Original Paper

A Brief Review of L2MSS: Its History and Development

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Abstract

Motivation is a significant factor affecting L2 learning. It is not only the source power for L2 learning, but also a continuous driving force in the long and boring L2 learning process, which acts as the important emotional factor in sustaining learners' passion for L2. So research on L2 motivation has always been a flourishing field in SLA studies for the past five decades. Since the 1970s, more and more L2 learning researchers have turned to language learners, and learning motivation has thus become the focus of their attention. This paper summarizes the four developmental stages of second language motivation theory, combs the previous studies on L2MSS at home and abroad, and introduces the background and main contents of the L2MSS theory, as well as giving a brief comment on L2MSS as the latest development in the second language motivation research.

Keywords

L2MSS theory, L2 motivation theory, motivation

1. The Development of Researches on Second Language Motivation

Dornyei and Ushioda concluded that in the past five decades, the study of second language motivation has roughly gone through four development stages: "the social psychological period" and "the cognitive-situated period", "The process-oriented period" and the current "social-dynamic period".

Since Gardner and Lambert (1972) studied the motivations of L2 learners from the perspective of social psychology, the study of learning motivation has become an important part of L2 teaching research. The social-educational model, initiated from the late 1950s by Gardner and his associates, was one of the most influential motivation theories in the language learning field and had dominated the research agenda for nearly three decades until 1990s. The classic social-educational model distinguishes two distinct orientations in L2 learning motivation: (1) integrativeness or "willingness to be like valued members of the language community" (Gardner & Lambert, 1959, p. 271) and (2)

instrumentality, which highlights "the practical value and advantages of learning a new language" (Gardner, 1985, p. 133).

From 1960s to the early 1990s, the concepts of integrative motivation and instrumental motivation proposed by Gardner and Lambert in their "social psychological model" dominated the field of learning motivation research (Qin, 2003). However, with the increasing internationalization of English, the universalization of immigration and the diversification of culture, especially in the environment of foreign language (EFL) teaching and learning, the shortcomings and limitations of Gardner's concept of classic integrative motivation began to emerge: in the context of accelerating globalization, English as the main language of SLA no longer belonged to a certain community, nation, or group. And L2 learning was more influenced by the vision of using the L2 to realize one's ideals, and was no longer mainly driven by the L2 cultural identity and the desire to integrate into the L2 community. The dual identification of inner ideals and global identity plays a key role in the motivation of second language learning. Meanwhile, at that time the methods relating to L2 motivation researches were so single with the narrow perspective that it neglected the dynamic nature of motivation. Therefore, the traditional research paradigm shows more and more limitations in the new situation and cannot solve the new problems encountered in motivation research. It was difficult to solve the problems emerging in the subsequent researches, and new perspectives and theories were urgently needed.

By the stage of cognitive situation in the early 1990s, the study of motivation in second language acquisition gradually developed from the perspective of social psychology to contemporary cognitive psychology and educational psychology. At this stage, some scholars proposed that more extensive use of psychological theory was needed to expand Gardner's classical motivation model. Therefore, the motivational research at this stage integrated the psychological theories in the mainstream psychology field, especially the cognitive theory in educational psychology, thereby broadening Gardner's "social education model", and the study of L2 learning motivation has since entered an era of diversified development. Since then, research on second language motivation began to be carried out in the educational environment of schools and classrooms, and the combination of motivation research and school education has become a research focus.

In the 21st century, the study of motivation in second language acquisition has developed to the stage of "process oriented". At this time, researchers mainly focused on the context and dynamic aspects of learner motivation, and believe that learner motivation is not static, but a process of dynamic development. The study of L2 motivation in the process-oriented stage focuses on the dynamic characteristics and time dimension of motivation. One famous theory is that Dornyei and Ottó proposed a learning model on motivational process in 1998. This theory gives plentiful research content to motivation study. And it is closely related to classroom teaching practice, which has important pedagogical significance.

The current stage of social dynamic orientation emphasizes that under the background of globalization, the complexity of language learning and application must be fully considered, so as to conduct research on second language motivation in the context of "self" and "identity" theory. The second language motivational self-system theory proposed by the famous educational psychology expert Dornyei, which integrates self and identity theory into the research of second language motivation, reflects the research trend at this stage, and is the latest research result in the field of second language motivation, which reflects the development and innovation of second language motivation theory. Starting from the background of globalization, this theory reinterprets the "integrative" motivation with reference to the self-concept in the field of psychology, thereby making up for the shortcomings of the "social education model" proposed by Gardner and his associates, and pushing the study of second language motivation to a brand new stage.

2. Dornyei's L2MSS

2.1 Background of L2MSS

Dornyei pointed out that the emergence of L2MSS theory model is the result of two important theoretical developments. One occurred in the field of second language motivation research, that is, many scholars began to question "integrative" motivation of the classical dichotomy; the other came from the reference to the possible selves and future self-direction theory in the field of mainstream psychology.

For one thing, the classical dichotomy was facing challenges and questions at that time. The reason why the concept of "integrative" motivation proposed by Gardner et al. had its feasibility then was because there existed the French-speaking community where learners can integrate in a multicultural environment in Canada. However, in most learning situations where foreign languages are only used as a course in classroom teaching without direct communication with native speakers (for example, in countries where English is used as a foreign language, such as China and Japan), the goal of "integrative" motivation seems not that relevant, and related empirical researches in the field can also confirm this. Therefore, many scholars begun to question the validity and relevance of the "fusion" motivation, such as Coetzee-Van Rooy, Dornyei, Lamb, Warden and Lin, Yashima.

With the accelerating process of globalization and the ascending tendency of English as an Esperanto, the challenge towards the "integrative" motivation has become increasingly salient. Dornyei and Ushioda pointed out that English as an Esperanto didn't belong to language communities within a certain geographic area, especially since English has been widely used as an Esperanto and common tongue among non-native speakers around the world. So English is no longer simply used in the communication between so-called "native speakers" and "non-native speakers".

From this point of view, some concepts in the field of traditional second language motivation, such as integration into the target language population and target language culture, have already lost their

original meaning. That is because English as an Esperanto, doesn't have only one kind of its clear target population anymore, and English is actually regarded as a basic teaching skill in some areas, instead of being attached to a particular culture or community.

Dornyei began to question the concept "integrated" motivation as early as the 1990s. He believed that under the foreign language learning situation where learners are almost inaccessible to the second language community while English works as a foreign language, the feasibility of "integrative" motivation is not great. His doubts have also been responded by many scholars in academia. In a large-scale diachronic study conducted by Dornyei and his colleagues in Hungary, it was found that "integrative" motivation dominates all other motivational factors. As Ryan said, "These findings appeared in a situation where integrateive motivation is almost non-existent, and the conclusions are unreasonable. Therefore, the traditional integrative motivation needs to be reinterpreted".

As the core of the "social education model", the questioning and challenge of "integrative" motivation has inspired researchers to re-examine second language motivation and establish a more dynamic and explanatory research paradigm for second language motivation to solve the new problems encountered in the subsequent studies.

On the other hand, references were made to the theories from the mainstream psychology. Nurius defines "self" as a dynamic ability that helps people adjust in different situations. In the field of psychology, the "possible selves" theory by Markus and Nurius and the theories of "self inconsistency" and "future self-direction" by personality psychologist Higgins (1987, pp. 319-340) are all developed on the basis of self-concept.

Markus and Nurius define the possible self as "an individual's idea of who he is willing to become in the future, who he wants to be, and who he is afraid of becoming". They pointed out that the possible self has two important functions. One is to provide motivation for future behavior; the other is to provide a context for judgment and interpretation of the actual self. The possible self they proposed is how people conceptualize the unrealized possibility. In this sense, it is possible that the self as the future self-direction can explain how people develop from the present to the future, reflecting their dynamic concept of continuous development. As for Dornyei, he believed that the theory of possible self provides a powerful self-motivation mechanism with multiple applicable functions for second language motivation research.

Higgins' "self inconsistency" theory believes that human self-concept includes the following three basic components: the actual self, that is, how the individual views his or her own actual self; the ideal self, that is, the ideal characteristics that the individual hopes to have, which are related to positive results and emotions; the ought self, that is, the characteristics the individual feels that he or she should achieved, which are related to negative results and emotions. In these three components, the actual self is a person's self-concept, while the ideal self and the ought self are two kinds of self-direction. Higgins pointed out that these two kinds of self-direction are the standards that guide the real self, that is, when

the real self differs from these standards, the motivation to reduce this difference will arise, and it propels people to achieve the matching of the real self and the relevant self-direction condition. From this perspective, motivation is the result of the individual's reducing the contradiction between the ideal self and the actual self. It drives the individual to reduce the gap between the actual self and the ideal self as well as the ought-to self.

Dornyei's L2MSS theory integrates the concepts of ideal self and ought-to self into the study of second language motivation, placing "self" at the center of motivation and behavior research, which can better explain the changing process of individual motivation. This injects vitality into second language motivation research and provides a new theoretical framework for second language motivation research.

2.2 Main Contents of L2MSS

Based on the theories of "possible-selves" and "self-discrepancy", Dornyei first proposed the L2 Motivational Self System in 2005. It conceptualizes L2 learning motivation with a "self" framework that links language learning with personality changes. The system includes three dimensions: ideal L2 self, ought-to L2 self and L2 learning experience (Dornyei, 2009). The ideal L2 self refers to the ideal state of using the L2 that people want to achieve. It is positive futures image of the L2 self mainly for those who are eager to reduce or eliminate the gap between the ideal self and the real self. For example, learners who have developed a vivid ideal L2 self are likely to endeavour to learn a L2 by imaging themselves communicating fluently using the L2 in the future. The results of Tauchi's (2009) and Ryan's (2009) research on L2 self-images show that ideal L2 self is significantly correlated to integrative motivation. The ought-to L2 self refers to what people think of themselves as satisfying the expectations of others or avoiding some bad results, in this case they learn a L2 in order to avoid possible negative outcomes or to merely satisfy expectations of other important people in their lives. It is a passive self mainly imposed by external factors. Noels' (2003) and Ushioda's (2001) research shows that ought-to L2 self is strongly correlated with external motivation. The L2 learning experience refers to the learning environment and experiences in the process of stimulating L2 learning motivation. It is related to the L2 learning environment including teachers, curriculum, peer groups, curriculum and their attitudes towards L2 learning.

2.3 Commentaries on L2MSS

First, it inherited and developed traditional second language motivation theory. The L2MSS is built on the background of increasing globalization, rapid technological changes, and the situation that the traditional concept of "integrative" motivation were being questioned and challenged. It combines the previous theoretical results in the field of second language motivation and the references of "self" concept in the field of psychology. This theory makes up for the shortcomings in the "social education model" proposed by Gardner and his associates, thus pushing the study of second language motivation to a new height.

Except from that, the L2MSS theory also advances the three-level theory of motivation model and the process-oriented motivation model proposed by Dornyei.Dornyei designed a three-level theoretical framework for second language classroom teaching including language level, learner level and learning context level. This model can also be interpreted from the perspective of L2MSS. Under this theoretical framework, the second language ideal self and the ought-to self cover the language level and the learner level in the three-level theory of the motivation model, and learning contextual level is included in the second language learning experience of the new theory. The L2MSS theory creatively transforms the research perspective into the learner's internal concepts, thus emphasizing the individual's subjective initiative, and transcending the three-level theory of motivational models. Dornyei and Ottó proposed a "two-dimensional, three-stage" second language learning motivation process model, but a major flaw of this theoretical model is that it is "difficult to determine a clear starting point and ending point for behavior". The L2MSS theory has perfected the research model for process-oriented motivation. "Through the reference point relationship between reality and possible self, the starting point and ending point of motivational behavior are skillfully determined. The ideal L2 self and the ought-to L2 self are two complementary factors, and their influence on behavior is relatively easy to identify". Therefore, theL2MSS theory can better explain the relationship between motivation and behavior.

In addition, the L2MSS theory is compatible with other second language motivation theories. The new theory can also be used to explain the theoretical model of second language motivation proposed by Noels and Ushida. The ideal L2 self of L2MSS theory can correspond to "integrative orientations" of Noels' motivational mode as well as "integrative cluster" of Ushida's mode; while the ought-to L2 self can correspond to "extrinsic reasons" of Noels' mode and "external cluster" of Ushida's mode; moreover, the second language learning experience can also correspond to "intrinsic reasons" of Noels' mode and "actual learning process" of Ushida mode.

What's more, this educator-friendly system theory has a wide applicability. The L2MSS theory pays more attention to the dynamic nature of second language learning motivation. Among the three components of this new theoretical model, the second language learning experience itself is a developmental process, and the learner's ideal and ought-to L2 self are also in the process of development and change. This new theoretical framework focuses the research perspective on the learner's internal concepts, highlights the subjective initiative of foreign language learners, and opens a new way to enhance learners' interest in language learning, that is, by enhancing the learner's self-related image, creating a vivid image of the ideal language self deep down to improve the learner's own ideal self. Therefore it is an educator-friendly method. The theory put forward by Dornyei has also been verified in different cultures and language learning environments in Europe, Asia, etc., which fully demonstrates the vitality of the new theory.

It can be seen that the L2MSS theory has both inherited and innovated previous research on motivation. It critically inherited and developed the classical dichotomy model in the perspective of traditional social psychology, re-examined the studies at the cognitive-situated stage, and has expanded the process-oriented model in the motivation research, which all embodied theoretical innovation. Not only that, Dornyei also borrowed the concept of "possible self" in the field of psychology and integrated it into the study of second language motivation, reflecting the interdisciplinary thinking and the academic attitude of keeping up with the times as well as paying attention to theoretical development. This theory will undoubtedly play an important role in promoting motivation research in the future.

3. Previous Studies on L2MSS

3.1 Empirical Studies on L2MSS Abroad

Many scholars abroad have conducted theoretical or empirical studies of L2 learning motivation in the framework of the L2MSS theory for the last few years. Theoretical research is mainly to summarize or introduce the development of the L2MSS theory (Ushida & Dornyei, 2009; Dornyei, 2009), which mainly focused on the clarification of the internal components of the L2MSS and its relationship with traditional second-language learning motivation. In addition, there are a large number of empirical studies to prove the validity of the L2MSS in different linguistic and cultural contexts, that is, to explore whether it predicts the learner's motivational learning behavior.

In 2005, Dörnyei and Csizér launched a nationwide survey in Hungary. This survey is regarded as the first and most fundamental study of the L2MSS, providing data resources for the subsequent conceptual framework. More than 10,000 secondary school students participated in the survey and explored their language learning motivation by learning five target languages, including French, English, Italian, German and Russian. So far, this survey in Hungary is the largest one in the history of motivation research in L2 learning. The survey also builds the foundation for proposing of the L2MSS theory. Dornyei and Ushida also published the proceedings named *Motivation, Language Identity and the L2 Self* in 2009 detailing the theoretical and empirical research results of the L2MSS since its inception (Dornyei, 2005; Ushida & Dornyei, 2009).

Csizér and Kormos (2009) conducted a survey among Hungarian middle school students, college students and adult learners. The purpose of this study is to explore the L2 learning motivation of these three learning communities, and to find out the differences between ideal L2 self and ought-to L2 self in the L2MSS. The study proves that ideal L2 self plays a more important role in learners' L2 learning motivation. In addition, Csizér and Kormos took 202 middle school students and 230 university students as research objects in Hungary and used structural equation model to launch an empirical study. This study also confirms the reliability of Dörnyei's L2MSS.

Ryan conducted a large-scale empirical study on 2,397 English learners from 5 universities and 4 middle schools in Japan, and the results of the study are basically the same as those in Hungary. Ryan

found that the second language ideal self can be equated with the traditional "integrative" motivation, and the correlation between the two is also very high. Dornyei's ideal second language self is better and more effective than Gardner's "integrative" motivation in explaining motivational behavior.

Al-Shehri (2009) explored the relationship between ideal L2 self, imagination and visual style of Arab English learners by the means of questionnaires. The results show that a significant relationship exists between learners' ideal L2 self and their motivational behavior, and also proved that the ideal L2 self is a primary motivational factor.

Taguchi et al. (2009, pp. 66-97) conducted a questionnaire survey of nearly 5,000 English learners in three Asian countries in Japan, China, and Iran, and focused on the data composition of college students in each country sample. To validate the new theory of L2MSS, the questionnaire which is used in Dörnyei's previous study in Hungary is adopted in the research. Though correlation analysis and structural equation model, the validity of the three levels of L2MSS is verified. In addition, the reliability of Dörnyei's L2MSS has been further tested in different situations. Finally the survey determined the composition of the L2MSS of the English learners being investigated, and the system's predictability for their learning actions. Lamb (2012) surveys middle school students of three areas in Indonesia to compare the L2MSS of urban students and rural students, which he found that a positive L2 learning experience is the most predictive component of the L2 motivational self-system in predicting English learning behavior.

Papi (2010) take Iranian EFL students as research subject and finds that ideal L2 self is negatively correlated with foreign language anxiety, while ought-to L2 self is positively correlated with it. Later, Papi (2012) makes further study that investigates Iranian students again and discovers that only facilitating variables such as ideal L2 self and L2 learning experience can predict motivated L2 behavior.

The researches of Taguchi and Papi attempted to prove whether Dornyei's L2MSS theory is applicable to foreign language learning situations in three Asian countries (China, Japan, and Iran). Nearly 5,000 students from these three countries participated in this research, including middle school students, college students (English majors and non-English majors) and adult language learners. In order to achieve the purpose of verifying the new theory in different language environments, most of the questionnaire items used in this study directly borrow Dornyei's research in Hungary. The results of correlation analysis and structural equation model show that the ideal second language self can replace Gardner's "integrative" motivation; "instrumental" motivation can also be divided into two categories according to Dornyei's proposal: "facilitating instrumental motivation" and "preventive Tool Motivation". The structural equation model confirmed the validity of the three components of the L2MSS theory, and further verified the reliability of Dornyei's "L2MSS" in three Asian countries different from Hungary's learning situation.

Tae-Yong Kim (2009) has also studied in the framework of the L2MSS. In 2008, Kim conducted a 10-month semi-structured interview with two Korean overseas students. The results show that the sociocultural factors also affect ideal L2 self and ought-to L2 self. Besides, through qualitative research on Korean English learners, Kim and his colleague (2014) found that ought-to L2 self is a kind of internalized self. Under certain conditions, ought-to L2 self can convert into ideal L2 self and arouse learners' learning motivation. They also found that learning styles are closely related to the ideal L2 self and can stimulate learners' learning motivation.

In addition, Yashima (2009) conducted a questionnaire survey of 191 Japanese high school students and found that Japanese students believe that the relationship between English learning and ideal L2 self is not strong. To deepen their understanding on the L2 self, they should focus more on globalization and look for the meaning of learning English. The author believes that this is also related to the identity of high school students, their level of autonomy is not high enough, and the future expectations related to English are still confused, so their ideal second language self has little effect on motivation learning behavior. The non-conceptual external factors such as "focus on globalization" and "find the meaning of learning English" are easier for them to understand and more effective in promoting learning behavior.

Michiko (2013) conducts a questionnaire survey towards 302 Japanese college students, whose results show that the emotional factors, such as anxiety and self-efficacy may influence one's ideal L2 self. Moreover, language learning goals can become more clear through intensifying the imagination of ideal L2 self, thus learners can strengthen their confidence and motivation for language learning. Dornyei and Lteey (2013) explores the relationship between motivation intensity and mental imagery, they fords that future self-direction is closely related to subjects' learning efforts and achievements. The future self-direction can be affected by many senses, and image plays an important role in learners' future self-identity development.

Islam, Lamb and Chambers (2013) used correlation and regression analysis to conduct a survey under the background of language learning in Pakistan. The results show that L2 learning experience and ideal L2 self can make learners devote more energy to learning, which also provides support for Dörnyei's L2MSS.

Based on the L2MSS, Prasangani (2015) conducted a survey of 361 non-English major undergraduates in Sri Lanka. The purpose of this study is to explore the relationship between the three levels of the L2MSS and students' different language learning goals. The findings show that there is a positive relationship between the ideal L2 self and the participants' learning goals, which also broadens the application scope of the L2MSS.

3.2 Empirical Studies on L2MSS at Home

In China, motivation has always been a hot topic in the field of L2 learning, and a large number of researches have been carried out from various views. In recent years, the emergence of Dörnyei's

L2MSS of L2 motivation has prompted Chinese researchers to study L2 learning motivation from a new perspective.

From the theoretical level, Xu Hongchen (2009) sorted out and summarized the related researches about Dörnyei's L2MSS. Among them, he introduced L2MSS theory of Dörnyei in detail and evaluated it. Xu Hongchen pointed out that the L2MSS theory makes up for the deficiency of Gardner's motivation theory framework and goes beyond Dörnyei's three-level theory of motivation model, which will have more explanatory power for L2 learners' motivation research. Zhan Xianjun (2017) summarized the empirical studies on the L2MSS at home and abroad from 2006 to 2015, and compared these empirical studies. Based on the comparative data, he explored the development space of domestic research and predicted the research direction of the future of L2 self.

Through empirical research, Liu Fengge (2013) has conducted two major studies under the framework of Dörnyei's latest L2MSS. The purpose of this study is to verify the validity of Chinese EFL learners' L2 learning motivation in the framework of the L2MSS theory. The findings of the study are summarized as follows: (1) The theoretical framework of the L2MSS is applicable to Chinese EFL learners, and the ideal L2 self has more prominent advantages than the overall motivation of L2 learners. (2) There are differences in predicting the L2 learning motivation of students with different academic and proficiency levels in each component of the L2MSS theory. (3) Self-motivation intervention can promote the motivation of L2 learners and the proficiency of L2 to a certain extent. Liu Fengge's research is considered to be the most comprehensive and influential research on the L2MSS theory of Chinese L2 so far. His findings are of great significance to L2 teaching.

Qin Lili and Dai Weidong (2013) combined Dörnyei's L2MSS with Vygotsky's activity theory to investigate university students' English learning motivation. They adopted questionnaires, classroom observation, interviews to collect the related data. After analyzing these data, it is found that university students' learning motivation appears a dynamic trend. At different stages, their motivation is affected by different factors.

Sun Lei and Lv Zhongshe (2014) launched a large-scale quantitative study to study ideal L2 self. They surveyed 1185 students through questionnaires for testing the importance and possibility of the ideal L2 self. This study shows that learners' ideal L2 self plays a positive role in improving their English learning motivation, which also supports Dörnyei's view.

Similar to Sun Lei and Lv Zhongshe, Zhan Xianjun (2015) tested and verified the importance of the ideal L2 self in different learning groups in China. In this study, 300 non-English majors were chosen as the subjects, and the ideal L2 self was divided into two categories: the narrow sense of the ideal L2 self and the broad sense of the ideal L2 self. The findings indicate that the ideal L2 self in the broad sense is more important than the ideal L2 self in the narrow sense; the ideal L2 self can release learners' foreign language anxiety and promote learners' autonomous learning behavior.

Wang Xin and Dai Weidong (2015) have conducted an empirical study on L2 motivation strategies based on the L2MSS theory. The study was conducted among 111 freshmen of non-English majors. Qualitative methods are adopted in the study; the subjects were required to complete some written reports, oral reports, activity records and after-class interviews, as well as teachers' classroom observation notes. The results show that motivation strategy training can effectively stimulate English learning motivation, and learners' ideal L2 self-ability has been significantly improved. However, ideal L2 self is not the most important factor affecting L2 motivation, which indicates it is different from Dörnyei's opinion.

To understand the resilience effect of L2MSS, Zhan Xianjun (2018) sampled 1244 Chinese college EFL students to explore the predictive power of the three L2MSS facets for the resilience constructs. The findings show that among the three L2MSS facets, ideal L2 self and L2 learning experience predict the resilience factors more constantly and significantly than ought-to L2 self. The value of the study lies in the first construction of the subject-specific L2 academic resilience and offering some references to the resilience intervention from the possible self perspective.

Through a questionnaire survey of 294 non-English majors, Chen Ying (2019) explored the relationship among L2MSS, self-efficacy and language anxiety in Chinese college students' L2 classroom and their influence on classroom oral participation motivation and behavior. The findings of this study are as follows: (1) The three dimensions of L2MSS and self-efficacy have a direct and significant positive predictive effect on motivational behavior of classroom oral participation, among which ideal L2 self can most stimulate students' motivational behavior of classroom oral participation. (2) Ideal L2 self and ought-to L2 self plays a mediating role between self-efficacy and motivational behavior of classroom oral participation. (3) Ought-to L2 self has a positive predictive effect on language anxiety, while L2 ideal self and L2 learning experience have a negative predictive effect. The above findings have important implications for how to construct an effective college English classroom environment.

In conclusion, it can be found that the research on L2MSS theory all over the world can be categorized into three kinds. The first is the feasibility of the L2MSS in different groups of English learners; Secondly, the L2MSS's combining with other foreign language learning theoretical models, and the verification of its effectiveness; the third is the interrelationship between the three factors within the system.

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