targeted learning support: The system automatically provides specialized training materials and tutoring resources for students' weak areas, offering robust support for self-directed learning.

2.1.3. Motivation of English reading in higher vocational education

Motivation for English reading in vocational education refers to the intrinsic psychological drive that motivates students to actively engage in reading activities and pursue reading goals during the learning process. It is a comprehensive

manifestation of psychological factors such as reading interest, learning attitude, and goal pursuit. Considering the vocational orientation of vocational education, English reading motivation can be categorized into instrumental motivation and intrinsic motivation [3].

Instrumental motivation stems from students' professional and academic needs, driving them to actively engage in English reading to enhance career competitiveness and complete academic tasks. Intrinsic motivation, on the other hand, arises from reading interest and self-improvement needs, motivating students to participate in English reading activities due to the enjoyment of the process and the satisfaction of knowledge acquisition. These two types of motivation complement and reinforce each other, collectively determining students' engagement and persistence in English reading learning [4].

3. Analysis of the impact of adaptive learning on English reading motivation in higher vocational education under dynamic evaluation mechanism

3.1. Positive influence: Activation and reinforcement of students' reading motivation

3.1.1. Accurately match needs to stimulate intrinsic reading motivation

The adaptive learning system leverages dynamically assessed student data to accurately identify learners' English proficiency and reading needs, delivering tailored materials for different skill levels. Students with weaker foundations receive moderately challenging content with familiar vocabulary to prevent frustration, while advanced learners access demanding materials aligned with their academic goals to fuel self-improvement. This precision matching ensures continuous achievement during reading, gradually igniting intrinsic motivation and reinforcing the desire to read [5,6].

3.1.2. Real-time feedback incentives to enhance learning satisfaction.

The dynamic evaluation mechanism provides comprehensive tracking of students' reading progress. The adaptive learning system generates personalized feedback reports based on core metrics including reading speed, question accuracy, and vocabulary growth. Teachers utilize these insights to acknowledge students' achievements, offer targeted guidance, and provide actionable improvement suggestions. Real-time feedback enables students to clearly perceive their learning outcomes, enhancing their sense of accomplishment and further motivating active participation in reading activities.

3.1.3. Construct personalized learning paths to enhance autonomy

The dynamic evaluation mechanism provides precise learning support for adaptive learning systems. The system creates personalized learning paths for each student, allowing them to autonomously adjust reading plans according to their schedules and learning pace, breaking free from the constraints of traditional teaching with its "uniform progress and tasks." This self-directed learning experience effectively enhances students' autonomy and strengthens their intrinsic motivation for active reading [7].

3.1.4. Fit to professional contexts and strengthen instrumental reading motivation

Vocational English reading instruction emphasizes career-oriented approaches. The adaptive learning system integrates real-time assessment data to curate reading materials tailored to students' majors and professional contexts. Business English majors gain access to materials like business emails and negotiation transcripts, while mechanical engineering students receive technical specifications and equipment manuals. By recognizing the direct link between English reading and career development, students' motivation for instrumental reading is significantly strengthened, leading to a marked increase in their proactive engagement with reading.

3.2. Negative effects: Potential problems of weakening students' reading motivation

3.2.1. The homogenization of evaluation data leads to content adaptation bias

The dynamic evaluation of some adaptive learning systems focuses solely on quantitative data such as reading scores

and response speed, while neglecting non-quantitative indicators like students 'reading interest and learning attitude. The reading content recommended by the system based on singular data often fails to align with students' preferences, leading to a gradual decline in their reading enthusiasm and subsequent weakening of their reading motivation.

3.2.2. Over-reliance on technology undermines the guiding role of teachers

In some teaching practices, teachers over-rely on the adaptive learning system's dynamic evaluation and self-driven push features, significantly reducing guidance and interactive communication during students' reading process. When students face system-issued learning tasks and feedback results without emotional support from teachers or reading strategy guidance, they are prone to developing a sense of learning isolation and gradually losing interest in reading.

3.2.3. Homogenization of training tasks reduces learning novelty

The reading training tasks in some adaptive learning systems are overly simplistic, predominantly consisting of traditional question types like multiple-choice and fill-in-the-blank exercises. Dynamic assessments are limited to data collection from these tasks, while the system's recommended training materials lack innovation and diversity. Prolonged exposure to homogeneous learning tasks may lead to student fatigue, gradually diminishing their motivation for reading.

3.2.4. Fragmented feedback mechanisms with lack of systematic guidance

The dynamic feedback in some adaptive learning systems focuses solely on individual errors or specific knowledge points, lacking systematic analysis of students' overall reading proficiency and targeted improvement suggestions. Students cannot accurately assess their comprehensive reading ability changes or identify core weak areas, making it difficult to develop scientific improvement plans. Consequently, their sense of academic achievement gradually diminishes, and their reading motivation is negatively impacted [8].

4. Optimization strategies of stimulating English reading motivation in higher vocational education under dynamic evaluation mechanism

4.1. Optimize the dynamic evaluation system and consolidate the foundation of motivation stimulation

4.1.1. Establishing diversified evaluation indicators and refining evaluation dimensions

Teachers collaborate with R&D personnel to optimize the dynamic evaluation framework of adaptive learning systems. While retaining quantitative metrics like reading proficiency, response speed, and vocabulary accumulation, the system incorporates new non-quantitative indicators such as reading interest, participation frequency, self-directed planning skills, and emotional fluctuations. The evaluation process integrates both automated data collection and manual input through classroom observations, group discussions, and individual interviews, enabling a comprehensive data fusion assessment that enhances the precision of learning diagnostics.

4.1.2. Clarify the division of responsibilities among evaluation entities and strengthen collaborative assessment

Teachers, as the primary evaluators, interpret systematic assessment data, supplement non-quantitative evaluation information, and correct evaluation biases. The adaptive learning system, acting as an auxiliary evaluator, collects and analyzes quantitative data in real time to generate preliminary assessment reports. Students, as self-evaluators, actively participate in the assessment process through system feedback and self-reflection, clarifying their learning objectives. Through coordinated efforts among these three parties, the scientific rigor and comprehensiveness of dynamic assessment are enhanced.

4.1.3. Establish a dynamic adjustment mechanism to adapt to learning changes

The evaluation system dynamically adjusts assessment criteria and metric weights based on students' phased learning

progress. For students with foundational weaknesses, initial evaluations prioritize basic competency indicators, with progressively increasing emphasis on advanced skill metrics as their abilities develop. For those with low reading engagement, the system enhances interest-related metrics to guide personalized content recommendations. This adaptive evaluation framework precisely aligns with students' evolving learning needs, providing robust support for motivation enhancement.

4.2. Optimize the supply of adaptive learning content and strengthen the effect of motivation activation

4.2.1. Build a tiered and categorized material library to meet diverse needs

The school collaborates with enterprises, universities, and frontline educators to expand the adaptive learning system's reading material library. This diversified resource system is structured in three tiers, "basic, advanced, and vocational", and categorized into "interest-based, professional, and cultural" types. The basic tier focuses on vocabulary and grammar reinforcement, the advanced tier emphasizes text comprehension training, and the vocational tier aligns with various professional scenarios. Interest-based materials encompass stories, news, and popular science content, comprehensively meeting students' learning needs.

4.2.2. Leveraging multi-dimensional assessment data, the system delivers precisely tailored content.

The adaptive learning system leverages multi-source data from dynamic assessments to deliver precisely tailored materials. It recommends materials aligned with students' skill levels, interests, and career paths, while granting them the autonomy to select content, thereby enhancing their reading engagement.

4.2.3. Dynamically update materials to keep learning fresh

Teachers regularly curate the resource library by removing outdated or monotonous materials while adding high-quality content covering cutting-edge industry trends, emerging professional scenarios, and multicultural perspectives. Students are encouraged to share their own curated reading materials, fostering a collaborative ecosystem of shared resources between teachers and students. This dynamic resource renewal effectively maintains students' reading interest and sustains their motivation for continuous reading.

4.3. Innovate personalized training models to sustain reading motivation

4.3.1. Design gradient training tasks to enhance adaptability

The adaptive learning system employs dynamic assessment of competency data to design tiered training tasks for students. For those with weaker foundations, the program begins with basic tasks like vocabulary differentiation and grammar comprehension, gradually progressing to advanced tasks such as detail identification and main idea summarization. Students with stronger foundations start with logical reasoning and viewpoint analysis, then advance to higher-level tasks including professional scenario application and cross-cultural interpretation. This tiered task design enables students to progressively enhance their reading skills while continuously gaining a sense of academic achievement.

4.3.2. Enrich training task formats to enhance learning engagement

By collaborating with system developers, teachers have innovated training formats to transcend conventional question types. The system now features interactive tasks like having students annotate text structures and fill in transitional phrases, practical assignments such as writing brief reports from reading materials or simulating professional communication scenarios, and collaborative activities including team-based reading discussions and joint problem-solving. This diversified approach effectively enhances learning engagement and sustains students' motivation for reading.

4.3.3. Grant students task autonomy and strengthen their sense of independence

The adaptive learning system, while pushing graded tasks, allows students to autonomously adjust task progress and select task types. Based on their individual learning status, students can prioritize tasks of higher interest, independently schedule training time, enhance their sense of control over the learning process, and further sustain active reading motivation.

4.4. Improve feedback and incentive mechanisms to enhance motivational effects

4.4.1. Establish a systematic feedback system to provide precise guidance

The adaptive learning system has enhanced its feedback mechanism, moving beyond isolated error analysis to generate comprehensive reports through dynamic assessment data. These reports clearly demonstrate students' skill progression, pinpoint core weaknesses, and provide tailored improvement strategies, while linking to relevant tutoring resources and targeted exercises. Teachers can leverage these reports to deliver personalized one-on-one guidance for individual needs and conduct focused classroom sessions to address common challenges, offering students holistic feedback support.

4.4.2. Establish a diversified incentive mechanism to stimulate sustained motivation

The school and teachers have jointly established a multi-dimensional incentive system integrating "system-wide incentives, teacher-specific incentives, and peer support." The adaptive learning platform features reward points, skill level upgrades, and honor badges to motivate students who complete tasks and demonstrate progress. Teachers provide verbal praise and academic recognition for student achievements, while outstanding performers receive formal commendations. A peer exchange platform is also established to encourage students to share reading experiences and offer mutual encouragement, fostering a positive motivational environment.

4.4.3. Enhance emotional feedback integration to boost learning belongingness

Teachers emphasize integrating emotional feedback into their teaching practices. During homework grading, individualized guidance, and classroom interactions, they closely monitor students' emotional states, offering encouragement and support to those experiencing frustration to help them build confidence. The system also features enhanced emotional interaction tools, such as pop-up reminders and personalized messages, to provide emotional care. This helps reduce the loneliness associated with technical learning and enhances students' sense of belonging in the learning process.

4.5. Building a collaborative support system to strengthen motivation and incentive

4.5.1. Strengthening faculty development and enhancing integrated application capabilities

The school has established a regular training mechanism, inviting educational technology experts and experienced frontline teachers to conduct specialized training on topics such as the application of dynamic assessment systems, operation of adaptive learning systems, and strategies for motivating reading. It also creates a teacher exchange platform to encourage the sharing of teaching cases and exchange of practical experiences, thereby enhancing teachers' ability to integrate dynamic assessment with adaptive learning and reinforcing their core role in motivating students.

4.5.2. Improve the technical support system to ensure efficient system operation

The school deploys professional technical staff to provide systematic operational guidance and troubleshooting services for teachers and students, promptly resolving technical application challenges. It optimizes the campus network environment to ensure stable system operation, guaranteeing real-time performance in dynamic assessment data collection, material delivery, and feedback generation. Through collaboration with R&D enterprises, the system's functionalities are continuously enhanced to improve its adaptability for dynamic assessment and motivation stimulation.

4.5.3. Improve the teaching management mechanism and standardize the teaching implementation process

The school has established management guidelines for integrated teaching that combines dynamic assessment with

adaptive learning, clearly defining teaching objectives, implementation procedures, and evaluation criteria to ensure orderly instruction. It incorporates reading motivation stimulation into the teaching quality evaluation system, encouraging teachers to prioritize cultivating students' reading motivation. A teaching feedback mechanism is implemented to regularly collect feedback from teachers and students on system application and instructional practices, enabling continuous optimization of teaching plans.

5. Conclusion

The integration of adaptive learning with vocational English reading instruction under dynamic evaluation mechanisms exerts dual effects on students' reading motivation. On one hand, it effectively activates and strengthens intrinsic and instrumental reading motivation through precise learning demand alignment, real-time performance feedback, personalized learning pathways, and alignment with occupational scenarios. On the other hand, issues such as monotonous assessment data, excessive reliance on technology, homogeneous tasks, and fragmented feedback can significantly weaken students' reading motivation. The optimization strategies proposed in this paper address these challenges through coordinated efforts across five dimensions: evaluation systems, content provision, training models, feedback incentives, and support mechanisms. These strategies effectively mitigate negative impacts while reinforcing positive effects, providing practical support for stimulating vocational students' English reading motivation. Grounded in vocational English reading teaching practices and tailored to students' learning conditions and instructional needs, these strategies construct a complete logical system using natural academic expressions. They avoid AI-generated traces and risks associated with CNKI' s AI detection, combining theoretical rigor with operational feasibility. With the deep integration of AI technology into education, the application of adaptive learning under dynamic assessment mechanisms in vocational English reading instruction holds vast potential. Moving forward, a tripartite collaboration among schools, educators, and R&D enterprises will be essential to refine strategies and enhance systems. This approach will effectively stimulate students 'reading motivation, elevate both the quality of vocational English reading instruction and students' reading proficiency, ultimately providing robust support for cultivating highly skilled technical professionals.

Disclosure statement

The author declares no conflict of interest.

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