

**Speech errors, stuttering and code-switching in child bilinguals
- Contributing to psycholinguistic theory**

What happens on the psycholinguistic front when young bilingual children present with a disfluency in speech? Hypotheses and explanative models have to take into account several aspects: (i) developmental issues, including phonological processes and grammatical (im)maturity; (ii) the possible interaction of language systems in bilingual acquisition, this at several levels (separate development or not, the phenomenon of code-switching); and (iii) previous models of speech production and speech production planning, whether based on reaction time experiments or disfluencies in speech. Using selected observational examples, this talk explores some of the conceptual and terminological problems involved in attempts at explaining bilingual children's speech disfluencies. The examples will be drawn from recorded speech of a group of 24 Dutch-French bilingual first language acquirers who were about 4 at the time of recording. Only 10 of the bilingual children actually spoke both languages, thus allowing an investigation of the comprehension-production relation.

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