Dr. Fred Genesee

## CPA Award for Distinguished Contributions
## to Public or Community Service
## 2004

Dr. Genesee is a distinguished researcher, scholar, and teacher who is one of the most prolific and influential researchers in the area of second language acquisition and bilingual education in the world today. His work has significantly influenced the scope and implementation of language education policy and practice domestically and internationally. He has made significant contributions through his active research and community involvement in areas related to bilingualism, bilingual education, and bilingual acquisition. Dr. Genesee has taught at McGill since 1978, where he has carved out his own position in these domains.

For over 20 years now, the findings of his research have significantly impacted on the lives of Canadian communities outside the university, including professional educators, community leaders, policy-makers, and families and their children.  The impact of his work has been felt in Montreal where much of his work has been carried out, but also in Aboriginal communities in Quebec, the rest of Canada, and internationally.

Among his best-known contributions is his research on immersion programs, which is among the most extensive in the world. His publications in this domain are regarded as "must-reads" by other researchers and anyone else interested in bilingual education, including professional educators, policy-makers, and the public at large. His current research on the simultaneous acquisition of two or more languages during infancy and early childhood is widely read by early childhood educators, speech and language development specialists, and the parents of infants and children who are learning two languages simultaneously.

Dr. Genesee is one of the most distinguished social scientists in Canada today. His work has been enormously important in bringing research and theory to engage with the real world of teachers, children and parents who are functioning in bilingual and multicultural contexts.