

# Research on English Vocabulary Continuity between High School and University from the Perspective of Language Attrition

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**Abstract:** The transition from high-school to university vocabulary learning is a decisive phase in English proficiency development, yet the two systems are rarely aligned. Differences in goals, content and learning culture create a sharp discontinuity, freshmen often regress, losing words faster than they acquire new ones. Viewing this attrition as reversible, the paper draws on language-erosion research to design bridging instruction. Empirical studies at home and abroad point to five practical measures: concise explicit teaching, multimodal input, contextualized practice, deep processing of high-frequency words, and sustained motivation to enhance students' autonomy. This study provides teachers with transitional teaching suggestions from the perspective of students, and sets clear requirements for themselves to promote a smooth transition in college English learning and assist in the sustainable development of language abilities in the future.

**Keywords:** Language Attrition, Vocabulary, Continuity, Education, Method.

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## 1. Introduction

Language erosion is the reverse process of language acquisition, which refers to the phenomenon in which learners reduce or stop using a language after receiving language teaching, resulting in the gradual loss or decline of their ability to use the language over time. This phenomenon is particularly common in multilingual societies, especially during the educational stage. For instance, students may learn a language in high school but experience varying degrees of attrition in university due to curriculum changes, personal interests, or shifts in linguistic environments. In China, English education spans the entire schooling system from primary to university. In the context of English as a second language, the transition between high school and university English vocabulary learning is especially pronounced. Language attrition is widespread among college freshmen, negatively impacting their learning, memory, and subsequent language development. Differences in teaching objectives, content, and learning environments between these two stages create challenges for students to adapt and maintain or improve their English proficiency. This study aims to explore the transitional issues in English vocabulary learning between high school and university. By reviewing and analyzing domestic and international research on language attrition, particularly theories and methods related to transitional teaching, it examines students' vocabulary proficiency changes across these stages and proposes feasible strategies. Through this research, we seek to investigate methods for bridging high school and university English vocabulary learning, mitigate the effects of language attrition, and provide theoretical support and practical guidance for English teachers or students. The goal is to help them better address language attrition in teaching and learning, enhance the quality of English instruction, and improve students' comprehensive English proficiency, ultimately contributing to lifelong English learning.

## 2. Literature Review

Research on language attrition took shape in 1980, when the University of Pennsylvania hosted the first conference devoted to the topic; the event is now taken as the field's official starting-point. At that meeting Richard Lambert introduced the term "attrition" to linguistics, giving the phenomenon its enduring name. But at that time, there was no unified term for the phenomenon of language erosion, such as loss, forgetting, reversion, attrition and so on. The Third International Symposium on Bilingualism, convened by Dorit Kaufman in 2001, is widely viewed as the point at which research on language attrition coalesced into a distinct field. Early studies had focused on helping aphasic patients regain language; the same methods were later applied to healthy speakers who were losing a language, giving rise to the study of non-pathological attrition. Although there are different definitions of non pathological language attrition both domestically and internationally, they are generally similar. As Ni Chuanbin and Yan Junrong argued in "Analysis of Factors Influencing Foreign Language Erosion" (2006), language erosion is the reverse process of language acquisition<sup>[10]</sup>. When bilingual or multilingual users reduce or stop using a certain language, their ability to use that language gradually decreases over time. Xue Fangfang (2018) points out that when bilingual or multilingual speakers cut back or stop using one of their languages, the decline is confined to the unused language itself, not to their overall ability to communicate<sup>[12]</sup>. And most domestic studies still take the definition of attrition proposed by Ni Chuanbin and Yan Junrong as their starting point.

Ni Chuanbin divides language attrition into two categories: foreign language attrition and native language attrition. From the perspective of foreign language attrition, Ni Chuanbin proposed in *Research on the Influencing Factors of Foreign Language Erosion* (2018) that there are several main factors: attrition time, level before abrasion, foreign language

exposure, age, foreign language learning style, emotional factors, reading and writing ability, and gender<sup>[9]</sup>. Jin Yan(2014) analyzed the phenomenon of language erosion in English language knowledge due to the influence of different factors in the process of English acquisition in “Performance Analysis of Language Erosion in English”<sup>[7]</sup>. She pointed out that language erosion often occurs in receptive knowledge, and long-term non use directly leads to the occurrence of language erosion. From a global perspective, Wang Xiangyun (2011) used foreign research findings to suggest that there are five factors that affect language attrition: the age of the learner, the frequency of contact between the learner and the target language, the level of native language education, language learning attitudes and motivations, the cultural atmosphere of the target language, and interference from other languages<sup>[11]</sup>.

Language attrition is common among university students, but it is not easy to explain. Individual differences, social attitudes, frequency of use and cultural background all interact, so the picture quickly becomes messy. In addition, the limitations of empirical research are also a problem. Many studies rely on questionnaire surveys and self reporting, which may be influenced by individual subjectivity and often limited to specific regions or populations, making it difficult to generalize to a wider range of situations. What’s more, few studies have specifically focused on the vocabulary attrition that occurs during the transition from high school to university, a period marked by significant changes in learning objectives, teaching methods, and learner autonomy. This transitional stage is particularly vulnerable to attrition due to the shift from guided learning to self-regulated learning, and from foundational vocabulary to academic discourse. As a result, students often struggle to retain previously learned words while simultaneously acquiring new ones, leading to a net loss in vocabulary knowledge. This phenomenon is especially pronounced in EFL contexts like China, where English input is largely classroom-based and opportunities for natural language use are limited outside academic settings. Therefore, understanding the mechanisms of vocabulary attrition during this critical transition is essential for developing effective instructional strategies that can bridge the gap between secondary and tertiary education.

He Xiaomin (2013) pointed out that high school English emphasizes basic skills, while college English shifts towards academic and critical abilities, and goal gaps directly trigger adaptation barriers<sup>[6]</sup>. In high school, the teacher leads; at university, students must steer their own learning. The same shift demands upgraded strategies and tighter self management. Yet individual gaps in style, motivation and confidence widen during the transition, and vocabulary and grammar slip faster than they should. Although there have been studies attempting to reinforce input and intervene in corrosion inhibition through practice, systematic evidence is still lacking. This article analyzes the difficulties in vocabulary connection from the perspective of erosion and constructs a corrosion inhibition plan.

### 3. Theoretical Framework

Research on language attrition abroad has moved from informal anecdotes to rigorous data. In the 1980s Andersen and his colleagues replaced stories with numbers, giving the field its first solid footing. By the late 1990s and early 2000s a psycholinguistic turn brought controlled experiments into the lab. Since 2010 the agenda has widened: attrition is now treated as a window on bilingual mind and human language

capacity itself. Linguists, psychologists and sociologists work side by side, mixing methods and sharing questions, especially in Europe where empirical studies have multiplied. Meanwhile, some studies have begun to apply advanced neuroimaging techniques to investigate language attrition. Overall, the development of foreign language attrition theory is a constantly deepening and expanding process, which not only focuses on the loss of language skills, but also involves multiple levels such as bilingual ability, human language ability, and language policies.

Language attrition research in China has moved from importing ideas to building its own agenda. Early in the century scholars translated foreign studies; within a decade they had framed questions that fit local classrooms and multilingual lives. Work now spans experiments, predictor maps and explanatory models, with foreign language loss as the best mapped terrain. Since 2008 output has risen steeply, and psychology, cognitive science, neurolinguistics and sociolinguistics feed the same conversation. In a country where Putonghua coexists with dialects and minority tongues, first language and dialect attrition have also entered the picture. From 2003 to 2020 more than one hundred empirical papers supplied home grown data, turning imported theory into a Chinese evidence base that now guides both foreign and native language teaching. Lin Dongmei pointed out in “A Review of Language Erosion Characteristics and Their Implications” (2016) that the characteristics of language erosion are manifested in the normalization of triggering factors, physiological mechanisms, independence of eroded individuals, selectivity of eroded objects, non-equilibrium of erosion speed, regression of erosion process, superiority of relearning, and concealment of expression forms<sup>[8]</sup>. These features provide important theoretical basis for the teaching of high school and college English vocabulary connection, which helps teachers understand the changing patterns of students’ vocabulary abilities at different stages and design more scientific and reasonable teaching plans. What’s more, language attrition theory offers a unique lens through which to examine the cognitive and contextual disruptions that occur during the transition from high school to university. Unlike general second language acquisition theories that focus on how new knowledge is internalized, attrition theory emphasizes how prior knowledge becomes inaccessible or unstable due to disuse, context shift, or motivational decline. This perspective is particularly relevant in the Chinese context, where students often experience a sudden reduction in instructional support and a sharp increase in academic demands. The theory suggests that vocabulary loss is not merely a matter of forgetting, but a complex interaction between memory decay, insufficient retrieval cues, and the absence of meaningful reuse. Therefore, understanding attrition as a reversible and preventable process allows educators to design interventions that reinforce previously learned vocabulary through strategic reintroduction, contextualized reuse, and multimodal reinforcement. In this sense, attrition theory does not only explain why students lose words, but also how instruction can be structured to prevent such loss, making it a powerful framework for ensuring continuity across educational stages.

For example, in the first English class of college, teachers often encounter an awkward situation: assuming is written on the blackboard, but there is a brief silence in the audience. Students are not completely unfamiliar, but rather “seem to have seen it but cannot use it”. This state of 'not being able to

use it' is a concrete manifestation of language erosion in daily classrooms. Academic words repeatedly memorized during middle school cannot be awakened in a timely manner in the new context of university, and naturally sink into "passive memory". Students' oral expression pauses, writing sentence structures revert back to simple vocabulary, and teachers mistakenly believe that their foundation is poor, but in fact, it is more due to "old word gaps". If we consider middle school to college as a long track, vocabulary erosion is like a small piece of loose wooden board appearing in the middle of the track, inconspicuous but enough to make people stumble. To solve this problem, it is first necessary to acknowledge the objective existence of abrasion, and secondly, to add a simple action of "connecting the wooden board" at the classroom level, rather than waiting for students to fall and then remedying it.

## 4. Exploration of Teaching Strategies for Vocabulary Cohesion

### 4.1. Explicit Teaching Method

Hansen's research found that compared to implicit learning, explicit teaching can enhance students' metalinguistic awareness by systematically explaining vocabulary rules and logical connections, thereby delaying knowledge decline and playing a more positive role in combating language erosion (Second Language Erosion Japanese Contexts, 1999)<sup>[2]</sup>. At this stage, a limited and principled use of the first language can keep students afloat. Teachers may briefly switch to Chinese to spell out how English works, so learners see both the form and the reason behind it. First, in the last school year and the first university term, they can exploit contrastive explanations to highlight word building, collocation patterns and sense relations, letting students build a well ordered map of the new system. This map is more resistant to forgetting than one picked up in full immersion. Second, they can recycle the high school core list inside university tasks, with special attention to academic words and the language of argument, thereby closing the gap between school level skills and the demands of freshman coursework. Thirdly, do a small exercise. The teacher projects a high frequency academic family such as "assume, assumption, presumed, presumably," highlights the shared root 'sume' in color, and adds a simple note that Latin 'sumere' means "to take". Two short Chinese sentences contrast "I thought" with "the paper assumes" showing that the idea of guessing is carried by 'as' in English just as by '以' in Chinese. Students then complete a fill in the blank question: "The author \_\_\_\_\_ that readers already know the history." The whole cycle takes five minutes in the first language to state the pattern and five in the second to use it. The success of explicit teaching depends on how soon it is started and how clearly it is linked to what learners believe they already know, and even a brief contrastive comment that relates an English prefix to a familiar Chinese morpheme can function as an anchor. The same anchor is strengthened each time the new word reappears in a later lecture, a reading packet or a peer's presentation. Repetition of this kind is not mechanical drilling; it is deliberate mapping of old labels onto new functions. Over time, the cognitive map becomes dense enough to resist the first wave of attrition that typically strikes when coursework moves away from everyday topics. Students can also use task cards as shown in Table 1 to reflect on their current mastery.

Table 1. Task Table

Linking Vocabulary Task Card
The roots/affixes I have mastered
The new words that I can derive from this root
How can I incorporate them into my homework and apply them
I predict which type of text they will appear in at the end of the semester

### 4.2. Deep Processing of Vocabulary to Resist Language Attrition

Language erosion first erodes surface memory. At university the vocabulary load turns academic just as study hours drop, so loss shows quickly. Barcroft (2022) shows that meaning maps and associative webs outlast word lists, especially for the academic lexicon that must stay alive across semesters<sup>[1]</sup>. Deep processing, which links new words to known concepts and demands mental effort, locks items in place. Following this, teachers help students weave their own nets: they cluster old and new words under shared topics, spotlight frequent chunks, and then anchor the whole system through role plays and debates. Isolated items become connected knowledge, giving both review and resistance in one move. For example, the teacher can lead the students to do a small exercise: a high frequency verb such as "affect" is displayed together with its most common collocation, "affect the outcome." In pairs, students have two minutes to turn the phrase into a true sentence about their own coursework, for instance "Group size can affect the outcome of the presentation." The class then find the subject and object and talks about which nouns could be swapped in while keeping the verb. Without looking at their notes, students close the session by saying a fresh sentence that uses "affect" in their field. The same lexical item is thus rewritten, substituted and recreated aloud within one short routine, deepening the memory trace and increasing the chance that it will still be available weeks later. Deep processing is best viewed as a spiral rather than a single deep plunge. A word that has been explored through collocation, synonyms and antonyms in week one should resurface in a data-analysis task and in an essay draft in the future. Each new appearance adds another layer of personal relevance, because the learner meets the item in a slightly different role: as a reader who underlines, as a speaker who paraphrases, as a writer who negotiates meaning. Teachers do not need to set aside a full lesson for vocabulary each week; they only need to guarantee that the same academic kernel is reused inside changing disciplinary frames. Students, for their part, begin to anticipate the returns and automatically retrieve the previous encounters, which is in itself an antidote to decay.

### 4.3. Multimodal Teaching to Slow Down Language Attrition

Multimodal teaching (Stein, 2000) delivers the same content through several channels at once<sup>[5]</sup>. Jewitt (2023) shows that on apps such as Tik Tok or YouTube, vocabulary sticks longer when images, sound and text arrive together and, crucially, when students produce the clips themselves<sup>[3]</sup>. In the university classroom this means linking sight and sound: a short TED excerpt can be paused to show how stress, gesture and slide keywords converge, letting learners store the

word in two formats at once. Clips, stills and sound bites become routine props, while teacher curated films, documentaries, broadcasts and songs extend the loop beyond class. The richer the mix, the slower the forgetting. And the teacher plans three brief activities, each tapping a different sense. First, students can watch a short silent animation in which two characters use the word “contrast” to compare experimental methods; afterwards they will make one sentence that includes the same verb in the class. When they leave the classroom, record a video on campus that captures an obvious visual difference such as sunlight against shadow, add a spoken caption that uses “contrast” and upload the clip to the class cloud. The same lexical item is now tagged by moving images, tactile dragging, ambient sound and the learner’s own voice, so the memory is reactivated through several sensory paths and remains easy to retrieve weeks later. Multimodal input gains stability when it is paired with output that is equally multimodal. Whenever a sensory channel is activated on the way in, another channel should be activated on the way out. The resulting loop does not have to be elaborate; a fifteen-second screen recording in which a learner pronounces the new term while pointing to a self-drawn diagram is already sufficient to weld image, sound and motion to form. Afterwards, teachers can issue a peer evaluation form (as shown in Table 2) for students to evaluate each other. Not only can it let students know how they are performing, but suggestions from close friends will also make students more willing to listen.

**Table 2.** Evaluation Table

Post Class Mutual Evaluation Card		
Target	Self-evaluation	Mutual-evaluation
Is the pronunciation distinguishable		
Is the pairing accurate		
Is the context appropriate		

#### 4.4. Contextual Teaching to Dissolve Language Attrition

Contextual teaching embeds vocabulary and grammar into real-life situations to promote memorization and resist erosion through memorization. The classroom can be extended to simulated restaurants, debate competitions, and other scenarios: students pretend to be customers and complete ordering conversations with servers, immediately activating words such as “menu, order, recommendation”; Analyzing the author’s vocabulary while reading, forcibly using target words in writing, and using dual channel reinforcement extraction can reduce erosion. And also, the teacher can rewrite the after class reading into a set of linked micro contexts where the verb “maintain” plays a different role each time. First students scan a lab safety sheet, underline the sentence that couples “maintain” with “temperature” and answer what could happen if the step is skipped, locking the verb to a real world consequence. Next they read a short academic blog in which the writer “maintains that her theory is sound”; learners then give a quick Chinese paraphrase of the claim, feeling the slight shift from keeping something running to holding a position. Finally they move to a mock peer review screen and draft feedback on a flawed abstract, asked to use both senses of “maintain” at least once. The same word is thus met in rules, argument and evaluation, forcing

students to remap form to context again and again; each new mapping adds a hook in memory and slows the rate of forgetting.

#### 4.5. Inspire Learning Motivation to Combat Language Attrition

Self determination theory (Ryan & Deci, 2017) treats motivation as the engine of learning<sup>[4]</sup>. When university tasks and settings change, that engine can stall and attrition follows. Teachers can restart it by packing goals and tasks with interest. Vocabulary spelling races, timed guessing games or short contests create a relaxed space where words are picked up for fun. Harder missions, such as solving a puzzle or pitching a mini project, add the pull of challenge. Small rewards, public praise or a simple mark of progress close the loop, showing students that effort is noticed and worth repeating. For example, students select ten academic words they personally judge useful and then combine any two of three short options: record a vlog that narrates their day with the words; design a poster that weaves the items into a research flow chart, or write an email to friends recommending the terms. Only the minimum is set: at least two formats must be chosen and length is open. After submission, classmates exchange quick comments and the instructor adds one sentence of encouragement about natural usage. Because the task, sequence and medium are self chosen, autonomy is satisfied; the need for competence is met through peer recognition. When learners later revisit their own video, poster or email, the same vocabulary is re encountered in a self created context, strengthening recall and slowing attrition. From the perspective of students, the key to resisting vocabulary erosion is to quietly embed “old words” into the new life of university, so that they can continue to be “preserved” in daily circulation. Firstly, when reading textbooks or papers, keep the high school vocabulary list at hand. When encountering familiar academic words, immediately write down derived words in the margins. Visual alignment can reduce the pressure of new words and remind the brain that “old knowledge still exists”. At the same time, deliberately using the target word in a social media statement, if worried about “embarrassment”, can set “only visible to oneself”, also achieving “I use, therefore I am”. Write high-frequency words from middle school on sticky notes, stick them on dormitory desk lamps, computer frames, or lab notebooks, scan them every time you pass by and recite example sentences silently. Environmental triggers recall are more resistant to abrasion than reviewing on a single desk. After completing any of the above small tasks, you can give yourself a cup of coffee, a game, or a favorite piece of music as an instant “micro reward” to maintain emotional warmth and encourage continued engagement next week. Through the self circulation of this series of “micro records” and “micro rewards”, students do not need to wait for grand policies or additional funding to ensure that high school vocabulary is “uninterrupted” in the context of university, thus gently offsetting language erosion and achieving smooth connection and long-term retention of vocabulary.

#### 4.6. Enhance Self-Regulation to Overcome Language Attrition

Self regulated learning refers to students’ autonomous monitoring and optimization of the learning process, which is the core ability to resist erosion during the university stage. Teachers can be cultivated from three aspects: firstly, jointly

develop weekly vocabulary plans, quantify goals and time; Secondly, establish a learning log, record daily vocabulary and mastery level, and conduct real-time self-evaluation; Thirdly, based on log feedback, quickly adjust strategies and increase the number of critical points or seek help. As a result, students are able to adapt to the pace of university, suppress erosion, and improve their comprehensive English proficiency. For example, each learner opens a “word wellness log.” During the last ten minutes of every week they note three warning signs a word may be slipping: a momentary spelling doubt, a stalled collocation, or hesitation among near synonyms. They then look the item up, copy the dictionary example, jot the likely reason for the lapse, and pick a micro strategy that suits their routine: whispering the sentence before sleep, repeating it on the commute, or writing it from memory at breakfast. The following week they shade the entry green if confidence has returned, amber if doubt remains, or red if peer advice is needed. The teacher supplies only the template and a checklist; the review is done by the learner. This cycle of self monitoring, self correction and self updating reactivates the same lexical paths quietly and keeps attrition at bay. Motivation and self-regulation feed each other in a cyclical manner. Small games or spelling races supply an immediate spike of enjoyment, but the spike will fade unless learners learn to notice their own progress. A simple weekly reflection sheet is enough to convert the short-term buzz into a longer-term plan. When students see their own comments accumulate in the log, they experience a sense of continuity that the curriculum alone cannot provide. The class becomes a self-correcting system in which affective energy and cognitive monitoring reinforce one another.

## **5. Discussion and Reflection**

### **5.1. Improving English Continuing Education**

The preceding evidence suggests that attrition is not a passive fading of memory but a process that can be guided if schools act promptly and in concert. Language attrition theory supplies a clear reason for sequencing work across the two levels. By observing where and why words drop out, teachers can predict the danger points and insert short, focused reviews just before loss is likely to occur. In this way, the first year at university becomes an extension of school learning rather than a fresh start that competes with it. Departments that share a concise list of high frequency academic words, and that agree on the best moment to reintroduce each item, remove unnecessary overlap yet avoid sudden jumps in demand. The same list can be woven into wider literacy activities, so vocabulary, reading skill and critical thinking improve together. Because the theory also highlights personal factors such as previous exposure, motivation or first language background, it reminds teachers to vary tasks within one class period. Some learners need extra visual support, others benefit from oral repetition, and a few require a brief contrastive note that relates an English pattern to a familiar Chinese structure. When these adjustments are planned in advance, the transition period feels smooth to the student and manageable to the teacher, and the overall programme gains coherence.

### **5.2. Promoting Students’ Self-Directed Learning**

Once students really recognize that unused words fade quickly, they treat review as an essential link in the learning

chain rather than an extra task imposed by the teacher. A brief in-class demonstration is enough: the lecturer shows a simple forgetting curve and models how to record a three-second example sentence on a phone and set a self-reminder for the following week. Finding the steps so straightforward, students copy the routine in the dormitory, on the bus or while waiting in line. Because each recall takes only moments, psychological resistance falls and frequency rises. Peer checks add external accountability: two classmates agree to exchange their recordings before the next lesson and check each other’s pronunciation and collocation, so social pressure further sustains the cycle. As the loops accumulate, responsibility shifts quietly from teacher to learner. Students begin to seek out English podcasts, short academic videos or library magazines, add new words to a shared document and note down personal example sentences. This spontaneous cycle of discovery, recording and revisiting is exactly the self-directed pattern university study demands. More importantly, once the habit is stable it continues after graduation; whether or not their future job or further study requires English, they can reactivate their lexical network at any time through the self-management strategies and keep the language alive.

### **5.3. Improving English Acquisition Methods**

Contextual and multimodal approaches reinforce one another when they are planned as a single thread rather than two separate activities. A short video clip can serve as the anchor that introduces the new word, the reading passage can provide a second encounter, and the role play can offer a third. Because the word is met in connected settings, the learner builds a small network of associations that slows decay. The same network is strengthened when students produce their own material: a screen shot annotated with a spoken caption, a slide that combines image and sentence, or a podcast segment that embeds the target item in a short narrative. These are stored in a shared folder, so every participant gains extra exposure without extra class time. Teachers benefit as well; once the folder reaches a reasonable size, it can be recycled for future cohorts, reducing preparation load. The key is to maintain the same lexical core across changing situations. When this principle is followed, vocabulary, grammar and pragmatic skill develop in parallel, and the risk of attrition is reduced for the group as well as for the individual.

## **6. Conclusion**

Only by keeping vocabulary alive in memory can language learning not sink in the passage of time. This study maps how attrition erodes the lexical bridge between school and university and offers a staged plan built on two facts: loss is selective and old knowledge resurfaces under prompt. Early in year one, rule based mini lessons and spaced review of high frequency words fill the academic gap; later, short video clips, image slides and spoken cues activate wider memory while tasks set in realistic contexts turn words into usable currency. Games and brief reflection logs keep motivation alive and shift control toward the learner. The package is ready for teachers who want a smoother handover and a base for lifelong study. And for students, only by embedding vocabulary in continuous, meaningful use can we ensure that the lexical knowledge not only survives the transition but thrives beyond it. There are three limitations to this study: firstly, the sample is limited by universities in a single district, and the diversity and representativeness of the sample need to be further improved. The second is that the effectiveness of

teaching strategies is limited to the current period, and the long-term effects need to be further verified through cross semester tracking research. The third issue is that the method emphasizes theoretical deduction, which limits the reliability and universality of the conclusions. In the future, cross grade and cross school tracking will be possible to verify the long-term effectiveness of the testing strategy; Or by leveraging technology to empower and build a personalized vocabulary platform, dynamically refining teaching; Or expand research methods, combining quantitative and qualitative research, to collect data from more dimensions, in order to more comprehensively reveal the language attrition phenomenon and its influencing factors in the vocabulary connection between high school and college English. I am willing to conduct further research to build a connected ecosystem and serve lifelong English learning.

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