



Both L1 and L2 proficiency impact ToM reasoning in children aged 4 to 6. Painting a more nuanced picture of the relation between bilingualism and ToM – CORRIGENDUM

Corrigendum

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The authors would like to correct three errors in the above paper,

The abstract was incorrectly written with “Previous studies that contrasting”. The correct wording is “Previous studies contrasting”.

The keywords were also incorrectly written as bilingualism, theory of mind, children, the correct keywords for this article are bilingualism, theory of mind, children and language skills.

The Funding for this article were incorrectly written as “The research presented in this paper was conducted within the Bi-SLI-Poland project “Cognitive and language development of Polish bilingual children at school entrance age – risks and opportunities”. The project was carried out at the Faculty of Psychology, University of Warsaw, Poland in collaboration with the Institute of Psychology, Jagiellonian University, Poland. The project was supported by the Polish Ministry of Science and Higher Education / National Science Centre (Decision 809/N-COST/2010/0). Data collection, data coding and maintenance were also partly supported by a Foundation for Polish Science subsidy to Zofia Wodniecka. The project is linked to the European COST Action IS0804.”

The correct funding is “The research presented in this paper was conducted within the Bi-SLI-Poland project “Cognitive and language development of Polish bilingual children at school entrance age – risks and opportunities”. The project was carried out at the Faculty of Psychology, University of Warsaw, Poland in collaboration with the Institute of Psychology, Jagiellonian University, Poland. The project was supported by the Polish Ministry of Science and Higher Education / National Science Centre (Decision number: 809/N-COST/2010/0). The project was linked to the European COST Action IS0804 Bi-SLI (<https://www.bi-sli.org/>) . Data collection, data coding and maintenance were also partly supported by National Science Centre (project number 0094/NPRH3/H12/82/2014) and Foundation for Polish Science subsidy to Zofia Wodniecka.”

The abstract and funding information have been corrected in both the online PDF and HTML versions of this article.

The author apologises for these errors.

Reference

Białecka, M., Wodniecka, Z., Muszyńska, K., Szpak, M., & Haman, E. (2023). Both L1 and L2 proficiency impact ToM reasoning in children aged 4 to 6. Painting a more nuanced picture of the relation between bilingualism and ToM. *Bilingualism: Language and Cognition*, 1–19. doi:10.1017/S1366728923000652

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