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Editorial

This volume of *Issues in Applied Linguistics* showcases five very distinct articles that range from language policies, to child bilingual development, conversation analysis of Korean adults' decision-making, language use and preschool English-speaking children's joint attention abilities, and analysis of linguistic and rhetorical strategies of a presidential debate. These incredibly varied topics faithfully illustrate the increasingly flexible boundaries of research within the field of applied linguistics, which has been made broader with the growing number of research using interdisciplinary investigation methodologies.

The authors of the first article, *Child Agency and Language Policy in Transnational Families*, examine how parental language behaviors can be influenced by child agency and language use patterns. Lyn Fogle and Kendal King suggest that researchers investigating parental language ideologies should pay more attention to the role of older children in shaping family language policies, as these derive from emerging interactions between the parts (p.20).

The second article, *Constructing "an Institution": A case from a Korean student group meeting*, discusses how members of a Korean student group organize themselves through collective decision-making. The significance of this study is that when the focus of most conversation analysis research has been on social organization within physical institutions, Hye Ri Kim shows how ordinary individuals can create a virtual institution-like space by assigning roles to each group member.

In *Rhetorical Strategies of McCain and Obama in the Third 2008 Presidential Debate: Functional theory from a linguistic perspective*, Jessica Loughery and Jennifer Ewald investigate the use of acclaims, attacks and defenses in the candidates' speeches. Among other interesting findings, the authors show that in this particular instance, the candidates acclaimed more than attacked each other, showing that there is a dissonance between viewers' perception and the actual intended rhetorical tone in presidential debates (p. 80).

In the fourth article of this issue, Rosamina Lowi presents a multi-layered discourse analysis study of interacting children between the ages of 3 and 5. In *Building Understanding: The construction of joint attention in preschool*, this rich form of systematic analysis illustrates how socialization emerges within the school setting, through the means of language, gaze, intonation, and physical embodiment (p. 85).

Finally, the author of *Te Espero: Varying child bilingual abilities and the effects on dynamics in Mexican immigrant families* analyzes the effects of an English dominant society on bilingual abilities of children of immigrant families. In this article, Corinne Seals discusses the linguistic dynamics present in three immigrant

families, and she suggests that although all families spoke both English and Spanish at home, as soon as English became the language of preference for a household member, language barriers started to occur (p.140). Such language barriers would then disrupt family cohesiveness.

In sum, ending with a review of Mary Talbot's book *Language and Gender*, by Jeremy Kelley, this issue brings to you very enriching and informing articles on work being carried out on various approaches of contextualized language use.