Corrigendum: Author's Note

Article: Thi-Nham Le. 2024. "The Comparative Study of Bilingualism in East and Southeast Asia." *VNU Journal of Social Sciences and Humanities* (ISSN: 2354-1172) 10(5): 472–487. https://doi.org/10.33100/tckhxhnv10.5.ThiNhamLe

The author wishes to clarify that the above article draws on the same research projects and, in part, on data also reported in the following earlier publications:

> Norbert Francis and Thi-Nham Le. 2022. "Chinese literacy learning by immigrant learners." *Chinese as a Second Language Research*,11(2): 209–231. https://doi.org/10.1515/caslar-2022-2002
>
> Thi-Nham Le and Norbert Francis. 2024. "Problems of Language and Literacy Learning in Multilingual Taiwan and Vietnam." *동남아연구 [Southeast Asia Journal]*, 34(2): 153–178. https://doi.org/10.21485/hufsea.2024.34.2.006

The 2022 article reports an exploratory study of Chinese literacy learning among Vietnamese immigrant learners in Taiwan, including phonological transcription and the relationship between writing and reading. The 2024 article examines two related contexts, Taiwan and Vietnam, focusing on language learning in relation to individual, sociolinguistic, and broader contextual factors. The 2024 article published on *VNU Journal of Social Sciences and Humanities* (ISSN: 2354-1172) uses a comparative bilingualism framework, centered on balanced bilingual development and language attrition and proposes three hypotheses for future research.

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