INTRODUCTION

Fred Genesee is Professor in the Psychology Department at McGill University, Montreal. He has conducted extensive research on alternative forms of bilingual and immersion education for language minority and language majority students. His current research interests include language acquisition in pre-school bilingual children, internationally-adopted children, second language reading acquisition, and the language and academic development of students at-risk in bilingual programs. He is the recipient of the Canadian Psychological Associate Award for Distinguished Contributions to Community or Public Service and the 2-Way CABE Award of Promoting Bilingualism.

On March 17 and 18, the Association for Canadian Studies hosted a symposium to celebrate the life and work of the late Professor Wallace (Wally) E. Lambert (1922 – 2009). Organized by the Association for Canadian Studies, *The Quiet Evolution of Language and Cultural Relations in Canada: A Tribute to the Work of Wallace Lambert* brought together researchers, former colleagues, teachers, politicians, and the media to celebrate one of Canada's most accomplished research psychologists. Lambert was one of the first researchers to recognize that bilinguals are probably more common than monolinguals around the world and, thus, deserve a central focus in the work of scientists. While Lambert's work is known and celebrated around the world, it was here in Montreal that the influence of his work has been felt most.

Lambert was a professor of psychology at McGill University from 1954 until 1990. He was one of the founders of modern-day psycholinguistics as well as the social psychology of language and is widely considered as the father of the scientific study of bilingualism. Lambert is perhaps best known in Canada for his research on French Immersion. Widely seen at the time as "an experiment" in second language education, English-speaking students entered the very first French immersion classroom in September 1965 in St. Lambert Elementary School (coincidentally also the name of the school). The immersion approach (or what is referred to as the "Canadian model of bilingual education" around the world) is now taken for granted, but it was a radical shift in second language education when it started up. Lambert's studies and those of his colleagues, and most notably G. Richard (Dick) Tucker, reassured parents and educators that the gift of bilingualism through immersion did not mean losing competence in one's native language or falling behind in academic domains; to the contrary, itoften resulted in superior abilities. Lambert and Tucker's pioneering work on immersion changed the educational landscape of Montreal and Canada for ever. At the same time, Lambert always cautioned that immersion in a second language had to be handled carefully when it came to children who speak minority languages; these children, he advised, needed to have their native language reinforced to ensure that bilingualism did not "subtract" from their native language competencies. The distinction between additive forms of bilingualism, as exemplified in immersion, and subtractive forms of bilingualism, as commonly occurs when immigrant children who speak other languages learn the dominant language of the community, but lose their home language in the process, has been widely adopted around the world as a useful and realistic way of viewing alternative forms of bilingualism. In hindsight, we can see that the St. Lambert experiment, was much more than a brilliant innovation in second language education, but an experiment in bridging the cultural divide between English-speaking and French-speaking Canadians. Moreover, the St. Lambert experiment foreshadowed the modern global era where knowledge of other languages and familiarity with other cultures has become commonplace in many schools around the world.

Lambert's pioneering work on immersion alone would have assured his place in the pantheon of scientific stars. But, his contributions to our understanding of bilingualism included much more. Along with Robert Gardner, his graduate student, he undertook innovative and ground breaking research on how learners' attitudes and motivations influence their success at learning. Their research together discovered that while some learners are motivated to learn a second language for instrumental purposes (e.g. to get a job), others are motivated by integrative purposes (e.g., to become part of the second language community). These studies changed how educators thought about their students and how best to design second language curricula to take advantage of the power of integrative attitudes.

Lambert's brilliance as a research psychologist lay in his ability to identify important issues and design simple but elegant ways of exploring them. There is perhaps no better example of this than his creation of the "matched-guise" technique in which people are given short samples of people speaking different languages and are asked to give their impressions of the speakers. Unbeknownst to the subjects, they are listening to the same individuals. Lambert's seminal

studies using the matched-guise technique showed how people's impressions of one another can change radically depending on which language they hear one another using. For Montrealers, these studies provided a graphic example of the power of stereotypes and how language is often part of our stereotypes of one another.

Not content with studying educational and social aspects of bilingualism, Lambert also conducted seminar studies on neuro-cognitive aspects of bilinguals long before sophisticated neuro-imagine techniques, like fMRI, were even imagined. Lambert sought to understand how bilinguals represent their language in the brain – were they stored separately or in common memory systems; were they represented in the same or different parts of the brain; how did bilinguals avoid becoming confused as a result of having two languages in their brains; and what, if any, were the costs of switching between languages when speaking or reading. Studies of bilingual brains were fringe issues when Lambert carried out these studies with his graduate students and colleagues, but they have become commonplace and indeed they are critical as psychologists seek to understand language and the brain more generally.

Lambert's pioneering work, often carried out in collaboration with students and colleagues, was not the stuff only of researchers and scientists, but had enormous influence on educational and social practices and policies more generally. Again, there is no better example than immersion education which has become part of the educational offerings of many school boards across Canada, in the U.S., and beyond. His seminar work on attitudes, motivations, and intergroup perception resulted in research methodologies and theories that have been used by policy makers around the world as they strengthen efforts to promote language in their community. Wally was in demand to speak with parent parents who wanted questions about the benefits (and costs, if any) of raising and educating their children in two languages.

Although his influence as a scientist is far-reaching, equally important is the strong personal impact "Wally" had on his students and colleagues. His eccentricities were well-known and much loved and his intellectual curiosity and ever playful style endeared him to all who knew him. He never took himself seriously although everyone else around him did. The human element was never far from his drive to understand bilinguals and bilingualism. Indeed, his greatest contributions were in showing that bilingualism confers unique cognitive and social advantages for individuals; that one can circumvent barriers of language and culture by understanding the role of language in our everyday lives; that our attitudes toward other groups and one another affect and are in turn affected by our motivation to learn the language of that group; and that the consequences of learning a second language depend on the way the language is taught and on the cultural context in which teaching occurs. As globalization inexorably shapes the world, Montreal is seen by people around the world as a reassuring example of how bilingualism can enhance the lives of individuals and their communities. Wallace Lambert's work continues to reassure and guide us in our endeavor to live, learn, and work in two languages.

The articles in this special issue of Canadian Issues/ Thèmes Canadiens, reflect the diversity and creativity of Lambert's work on bilingualism throughout the many years he was at McGill. Lambert's widely known research on immersion and its influence on the development of bilingual/ immersion education in Canada, the U.S., and beyond is reflected in the articles by Swain and Lapkin, Christian, and Lyster; his pioneering work on intergroup relations and the social psychology of language and bilingualism are the focus of the articles by Gardner, Giles, Berry, and Taylor; bilingualism and cognition is the focus of the article by Paivio; his impact local and national language policies is reflected in the articles by Graham Fraser and Victor Goldbloom (current and past Commissioner of Official Languages); and the significance of his collective work on the lives of families in Canada is discussed by the organization, Canadian Parents for French. The articles in this volume give a glimpse of Lambert's brilliant research career.