
CORRECTION

Correction: Cognitive Advantage in Children Enrolled in a Second-Language Immersion Elementary School Program for One Year

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This article details a correction to the article: Barbu, C., Gonzalez, A., Gillet, S. and Poncelet, M., 2019. Cognitive Advantage in Children Enrolled in a Second-Language Immersion Elementary School Program for One Year. *Psychologica Belgica*, 59(1), pp. 416–435. DOI: <http://doi.org/10.5334/pb.469>

Correction

The publication Barbu et al (2019) included an error within the first sentence of the Methods section, providing an incorrect age group for the participants.

The original sentence was:

A total of 116 8-year-old French-speaking children enrolled in first grade participated in the study.

This should instead read:

A total of 116 73 to 87 month-old French-speaking children enrolled in first grade participated in the study.

The authors have brought this error to the editor's attention.

Competing Interests

The authors have no competing interests to declare.

Reference

Barbu, C., Gonzalez, A., Gillet, S., & Poncelet, M. (2019). Cognitive Advantage in Children Enrolled in a Second-Language Immersion Elementary School Program for One Year. *Psychologica Belgica*, 59(1), 416–435. DOI: <https://doi.org/10.5334/pb.469>

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