

Errata for: Charlotte Koster, John Hoeks, & Petra Hendriks (2011). Comprehension and production of subject pronouns: Evidence for the asymmetry of grammar. In: A. Grimm, A. Müller, C. Hamann & E. Ruigendijk (Eds), *Production-comprehension asymmetries in child language*. De Gruyter Mouton, Berlin, pp. 99-122.

In **Section 5.3**, the text of the paragraph about correlations between Memory Score and Comprehension should be:

In comprehension, correlations were found between children's adult-like answers to the final question and their Memory Score. In recordings with a topic shift, children with higher memory scores were more likely to give the incorrect, first referent answer ($r = +.37$; $p < .05$). Inspection of the data showed that this unexpected result was due to two observations. Memory score was not significantly correlated with the tendency to give the correct second referent answer ($r = +.29$; $p = .12$). However, the relation between Memory Score and the likelihood to give 'other' responses was negative, and highly significant ($r = -.56$; $p < .001$). This pattern of correlations was approximately the same for the relation between Age and measures of pronoun comprehension: Age and incorrect first referent answer were strongly correlated ($r = +.53$; $p < .01$), as were Age and 'other' response, which had an inverse relation ($r = -.57$; $p < .001$). Age and correct second referent answers were not correlated ($r = +.14$; $p = .46$).

In **Section 6**, the text of the two paragraphs about correlations between memory and comprehension should be:

Two significant correlations between memory and comprehension were also found, both in the stories with topic shifts. Children with higher memory scores more often gave the incorrect, first character as the answer to the pronoun question. As this correlation was due to two observations, we believe this to be a spurious correlation. Children with lower memory scores seemed to lose track of the story more often and come up with 'other' answers that pertained to neither story character. For the stories with no topic shift, there were no significant correlations.

In the present study, working memory scores are positively correlated with children's more adult-like performance in production. The presumption is that as children have more memory capacity they will be able to successfully apply bidirectional optimization. On the basis of data presented here, however, it cannot be conclusively determined whether limited working memory capacity hinders children in moving from unidirectional to bidirectional optimization or in maintaining the necessary representation of the discourse.

See: Petra Hendriks, Charlotte Koster, & John Hoeks, *Referential choice across the lifespan: Why children and elderly adults produce ambiguous pronouns*, revised manuscript August 2012, for a **new analysis** of the children's data (as well as new data of young adults and elderly adults).