
Editors' note

As a result of the substantial contribution that Prof. Adelia Carstens has made over many years to the field of applied linguistics, and language teaching in particular, the executive committee of the South African Association for Language Teaching decided to dedicate a special issue of the *Journal for Language Teaching* to her. It was our honour to be involved as guest editors of this edition of the journal.

Adelia Carstens retired as full professor and director of the Unit for Academic Literacy, University of Pretoria, after an academic career spanning nearly 40 years, but continues to remain a valued colleague and expert in the fields that she has worked in. In the course of her academic career, she has taught close to 23 different modules from first year to master's level, successfully supervised several postgraduate students, designed and developed highly successful writing and communication modules, and contributed greatly to the advancement of the University of Pretoria through her work in the development of this institution's language policy, its language planning and overall language support from undergraduate to postgraduate level. She has mastered and published extensively on academic writing at undergraduate and postgraduate level, course and syllabus design, academic reading, genre-focused teaching of writing, translanguaging and multilingualism, to name a few. Adelia holds two PhDs, one from UNISA and one from the University of Pretoria. She has also been involved in large scale national projects, as well as international collaborative efforts. She holds a C2 NRF rating.

The broad theme of this Festschrift is "*Supporting language and literacy development in Higher Education*". This is a contemporary topic widely investigated over the last two to three decades. The issue of language support and development remains an important topic, in particular in a country like South Africa where a number of political changes since 1994 also had an impact on the linguistic landscape in teaching and learning contexts. Adelia took to the challenges associated with these changes and not only, and responsibly so, designed several academic language development courses, but also focused her research on language and literacy development in higher education. Her work is scientifically sound and widely recognised, and her teaching and learning designs are always scientifically and pedagogically well informed.

For this Festschrift, we received close to 20 contributions. Many colleagues indicated that they wish they could have contributed, but due to other commitments, responsibilities and time-constraints could not do so. Unfortunately, we were not able to accept all submissions for publication. It should be noted that the Editor in Chief as well as one of the guest editors contributed to the Festschrift; it is confirmed that they were not involved at all in the review and decision process pertaining to their submissions.

Prof Tobie van Dyk, North-West University
Dr Avasha Rambiritch, University of Pretoria
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