

The 2nd IACRS International Conference 19th-20th March 2025 / Bangkok, Thailand

Proceedings

Conference Venue: Sinsuvarn Airport Suite

73 Soi Latkrabang 30, On-Nut Latkrabang Rd., Latkrabang, Bangkok, Thailand

Organizing Association: The Incorporated Association for Cultural Resources Studies
(IACRS Japan)

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<Program>

Day 1

1030-1100 Registration

1100-1110 Inaugural Speech

Prof. Ken'ichiro HIGUCHI (IACRS Japan / Sugiyama Jogakuen University)

1115-1155 Technical Session

Dr. Hitoshi TAKEHARA (Waseda University)

Dr. Yannakorn Toprayoon, Dr. Thanyanant Chansongpol, Dr. Jakapong Peaummatha
(SOA Bang Somboon Subdistrict, Rajapark Institute)

*Session Coordinator: Dr. Chai Ching Tan

(Rajamangala University of Technology Rattanakosin)

1200-1330 Lunch

1330-1430 Technical Session

Mr. Chi-Wei Wei, Dr. Yu-Chi Wu (National University of Kaohsiung)

Mr. Felipe Salgado de Souza (Waseda University)

Dr. Eduard O. Merc (Chaminade University of Honolulu)

*Session Coordinator: Dr. Yannakorn Toprayoon (SOA Bang Somboon Subdistrict,
Rajapark Institute)

1430-1500 Coffee Break

1500-1540 Technical Session

Mr. Chiharu HASEGAWA (IACRS Japan / Shigakkan University)

Dr. Yosuke NIMURA (IACRS Japan / Shigakkan University)

*Session Coordinator: Ken'ichiro HIGUCHI (IACRS Japan / Sugiyama Jogakuen
University)

Day 2

0630-0900 <JST:0830-1100>Morning Technical Session (Only online, in Japanese)

Dr. Wataru HANAI (Kyushu University)

Dr. Mitsuharu TANAKA (Ministry of Education, Culture, Sports, Science and
Technology, Japan / National Institute for Educational Policy Research)

Dr. Hiroyuki OHARA (Konan University)

Dr. Yutaka TANEICHI (Setsunan University)

Ms. Aki TAKAHASHI, Dr. Yasumasa MORI (Sripatum University)

Ms. Ai NAKAJIMA (Shigakkan University / Aichi University of Education)

Prof. Ken'ichiro HIGUCHI (IACRS Japan / Sugiyama Jogakuen University)

*Session Coordinator: Mr. Minoru FUJIUCHI (IACRS Japan)

1000-1100 Welcome Morning Coffee

1100-1200 IACRS Special Talks

Dr. Chai Ching Tan (Rajamangala University of Technology Rattanakosin)

Prof. Kenichiro HIGUCHI (IACRS Japan/Sugiyama Jogakuen University)

1200-1400 Lunch

1400-1545 IACRS Policy Dialogue

Mr. Daigo HASHIMOTO (Landhousing (Thailand) Co.,Ltd)

IACRS Members

1545-1600 Closing Session

Our Core Values

Welcome to the IACRS Conference.

At IACRS Japan, we uphold the following principles at all our gatherings.

- **Linguistic Freedom and Equality**

All languages are inherently equal. We embrace and respect the use of diverse forms of English—often referred to as *Englishes*—recognizing that English is spoken across many regions and cultures. The use of one's native variety of English is warmly welcomed.

- **Freedom of Dress**

We encourage all participants to feel comfortable and be themselves during our events. Casual attire such as sandals, jeans, and T-shirts is perfectly acceptable. Of course, formal wear and traditional or cultural dress are also welcomed. However, we kindly ask participants to avoid attire that is excessively revealing, such as swimwear, out of respect for the comfort of others.

- **Compassion and Consideration**

We ask all attendees to show kindness and support to presenters. Please refrain from harshly criticizing the content or delivery of presentations. For many, presenting in English can be challenging and nerve-racking. This conference is not a competition for dominance, but a space for shared learning and respectful exchange.

- **Emphasizing the Process**

Our focus lies not only in completed achievements but also in the ongoing journey of discovery. Whether a presentation offers preliminary findings, emerging perspectives, or tentative insights, each represents a meaningful stage in scholarly development. Even if something appears unpolished, it may hold fresh potential. We value and honor each participant's academic process and growth.

- **Commitment to Sustainability**

At the heart of all our endeavors—be it research, education, social contribution, academic conferences, or publications—is the commitment to ongoing, sustainable development. By upholding the values above, we ensure the long-term vitality of both your personal journey and the collective mission of the Association.

Thank you for joining us.

Let us learn, grow, and support each together.

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< Oral Presentation >

**On the Relationship between Human Capital Management and the
Cost of Equity: Evidence from Japanese Firms**

Hitoshi TAKEHARA
(Waseda University)

Abstract

Does Superior Employee Relations Reduce the Cost of Capital? In order to answer this research question, we empirically examine whether there is a negative relationship between the quality of employee relations and the cost of equity capital. Using the Toyo-Keizai CSR database, we first develop our original six-dimensional measures of employee relations for Japanese firms. The six dimensions are (1) Work-Life Balance (WLB), (2) Equal Opportunity (EO), (3) Human Resource Development (HRD), (4) Job Strain (JS), (5) Pecuniary Rewards (PR), and (6) Long-Term Employment (LTE). As a second step, we estimate the cost of equity capital of individual firms using both the implied method commonly used in positive accounting and asset pricing models such as Fama and French factor models in finance. We examine the relationship between the Employee-oriented Corporate Social Performance (E-CSP) score and the estimated cost of equity capital using constructed panel data for the sample period 2005-2022 (18 years). The empirical results show that work-life balance, financial rewards and long-term employment (which are characteristics of Japanese firms) tend to reduce the cost of capital. Therefore, it is suggested that human capital accumulation in firms that maintain good employee relations will reduce firm risk and the cost of equity capital in the long run.

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< Oral Presentation >

**Elderly people and the popular application of artificial intelligence
(AI) in Thailand**

Yannakorn Toprayoon, Thanyanant Chansongpol Jakapong Peaummatha
(SOA Bang Somboon Subdistrict, Rajapark Institute)

Abstract

Currently, the application of Artificial Intelligence (AI) is only at the Narrow AI level that is widely used. General AI and Superintelligence AI are still major challenges in AI research and development that require cooperation from many parties in science, technology, ethics, society, and law in order to make it happen safely and truly beneficial to humanity. This research article aims to study the application of Artificial Intelligence (AI) that is popularly used by the elderly in Thailand by using the synthesis and analysis of data from document reviews, research articles, and review articles in national and international databases and presenting it in a descriptive manner. The research results found that the applications of artificial intelligence (AI) that the elderly prefer to use in Thailand are 1. Narrow AI (ANI) or Weak AI, which is the first most popular AI designed to work specifically in a limited scope with high expertise in that task. For example, natural language processing systems, searching for information, answers, choices, working, living, health care, and choosing products that are appropriate for the needs. Next is 2. General AI (AGI) or Strong AI, which is an AI with the same capabilities as humans. It can learn, understand, analyze, and solve problems in a variety of ways. AGI is not limited to specific tasks. But it can adapt and apply to new tasks or situations or learn with Machine Learning with users. And 3. Superintelligence AI (ASI) is an AI that has superior capabilities to humans in all aspects, including intelligence, creativity, problem solving, etc., with the lowest level of use and access.

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**Mechanisms linking voice of the customer to brand innovativeness:
the mediating role of service (product) innovativeness**

Chi-Wei Wei, Yu-Chi Wu
(National University of Kaohsiung)

Abstract

By listening and understanding customer needs, it will help the company innovate products and services. Therefore, the purpose of this study is to explore the interrelationship between voice of the customer and service (product) innovativeness, and their ultimate impact on brand innovativeness. We will collect data from 250 participants who are full-time employees within the company to investigate the relationship between voice of the customer, service (product) innovativeness and brand innovativeness in different companies. The research data will be collected through questionnaires and using the PLS software program Perform analysis. This study tries to provide a rational explanation for how customer voice (demand) affects brand innovation by investigating the mediating role of product and service innovation, and proposes new research structures and ideas to help fill this gap. In the era of global competition, customer demand is a key factor for companies to innovate products and services. In addition, this research can also help companies improve customer reputation and reputation, which in turn helps companies make profits.

Keywords: voice of the customer; brand innovativeness; service (product); innovativeness; customer (demand).

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**Impacts of Cultural Exchange Programs on the Country Image of
Japan among Brazilian Participants:
A Case Study of the Ship for World Youth Program**

Felipe Salgado de Souza
(Waseda University)

Abstract

This research investigates the impacts of Japan's cultural exchange programs on the country image among Brazilian participants, focusing on the "Ship for the World Youth" (SWY) program. Launched in 1988 as an upgraded version of the "Japanese Youth Goodwill Cruise Program" established in 1959, SWY aims to nurture future leaders through intercultural exchanges involving trainings, ports of call, and course discussions. Despite its long history, significant challenges remain in measuring its impact and justifying its continuity to taxpayers. Drawing on new Public Diplomacy and Country Image theories, this study examines both the intended objectives and the actual outcomes experienced by Brazilian participants. Data were collected from multiple sources, including pre-program questionnaires, semi-structured interviews, daily diaries maintained by the participants during the exchange, and interviews with program organizers. Thematic analysis was employed to extract key patterns and insights from these diverse data sources to ensure a robust and holistic understanding of the program's effects. Preliminary findings indicate that the challenge of measuring program impacts is acknowledged by Japanese organizers, who also do not explicitly present the program as a public diplomacy strategy. Moreover, participants typically join the program with a strong interest in Japan, driven by their fascination with Japanese traditional and pop culture, as well as the high reputation of Japanese industry and technology. Although their initial, sometimes romanticized, perceptions evolve during the program to a more nuanced view, their overall engagement with Japan remains high, as reflected in shifts in attitudes and behaviors, such as the increased willingness to return to Japan for tourism, study, or work purposes. Moreover, the findings underscore the need for enhanced communication with former participants to capture long-term impacts more effectively. Overall, this study highlights the complex interplay between structural influences—both domestic and international—and individual experiences in shaping Japan's national image. The insights obtained offer valuable knowledge for policymakers and scholars interested in the effectiveness of public diplomacy strategies and the role of international exchange programs in soft power projections.

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**Enhancing Assurance of Learning through Voice of the Customer
(VoC) and Value Stream Mapping (VSM)
: An Operations Management Approach**

Eduard O. Merc
(Chaminade University of Honolulu)

Abstract

With ever-increasing changes in the global business landscape, Assurance of Learning (AoL) serves as a critical framework for assessing student learning outcomes and ensuring continuous improvement in business education. However, traditional AoL models often focus on faculty-driven assessment metrics, but may lack direct input from students, who are the primary stakeholders (customers') in education. This proposal explores how operations management principles, specifically Voice of the Customer (VoC) and Value Stream Mapping (VSM), can be integrated into AoL models to create a more responsive and effective assessment system. By leveraging these concepts, universities can enhance student learning experiences while aligning academic programs with industry and societal needs.

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**Fighting Beyond Borders: The Global Commodification of Historical
Figures and Cultural Archetypes in *World Heroes***

Chiharu HASEGAWA
(IACRS Japan / Shigakkan University)

Abstract

This study examines how *World Heroes* (ADK, SNK, 1992–95) constructs a transhistorical and transnational battlefield, where historical characters from different eras and regions compete in a borderless contest. The game’s premise—Dr. Brown’s quest to determine the strongest warrior in history—parallels the late 20th-century global shift towards deregulation and intensified competition, first in the UK and the US, and later in Japan. Against the backdrop of accelerating privatisation and austerity policies in the 1980s and 1990s, politicians and mainstream media, under the influence of dominant political and neoliberal ideologies, propagated the notion that economic survival required individuals to compete not only within their national borders but on a global scale. By featuring characters such as 15th-century French heroine Jeanne d’Arc, 16th-century ninja Hattori Hanzō, and a 21st-century American wrestler Muscle Power, the game ostensibly erases geopolitical and temporal barriers. However, it simultaneously reinforces cultural distinctions by commodifying historical and cultural archetypes for entertainment. This study investigates how the economic conditions of the 1980s and 1990s fostered a competitive global mindset and explores the ways in which *World Heroes* embeds this ideology within its mechanics and narrative structure. Ultimately, this paper argues that the game not only reflects but actively participates in the formation of an unconscious acceptance of hyper-competition, exploitation, and the market-driven appropriation of cultural identities.

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**Museums as an Apparatus of Ideology:
University of Malaya's Museum of Asian Art as an Example**

Yosuke NIMURA
(IACRS Japan / Shigakkan University)

Abstract

Museums are at times places for cultural preservation as well as educational institutions, while they also generally serve travelers as tourist attractions. As they are considered to be “official” rather than private facilities, numerous scholars and commentators have explored their ideological aspects. One of the most influential arguments is that of Benedict Anderson. In his seminal work *Imagined Communities*, Anderson claimed that museums are one of the three institutions of power that profoundly shaped the way in which colonial states imagined their dominion. This ideological function of museums, as the presenter has discussed elsewhere, can also be observed in contemporary nation-states. For example, Muzium Negara, Malaysia's national museum, exhibits an imagined version of “Malaysia” shaped by the strong influence of contemporary Malay hegemony in the country. The present study is another case study related to the presenter's previous research. Specifically, it investigates the University of Malaya's Museum of Asian Art and critically examines its ideological nature by exploring both the museum's history and its actual exhibitions. This study asserts that although the university's museum serves visitors by showcasing various Asian artworks, it is also shaped by or influenced by colonial ideology.

Keywords: Museums; Ideology; University of Malaya; Museum of Asian Art

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The Dilemma over the Recognition of International Qualifications in Education

Wataru HANAI
(Kyushu University)

Abstract

Purpose of this Research

The aim of this presentation is to clarify the dilemma faced by host countries in relation to the crackdown on counterfeit qualifications that has occurred in recent years as a result of the setting of international standards relating to the recognition of international qualifications and the formation of a qualifications market in the context of the increasing international exchange of students. Furthermore, as an approach to overcoming this dilemma, this presentation will examine the mechanism of 'Foreign Credential Evaluation (FCE)' in the UK as a case study.

Motivation and the Main Findings of this research

With the increase in the number of international students studying abroad worldwide, a qualifications market has been formed, and mutual international exchange is becoming more active. In this context, competition to acquire talented human resources is also becoming more intensifying, and entrance examination reforms are being promoted in various countries and regions. In addition to the increase in international student mobility, international agreements have been concluded to achieve more effective international mobility. In particular, since the 'Lisbon Recognition Convention' came into effect in 1997 as an agreement for students moving across borders, the 'Tokyo Convention' came into effect in 2017, establishing international standards for the recognition of international education qualifications and degrees. In this context, one of the trends of international qualification recognition is the concept of 'substantial difference'. This is the idea that recognition of various international qualifications in countries that accept them is basically granted as long as there is no substantial difference. On the other hand, with the emergence of a global qualifications market, the sale of fraudulent credentials has also become an issue. For example, in Pakistan, a large-scale manufacturer and seller of qualifications and degrees was exposed in 2015. As such, countries that accept international students are required to examine and accept international education qualifications that are used by international students from all over the world when applying, but they are faced with a dilemma of having to deal with the 'substantial differences' stipulated in the regulations and cracking down on fraudulent credentials.

Method of Problem Solution

One approach to overcoming this dilemma is FCE. This involves recognizing qualifications and academic achievements obtained overseas and making them available for use within the country of acceptance. Additional solution will be presented during the presentation.

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**Current Situation and Challenges of Teacher Education in Response to
the Educational Diversity: Focusing on "Global Citizenship Education
Lead Teachers Program" in Korea**

Mitsuharu TANAKA

(Ministry of Education, Culture, Sports, Science and Technology, Japan / National
Institute for Educational Policy Research)

Abstract

In Japan, teachers are faced with the issue of how to deal with student diversity, have focused on how teachers should implement classes and educational activities based on the premise of diverse students and how to promote education that considers the society in which diverse people live. It is also required to establish a teacher training system on the premise of educational diversity. For example, the European Commission's 2017 report, *Preparing Teachers for Diversity: The role of Initial Teacher Education* pointed out that "the paradigm of heterogeneity perceives difference as a challenge to be dealt with actively, diversity as a systemic paradigm perceives as an asset". The OECD (2023) report *Equity and Inclusion in Education* points out that "Ensuring diversity of school staff has increasingly been considered an important policy lever in advancing equity and inclusion in a context of increasing student diversity". In other words, there are at least two issues to be considered when discussing educational diversity and teachers. One is how to develop the ability to respond to diverse needs for teachers, and the other is how to ensure teacher diversity. Therefore, this report examines the above two points using Korea as an example. Specifically, we will focus on the "Global Citizenship Education Lead Teachers Program" which is promoted in cooperation with UNESCO and Korea, and explore how diversification of education and teacher education should be achieved. And then point out that there are institutional barriers in Japan and Korea to securing diverse teachers.

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**Elucidation of the Requirements for the Establishment of Cargo and
Passenger Consolidation in Rural Villages**

Yutaka TANEICHI
(Setsunan University)

Abstract

1. Background of the Study

Depopulated areas such as rural villages are becoming marginalized due to depopulation and aging due to the declining birthrate and concentration of population in urban areas. The transportation crisis has a significant negative impact on the maintenance of livelihoods. While the reduction of the delivery function leads to the rationalization of the sector for transportation companies, it can be inferred that, in addition to the negative impact on consumers, there will be a negative impact on agricultural products that are traded in small lots. The rapid deterioration of the delivery function is a manifestation of the small-lot transportation market being left behind by economic principles. The Ministry of Land, Infrastructure, Transport and Tourism (MLIT) has lifted the ban on the joint implementation of intra-regional delivery utilizing the existing infrastructure, as typified by freight consolidation, as a measure to maintain the viability of the transportation business in depopulated areas.

2. Results

First, the government, agricultural cooperatives, and the food industry have taken numerous measures to address transportation problems in agricultural and mountainous villages, including the operation of in-house delivery services. Second, when they request transportation, they charter with neighboring companies or conclude smooth transportation contracts with transporters, which enables them to transport goods in some way even if they are short on manpower.

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**A Study on Social Skills Acquired by Thai Students through an
Internship Program in Japan: A Case Study of Sripatum University,
Thailand**

Aki TAKAHASHI, Yasumasa MORI
(Sripatum University)

Abstract

The Department of Japanese for Business Communication (hereinafter referred to as JBC Department) at Sripatum University, Thailand, has been conducting an internship program in Japan in line with the framework of industry-academia collaborative education from an academic year 2018 to 2025, and has dispatched 32 JBC Department students. The researchers, who are in charge of the internship, have received generally favorable evaluations from the interns and the Japanese companies that accepted them regarding the method and content of the program. Of course, feedback on the internship program in Japan is also being conducted. However, there has been insufficient observation of how individual outcome or individual performance of the acquisition and improvement of individual generic skills (or social skills) or specialized skills (job skills) through the intern students' own workplaces and occupations relate to the students' employment after graduation. From the perspective of career education, this study aimed to clarify whether the various skills that intern students gained through their work or vocational experiences in Japan were utilized in their post-graduation employment, and which skills were useful. The survey was conducted via questionnaire, and the results were analyzed to consider the skills that were or were not achieved, the skills that current and former interns wanted to or should achieve, etc., and to examine the skills required for internship programs in Japan. The analysis and findings of this survey suggest that consideration should be given to internship programs that focus on social skills, while students' work and vocational experiences in Japan are closely linked to employment after graduation, so that they can be fully useful in their career development.

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**Stimuli Experienced and Emotions Elicited by HSP Learners in
Foreign Language Learning**

Ai NAKAJIMA

(Shigakkan University / Aichi University of Education)

Abstract

Generally, language learners are exposed to unfamiliar stimuli in an unfamiliar environment. While individual differences exist in how such stimuli are perceived, the presence of highly environmentally sensitive learners, known as Highly Sensitive Persons (HSP), has been overlooked in the field of second language acquisition. This study aims to understand the stimuli and emotional responses experienced by HSP learners by focusing on a female participant with an exceptionally high HSP score, as measured by the HSPS-J19 (the Japanese version of the Highly Sensitive Person Scale). The participant underwent five semi-structured interviews, each lasting one hour, totaling five hours. The narratives obtained were analyzed using the Grounded Theory Approach to trace the psychological processes involved. The results revealed that HSP learners distinguish between two types of external stimuli: simple external stimuli and emotionally evocative external stimuli. Simple external stimuli distracted the learner's focus, hindering concentration in class. In contrast, emotionally evocative external stimuli, many of which were imperceptible, triggered internal stimuli within the HSP learner, generating emotional responses. Furthermore, when internal stimuli intensified, emotions became increasingly intertwined manifesting in both positive and negative reactions characteristic of HSP. The findings of this study contribute to recognizing the unique characteristics of HSP learners and provide for incorporating them into the field of second language acquisition.