

The Albert Valdman Award

We are pleased to announce that the winner of the Albert Valdman Award for outstanding publication in 2019 is:

“The role of language-analytic ability in children’s instructed second language learning” by Karen Roehr-Brackin and Angela Tellier

Please join us in congratulating these authors on their contribution to the journal and to the field.

A note from this year’s winners:

We are delighted to have been selected for the Albert Valdman award 2019 and would like to thank the *SSLA* editorial and review boards for choosing our article, “The role of language-analytic ability in children’s instructed second language learning” (December 2019). We share a strong interest in the role of metalinguistic awareness in language learning, and we both strive to understand the contribution of language learning aptitude to the second language acquisition process in different learner populations. While there is a large body of research on both concepts, it is noteworthy that most studies focus on educated adults, while comparatively little work has been carried out with child language learners. With foreign language instruction at increasingly earlier ages becoming the norm in many countries, we passionately believe that it is vital to understand children’s learning and the factors that may help or hinder it, as this will allow us to make informed decisions about language education. The response to our paper suggests that there is strong interest in this issue both within and outside academia, and we hope that the work we present in our article will prove to be a valuable resource for both scholars and practitioners, including language teachers and policy makers.