



## Correction: Teaching and learning in a multilingual Europe: findings from a cross-European study

J. E. Dockrell<sup>1</sup> · T. C. Papadopoulos<sup>2</sup> · C. L. Mifsud<sup>3</sup> · L. Bourke<sup>4</sup> · O. Vilageliu<sup>5</sup> · E. Bešić<sup>6</sup> · S. Seifert<sup>6</sup> · B. Gasteiger-Klicpera<sup>6</sup> · A. Ralli<sup>7</sup> · I. Dimakos<sup>8</sup> · S. Karpava<sup>9</sup> · M. Martins<sup>10</sup> · O. Sousa<sup>11</sup> · S. Castro<sup>12</sup> · H. B. Søndergaard Knudsen<sup>13</sup> · P. Donau<sup>13</sup> · B. Haznedar<sup>14</sup> · M. Mikulajová<sup>15</sup> · N. Gerdzhikova<sup>16</sup>

© The Author(s) 2023

**Correction: European Journal of Psychology of Education (2021) 37:293–320**

<https://doi.org/10.1007/s10212-020-00523-z>

The original version of the article unfortunately contained an error. In author's personal details, middle names were not included in author Hanne B. Søndergaard Knudsen's name, and the listed articles were therefore incorrect.

The text should be:

Hanne B. Søndergaard Knudsen, Center for Developmental & Applied Psychological Science (CeDAPS), Aalborg University [hannebsk@hum.aau.dk](mailto:hannebsk@hum.aau.dk),  
Current themes: language impairment, working memory, executive function.

---

The original article can be found online at <https://doi.org/10.1007/s10212-020-00523-z>.

---

✉ J. E. Dockrell  
[j.dockrell@ucl.ac.uk](mailto:j.dockrell@ucl.ac.uk)

T. C. Papadopoulos  
[papadopoulos.timothy@ucy.ac.cy](mailto:papadopoulos.timothy@ucy.ac.cy)

C. L. Mifsud  
[charles.l.mifsud@um.edu.mt](mailto:charles.l.mifsud@um.edu.mt)

L. Bourke  
[bourkel@hope.ac.uk](mailto:bourkel@hope.ac.uk)

O. Vilageliu  
[Olga.soler@uab.cat](mailto:Olga.soler@uab.cat)

S. Seifert  
[Susanne.seifert@uni-graz.at](mailto:Susanne.seifert@uni-graz.at)

B. Gasteiger-Klicpera  
[Barbara.gasteiger-klicpera@uni-graz.at](mailto:Barbara.gasteiger-klicpera@uni-graz.at)

- Knudsen, H. B. S., Pedersen, T. P., Engelbrekt, P., & Jensen de López, K. (2019). Spirende voksne med risiko for at udvikle komplicerede sorgreaktioner: Et feasibility-studie. *Psyke & Logos*, 40(1), 165–182.  
<https://doi.org/10.7146/pl.v40i1.115090>
- Søndergaard Knudsen, H. B., Jensen de López, K., & Archibald, L. M. D. (2018). The contribution of cognitive flexibility to children's reading comprehension—The case for Danish. *Journal of Research in Reading*, 41(Suppl 1), S130–S148.  
<https://doi.org/10.1111/1467-9817.12251>
- Jensen de López, K., Søndergaard Knudsen, H.B., & Hansen, T.G.B. (2017). What is measured in bereavement treatment for children and adolescents? A systematic literature review. *Illness, Crisis & Loss*, 28, 363—387. <https://doi.org/10.1177/1054137317741713>

The original article has been corrected.

**Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.

**Publisher's note** Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

---

A. Ralli  
asralli@psych.uoa.gr

I. Dimakos  
idimakos@upatras.gr

S. Karpava  
karpava.sviatlana@ucy.ac.cy

M. Martins  
mmartins@ispa.pt

O. Sousa  
otiliias@eselx.ipl.pt

S. Castro  
slcastro@fpce.up.pt

H. B. Søndergaard Knudsen  
hannebsk@hum.aau.dk

P. Donau  
pdonau@hum.aau.dk

B. Haznedar  
haznedab@boun.edu.tr

M. Mikulajová  
marina.mikulajova@paneurouni.com

N. Gerdzhikova  
gerdni7@yahoo.de

- <sup>1</sup> Institute of Education Centre for Language, Literacy and Numeracy: Research and Practice, UCL, London, UK
- <sup>2</sup> Department of Psychology and Center for Applied Neuroscience, University of Cyprus, 1 University Ave., Nicosia, Aglantzia, Cyprus
- <sup>3</sup> Center for Literacy, University of Malta, Msida MSD2080, Malta
- <sup>4</sup> Department of Psychology, Liverpool Hope University, Hope Park, Liverpool L16 9JD, UK
- <sup>5</sup> Department de Psicologia Bàsica, Transmedia Catalonia Group, Universitat Autònoma de Barcelona, Cataloni, Spain
- <sup>6</sup> University of Graz, Merangasse 70/2, 8010 Graz, Austria
- <sup>7</sup> Department of Psychology, School of Philosophy, University of Athens, University Campus, 157 84, Ilisia, Greece
- <sup>8</sup> Department of Education & Social Work, University of Patras, GR-26500 Patras, Greece
- <sup>9</sup> Department of English Studies, University of Cyprus, 75 Kallipoleos, P.O. Box 20537, 1678 Nicosia, Cyprus
- <sup>10</sup> Instituto Universitário, Lisbon, Portugal
- <sup>11</sup> Polytechnic Institute of Lisbon, University of Lisbon, Lisbon, Portugal
- <sup>12</sup> University of Porto, Porto, Portugal
- <sup>13</sup> Center for Developmental & Applied Psychological Science (CeDAPS), Aalborg University, Aalborg, Denmark
- <sup>14</sup> Faculty of Education, Department of Foreign Language Education, Bogazici University, Istanbul 34342, Turkey
- <sup>15</sup> Comenius University, Tomášikova 20, 821 02 Bratislava, Slovak Republic
- <sup>16</sup> Department of Pedagogy and Psychology, University of Plovdiv, Plovdiv, Bulgaria