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Pascual y Cabo and Rothman ( 2012) and Kupisch and Rothman ( 2018) argue against the use of term incomplete to characterize the grammars of heritage speakers, claiming that it reflects a negative evaluation of the linguistic knowledge of these bilingual speakers.

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We examine the reasons for and against the use of “incomplete” across acquisition contexts and argue that its use is legitimate on both theoretical and empirical grounds.

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In "Incomplete Acquisition in Bilingualism: Re-examining the age factor", Montrul investigates how the processes of attrition, incomplete acquisition and fossilization in first language (L1) and second language (L2) acquisition are related to each other.

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Montrul, S. Incomplete Acquisition in Bilingualism. Re-examining the Age Factor. [Series on Studies in Bilingualism]. Amsterdam: John Benjamins, 2008. Montrul, S. The Acquisition of Spanish. Morphosyntactic Development in Monolingual and Bilingual L1 Acquisition and in Adult L2

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Acquisition. [Series on Language Acquisition and Language Disorders].  
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This process is generally caused by both isolation from speakers of the first language ("L1") and the acquisition and use of a second language ("L2"), which

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interferes with the correct production and comprehension of the first.

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## **Language attrition - Wikipedia**

Montrul, S. (2008) Incomplete Acquisition in Bilingualism. Re-examining the Age Factor. Amsterdam: John Benjamins. Montrul, S. (2004) The Acquisition of Spanish: Morphosyntactic



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Language researchers have traditionally drawn distinctions between phenomena of “bilingualism” and the processes and features of “second language

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Montrul, S (2008) Incomplete acquisition in Bilingualism: Re-examining the age factor. Amsterdam: John Benjamins.

Google Scholar | Crossref. Schwartz, BD, Sprouse, RA (1996) L2 cognitive states

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Simultaneous bilingualism (or multilingualism) is when a child acquires two (or many) languages simultaneously, for example when they are raised by parents speaking more

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