PRE-SERVICE TEACHERS' METACOGNITIVE READING STRATEGY AWARENESS AND THEIR READING COMPREHENSION PERFORMANCE

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ABSTRACT

Although metacognition has been found to boost learners' language learning, little research has examined whether metacognitive reading strategies (MCRS) improve pre-service teachers' reading comprehension outcomes. This study investigated Moroccan pre-service teachers' awareness of MCRS and its relationship with their reading comprehension performance. A total of 180 participants from a public institution in Morocco filled in the Metacognitive Reading Strategy Questionnaire (MRSQ) and took a reading comprehension test. Mean scores were analysed to determine the frequency of metacognitive reading strategy awareness, and the Pearson product moment correlation coefficient was employed to identify the correlation between the two variables. Results indicated that pre-service teachers exhibited high awareness of MCRS. However, there was a weak positive correlation between the participants' knowledge of these strategies and reading comprehension performance, highlighting a gap between knowledge of MCRS and their application in the reading process. This suggests that although pre-service teachers showed heightened awareness of MCRS, they still did not translate this knowledge into practice. The findings indicate the importance of incorporating hands-on activities to help pre-service teachers put their knowledge of MCRS into practice to boost their

reading comprehension ability and enable them to transmit their skills to their future learners.

Keywords: metacognitive reading strategies; reading comprehension performance; pre-service teachers; reading strategy awareness; correlation design

Introduction

Reading is one of the four fundamental language skills that equips learners with a variety of tools for educational success (Ghaith & El-Sanyoura, 2019; Hedgcock & Ferris, 2018). It is a complex process that develops learners' ability to draw meaning from written words (Razkane & Diouny, 2024; Woolley, 2011). However, despite its importance for academic endeavour, understanding English reading texts remains a significant challenge for many language learners, particularly if the texts are not written in the native language of the learners. As reading comprehension is a multidimensional process, most learners usually find it difficult to decode the meaning of the text (Ahmadi et al., 2013). Additionally, Davoudi and Yousefi (2015) argued that English as a Foreign Language (EFL) learners face a number of reading problems and this includes the ineffective use of background knowledge. Within the multilingual and diglossic Moroccan context (Sayeh & Razkane, 2022), trilingual learners face even more challenges in understanding and comprehending texts.

Therefore, challenges in understanding reading texts have been extensively investigated, with research suggesting that metacognitive reading strategies (MCRS) can improve the reading comprehension performance among struggling readers (Razkane & Diouny, 2024). The MCRS are techniques used by readers to overcome reading challenges and enhance their comprehension (Al-Mekhlafi, 2018; Sutiyatno & Sukarno, 2019). Studies have consistently shown that MCRS positively influence EFL learners' reading comprehension (Dew et al., 2022; Momdjian & El Chidiac, 2024; Zhang & Guo, 2019). There are three phases to MCRS which are planning, monitoring, and evaluation (Abu-Rabia, 2018; Flavell, 1979; Teng, 2023). Each phase encompasses strategies used by readers at a specific stage during the reading process, namely, pre-reading stage, while reading stage and post-reading stage. These strategies include activating background knowledge, guessing the main idea of the text, scanning, using contextual clues to recognise unknown vocabulary, re-reading, underlining, self-assessing one's reading process, and discussing text with peers (Abu-Rabia, 2019; Razkane & Diouny, 2024). Other researchers have also demonstrated that MCRS include problem-solving strategies, global reading-strategies and support-reading strategies, which help readers make predictions about the text, navigate through the difficulties of reading, and employ general knowledge about topics to support claims (Mokhtari & Reichard, 2002).

In relation to academic context, learners' reading skills are consistently evaluated to measure their proficiency level in English. In Morocco, learners have to take a variety of reading comprehension exams throughout their academic life. Unfortunately, Moroccan learners encounter challenges in reading comprehension as they find it difficult to understand written texts (Ouchen, 2019; Razkane et al., 2023).

While some studies have examined metacognitive strategies in academic writing (EL Hosayny et al., 2025; Razkane et al., 2024), only several studies have investigated the use of MCRS and its impact on reading comprehension among learners of different education levels in the Moroccan context (Msaddek, 2020; Ouchen, 2019; Razkane et al., 2023), with most studies focusing on high school or undergraduate learners. In fact, little attention is given to gauge pre-service teachers' awareness on MCRS and how it affects their reading strategies on reading tasks.

Thus, the purpose of the study was to examine the extent to which Moroccan pre-service teachers at a public higher education institution applied MCRS and whether there was any connection between their awareness of reading strategies and reading comprehension performance. We hope that this study will contribute to a deeper understanding of MCRS in the Moroccan academic context. The findings of the study also offer insights for curriculum developers, educational interventions, and teacher training programmes to enhance reading comprehension and language learning proficiency. Thus, our study addressed the following research questions:

1. To what extent are Moroccan pre-service teachers aware of the metacognitive reading strategies they employ in reading tasks?
2. To what extent does the awareness of metacognitive reading strategies among Moroccan pre-service teachers correlate with their reading comprehension performance?

Review of Literature

Metacognition and Reading Comprehension

This study is situated within the metacognition theory, first introduced by Flavell in the 1970s. Metacognition is the process where learners monitor their cognitive abilities to achieve different learning goals (Flavell, 1979, 1987). Similarly, Ahmadi et al. (2013) and Sutiyatno and Sukarno (2019) describe metacognition as the ability to observe one's awareness of mental strategies in learning. Abu-Rabia (2019) further refers to metacognition as the capacity to engage with newly learned knowledge through metacognitive strategies. One key area where metacognition is essential is reading comprehension as it helps learners to plan, monitor, and evaluate their understanding of texts at different stages: pre-reading, while-reading and post-reading stages (Abu-Rabia & Bluestein-Danon, 2012; Flavell, 1979, Razkane & Diouny, 2024). In understanding the texts, learners may apply various strategies, such as predicting content from the title, activating background knowledge, guessing the meaning of unknown vocabulary through contextual clues, evaluating mistakes, and discussing the text with peers. In short, the use of metacognition fosters deeper and effective engagement with texts.

Flavell (1979) identified two major components of metacognition: metacognitive knowledge and metacognitive experience. Metacognitive knowledge shows understanding of strategies that enhance learning, while metacognitive experience involves an interaction between planning, monitoring and evaluation (Flavell, 1979; Mahdavi, 2014). Mahdavi (2014) explains that metacognitive knowledge consists of declarative knowledge (awareness of essential strategies to

accomplish tasks), procedural knowledge (the ability to use such strategies effectively), and conditional knowledge (the understanding of when and why to employ different strategies). In a study by Abu-Rabia (2019), metacognitive knowledge was described as the ability to detect the strategies that help learners examine their understanding of texts.

The Awareness of Metacognitive Reading Strategies

Given the important role of metacognition in reading comprehension, researchers have extensively examined how readers apply MCRS to monitor their comprehension of texts. The literature on the use of MCRS has highlighted different results ranging from those who show low application of strategies, specifically problem-reading strategies (Ganji et al., 2018; Rabadi et al., 2020) to studies which revealed that problem-solving strategies are the primary choice of language learners (Annury et al., 2019; Daguay-James & Bulusan, 2020; Ghaith & El-Sanyoura, 2019; Syatriana et al., 2024; Villanueva, 2022). A similar point was made by Shah et al. (2024) who indicated that learners were aware of all strategies, with problem-solving strategies as the most employed MCRS, followed by global-reading strategies and supporting reading strategies, respectively.

Along the same lines, Klimova et al. (2024) and Naz et al. (2024) showed that learners possess high awareness of problem-reading strategies, indicating that they favour employing these skills in comparison to others. Deliany and Cahyono (2020) revealed that learners use MCRS frequently but the use varied with gender. The most frequently used strategy among male learners was problem-reading strategies, whereas female learners employed supporting reading strategies more frequently. Soeharto et al. (2024) showed that pre-service teachers demonstrated moderate awareness of MCRS.

In another study by Bria and Mbato (2019), they found that both undergraduate and postgraduate learners were high users of MCRS. They further identified that learners employed monitoring strategies at a higher rate than planning and evaluating strategies. Sari (2016) discovered that high reading achievers utilised monitoring and evaluating reading strategies more than their counterparts. However, the results also revealed that high reading achievers employed less planning strategies than low reading achievers. In Msaddek's (2024) study, learners utilised monitoring strategies the most, followed by planning and evaluating strategies. In contrast, Razkane et al. (2023) reported that learners demonstrated low application of all phases in MCRS.

Ahmed's (2020) comparative study pointed out that undergraduates across different disciplines were moderate users of MCRS. Additionally, Al-Ahdal and Alolaywi (2022) demonstrated that Saudi learners' use of reading strategies varied across reading questions. Nilforoushan et al. (2023) argued that EFL learners' application of MCRS changed according to text types. In their study, while learners employed problem-reading strategies and global reading strategies when reading narrative and expository texts, their application of support reading strategies varied across both text types. In fact, according to Msaddek (2020), the frequency of MCRS

use among Moroccan undergraduates was less than 50%, indicating a poor application of such strategies during narrative and expository reading tasks.

Based on various studies reviewed earlier, it is evident that the findings illustrate the variability in MCRS use across different contexts. Some studies described learners as high users of reading strategies while others highlighted low use. However, while these studies investigated the use of reading strategies among learners of different education levels, there remains a lack of findings with respect to the application of MCRS among pre-service teachers. Given this gap in the literature, further investigation into metacognitive reading is essential.

Relationship Between Metacognitive Reading Strategies and Reading Comprehension

Studies have consistently revealed a positive correlation between MCRS and reading comprehension performance (Do & Phan, 2021; Haling, 2022; Konda, 2020; Maryam et al., 2018; Rastegar et al., 2017; Sariçoban & Behjoo, 2017; Soodla et al., 2016; Razkane et al., 2023; Zarei, 2018). Sariçoban and Behjoo (2017) found that successful learners' use of reading strategies correlated with their reading comprehension, and Zarei (2018) similarly reported that skilled readers used MCRS, particularly problem-solving and global strategies, more frequently than struggling readers. Halim et al. (2022) and Pahrizal et al. (2024) also showed that MCRS were positively correlated with Malaysian tertiary learners' reading comprehension. Dewi and Endarto (2022) noted that only problem-solving and global strategies were positively related to reading comprehension, while Rosnaeni et al. (2020) identified a significant correlation between learners' narrative text comprehension and their MCRS.

Conversely, Sari (2016) reported no significant correlation between pre-service teachers' use of MCRS and their reading comprehension performance. This result was supported by other studies Dang, 2024; Ganji et al., 2018; Soeharto et al., 2024). Moreover, Indonesian EFL learners' MCRS use demonstrated no relationship with respect to their reading comprehension (Kusumawardana & Akhiriyah 2022).

Generally, a number of studies highlighted the positive correlation between MCRS and reading comprehension performance. Nevertheless, contradictory results indicated that this correlation may not be similar across different learner groups. Thus, investigating this relationship among pre-service teachers is needed for further insights on strategies in predicting their reading comprehension performance.

Methodology

Research Design

The main objective of this study was to examine MCRS among Moroccan pre-service teachers at public institution of higher education. The present study adopted a correlational research design to investigate the awareness of MCRS among pre-service teachers and its relationship with their reading comprehension performance. This research design was suitable for our research objectives as it enabled researchers

to examine relationships between two or more variables, using two or more scores obtained from each participant (Creswell, 2012).

Setting and Participants

A total of 180 pre-service teachers from a public institution of higher education in El Jadida, Morocco, participated in the study. They came from various cities in Morocco: El Jadida, Marrakech, Agadir, and Casablanca. They enrolled in a Reading Comprehension I course to study the necessary strategies and skills to apply when reading academic texts. The sample of this study consisted of 124 females and 55 males between the ages of 17 and 21. All the participants were categorised as English as a foreign language (EFL) learners. Based on the Rosetta Stone placement test, the participants' English proficiency levels ranged from A2 to C1 levels. Additionally, the participants were selected using convenience sampling, a method where participants were selected according to their availability (Cozby & Bates, 2012).

Data Collection Instruments and Procedure

The current research utilised the MRSQ, validated by Abu-Rabia (2019), to measure readers' planning, monitoring, and evaluating strategies during the reading process. Also, the study employed a reading comprehension test to evaluate learners' reading comprehension performance.

The Metacognitive Reading Strategies Questionnaire

The MRSQ comprised three sections: planning, monitoring, and evaluation. Each section contained between five and eight items, rated on a five-point Likert scale from 1 (I never) to 5 (I always). The questionnaire had previously been used with Moroccan high school learners and shown to be clear, comprehensible, and appropriate for this population (Razkane & Diouny, 2024; Razkane et al., 2023). It was further piloted with pre-service teachers, and no revisions were required, as all items were judged suitable for the intended participants. A reliability analysis yielded a Cronbach's alpha of 0.77, indicating acceptable internal consistency for research purposes (Taber, 2017). The MRSQ was administered in English immediately after the English reading comprehension test to capture learners' awareness of MCRS during the test.

Reading Comprehension Test

The reading comprehension test (see Appendix 1) was drawn from a course-pack designed for the participants and was selected for its conceptual richness, expository structure, and combination of abstract and visual information. It comprised four sections targeting specific subskills: main idea identification, literal and inferential comprehension, text–diagram relationships, and interpretation of meaning. The test was aligned with Kintsch's (2018) construction–integration model of reading comprehension, which views comprehension as building coherence between text and prior knowledge, and with the PISA framework (OECD, 2019), incorporating tasks that

required locating information, making inferences, and integrating knowledge and ideas across multiple representations.

To ensure face and content validity, two applied linguistics specialists and one educational psychologist with expertise in reading assessment reviewed the test. They confirmed the appropriateness of the texts and items for key dimensions of reading comprehension, including locating information, making inferences, and integrating knowledge and ideas, and endorsed the clarity of the item wording. For construct validity, the test was piloted with 20 learners who met criteria similar to those of the main study participants and completed the test under comparable conditions. Item performance was then analysed for clarity, discrimination, and difficulty, leading to minor revisions, specifically the rephrasing of two questions on true/false and diagram comprehension to improve clarity.

As for the procedure, the participants were informed that they had two hours to complete the reading test, and the test was based on reading comprehension testing standards in academic education. Prior to the test, the participants were asked to read the text carefully and silently. They were also reminded to respond with original answers. Finally, the participants were told that their participation was voluntary, and that no identifying information would be shared.

Data Analysis

Data in the present study were analysed using the Statistical Package for Social Sciences (SPSS) version 27. Descriptive statistical procedures were used to provide details about the participants' demographic data including mean scores and standard deviations and to summarise the participants' application of MCRS. Also, among the objectives of this study were to examine the relationship between the awareness of MCRS and participants' reading comprehension performance, therefore, Pearson product moment correlation coefficient was utilised. A correlation of 0.10 indicates weak relationship, a 0.30 correlation shows a moderate correlation, and a correlation of 0.50 demonstrates a strong relationship (Cohen, 1988).

Results

This section presents the results on learners' metacognitive awareness of reading strategies and the correlation between awareness and use of the strategies.

Participants' Awareness of MCRS

Based on Oxford's (1990) classification of the mean scores of strategy awareness, there are three primary levels to describe learners' strategy knowledge: high (ranging from 3.5 to 5), medium (ranging from 2.5 to 3.4), and low (ranging from 1.0 to 2.4). The MRSQ results in Table 1 indicated that the learners demonstrated a high level of MCRS awareness. Learners' knowledge of *planning* (M = 3.77, SD = 0.650), *monitoring* (M = 3.78, SD = 0.638), and *evaluating* (M = 3.54, SD = 0.697) were relatively high. When comparing between planning, monitoring, and evaluating strategies

collectively, learners demonstrated a stronger grasp of monitoring strategies compared to planning and evaluating respectively.

Table 1

Descriptive Statistics of the Participants' Awareness of MCRS

Strategy	Mean	Std. Deviation
Planning	3.77	0.650
Monitoring	3.78	0.638
Evaluating	3.54	0.697

Participants' Reading Scores

Results also revealed that the mean score for pre-service teachers' reading performance was *M* = 11.59. The distribution of scores and its corresponding description are as follows: Below expectations (0-8), Needs improvement (9-11), Satisfactory (12-14), and Excellent (15-20). The purpose was to conduct a detailed scale anchoring analysis to describe reading performance at these benchmarks.

After the analysis, it was found that 31 or 17.22% learners scored below expectations (0-8). It represented about one-fifth of learners who took the reading test. A total of 53 learners or 29.44% needs improvement while 63 learners or 35% had satisfactory reading performance. Only 33 learners or 18.33% reached the advanced category, which was an excellent performance. Through these measures, 81.66% of the participants underperformed in their reading comprehension test. In short, the findings revealed that learners performed slightly below the average at the below-expectation category, with a *M* = 11.59 and *SD* = 3.05.

Metacognitive Reading Strategies and Reading Performance

Table 2 provides the model summary statistics for the Pearson correlation analysis, examining the relationship between reading performance (dependent variable) and the predictors.

Table 2

Results of Pearson Correlation Analysis

		Reading Scores	Planning	Monitoring	Evaluating
Reading Scores	Pearson Correlation	1	.168*	.209**	.040
	Sig. (2-tailed)		.024	.005	.599
	N	180	180	179	179
Planning	Pearson Correlation	.168*	1	.414**	.354**
	Sig. (2-tailed)	.024		.000	.000
	N	180	180	179	179
Monitoring	Pearson Correlation	.209**	.414**	1	.399**

	Sig. (2-tailed)	.005	.000		.000
	N	179	179	179	179
Evaluating	Pearson Correlation	.040	.354**	.399**	1
	Sig. (2-tailed)	.599	.000	.000	
	N	179	179	179	179

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

In Table 2, the Pearson correlation value was 0.168 which suggests a weak positive correlation between planning and reading performance ($p < 0.05$). Despite reaching statistical significance, this suggests that while planning may be related to reading skills, the relationship is minimal. Similarly, a weak positive correlation ($r = .209$) was found between monitoring and reading performance. This relationship is significant at 0.01, which indicates only a slight tendency for learners who report greater monitoring to perform marginally better on reading tasks. Unexpectedly, a very weak positive correlation was found between evaluation strategies and reading performance.

Discussion

This study revealed that pre-service teachers showed heightened levels of awareness regarding MCRS, with evaluating being the lowest and monitoring being the highest. Secondly, weak positive relations were identified between the awareness of MCRS and reading performance, with monitoring having the highest coefficient and evaluating having the lowest.

Pre-service teachers may have knowledge of MCRS and could recognise and report their awareness of these strategies when they filled in a questionnaire. This may suggest that they have theoretical knowledge of MCRS and understand their role in reading comprehension. However, their high self-reported knowledge may be affected by social desirability bias, where these participants provided responses that were in line with expected professional competencies. Furthermore, given that the data were obtained from a questionnaire rather than direct observation, there could be a gap between these pre-service teachers' perceived and actual awareness of MCRS in real reading tasks. These findings corroborated the outcomes of several studies including those of Klimova et al. (2024), Naz et. (2024), and Shah et al. (2024), whose participants reported using MCRS at high rates. Moreover, while our study reported higher level of metacognitive awareness among pre-service teachers, Soeharto et al. (2024) found moderate level of awareness of these strategies. With regard to inter-comparison within MCRS, the findings obtained in the current study perfectly matched the outcomes of Bria and Mbato (2019), who studied metacognitive strategies among undergraduate and postgraduate pre-service student teachers and reported comparable internal patterns across MCRS dimensions.

However, the present findings also contradicted other studies such as Razkane et al. (2023), who found that learners exhibited low use of metacognitive reading strategies. This difference in outcomes can be attributed to the study context

and population. Razkane et al. (2023) study was conducted among a cohort of high school learners while our study was situated within tertiary education among pre-service teachers. Due to the nature of the training received by pre-service teachers and their academic background, they could have developed a theoretical knowledge of these strategies and grasped the crucial role of MCRS in reading comprehension. Additionally, the cognitive maturity and academic expectations of the two groups differ, which may also contribute to the variation in reported strategy knowledge and awareness.

Learners' Awareness of MCRS and Reading Performance

Initially, the results of the current study showed weak positive relationship between metacognitive reading strategies and reading performance. This finding concur with Haling (2022), Saricoban and Behjoo (2017), and Maryam et al. (2018), who concluded that learners with higher use of metacognitive reading strategies tend to perform better at reading tasks. In other words, increasing learners' metacognitive awareness may positively affect their reading comprehension skills.

The weak positive correlation can be interpreted by learners' lack of effective execution of metacognitive reading strategies despite their strong awareness. This interpretation is further supported by findings from literature and theory. Based on the metacognition theory, although learners possessed declarative knowledge (being aware of MCRS), they still lacked procedural knowledge (performing MCRS). This disparity between awareness and effective utilisation of metacognitive strategies can also stem from learners lacking prior knowledge and exposure regarding these strategies.

Conclusion

The current study aimed to examine Moroccan pre-service teachers' reading meta-cognitive awareness and its relationship with reading comprehension outcomes. The findings revealed that although the pre-service teachers showed a high level of MCRS awareness, a weak positive correlation was found between the participants' knowledge of these strategies and their reading comprehension performance, highlighting a discrepancy between declarative knowledge of MCRS and their actual use in the reading comprehension process.

Given that the participants demonstrated strong knowledge of MCRS but did not perform well in the reading comprehension test, explicit reading-strategy programmes should focus on practical implementation of MCRS to help pre-service teachers translate their knowledge of MCRS into practice. This could be achieved by not only providing hands-on activities and guided practice but also by offering reflective exercises. Apart from that, pre-service teacher education training programmes should involve more scaffolding techniques and consistent practice of MCRS to guarantee that they internalise these strategies and are able to apply them effectively when reading challenging texts. Additionally, continuous formative assessments should evaluate not only pre-service teachers' knowledge of MCRS but also their effective application of these strategies. This could be achieved by using

think-aloud protocols, and self-reflection reading comprehension tasks. Furthermore, teacher training programmes should be redesigned to equip educators with the essential skills and knowledge to teach MCRS successfully, thereby enabling them to support learners' reading comprehension development. Regular training, reading-strategy-based workshops, peer discussions, and supervisors' mentoring can reinforce the application of MCRS in reading comprehension and teaching.

The study is not without limitations. One major limitation is the reliance on self-reported data and a reading comprehension test. Future research can benefit from data triangulation by using qualitative instruments, such as semi-structured interviews, and/or think-aloud protocols to gain deeper insights into learners' actual use of MCRS during the reading process. Additionally, multiple reading comprehension tests measuring various reading skills and cognitive abilities can be used in future research to identify the subtle role of MCRS on these skills and abilities. Last but not least, the study followed a correlational research design, future research can use quasi-experimental studies to investigate the true impact of MCRS on reading comprehension.

Lastly, the main takeaway from this study is that there is a disconnect between declarative knowledge and actual practice regarding MCRS. This disconnect underscores a crucial point, namely, knowing about MCRS does not guarantee learners' application of such strategies when dealing with reading comprehension tasks. Additionally, the results show that future teachers are not ready to support their future learners' reading development. That is, if pre-service teachers are unable to apply MRCS themselves, they may find it challenging to teach these strategies to their learners. This necessitates pre-service teacher programmes that integrate MRCS training into their coursework as well as practical classroom experiences, ensuring that future teachers are equipped not only to understand effective reading strategies but also to model and teach them effectively.

Research Ethics

The study was approved by the Ethics Committee on June 20, 2024 based at the Faculty of Humanities, Chouaib Doukkali University, Morocco, and all procedures adhered to the ethical standards of the institution.

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Appendix 1

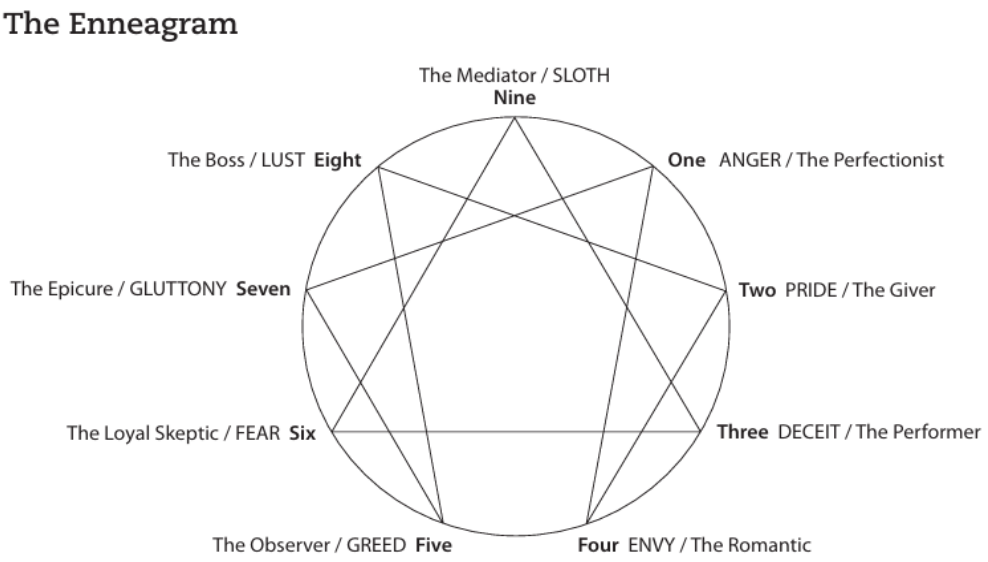
The Reading Comprehension Test

The Enneagram: Understanding our personalities

No two people are the same. Even identical twins with the same genetic makeup are distinct in their thoughts, feelings, and behaviour. The differences that make us unique are referred to as personality, which the Oxford Dictionary defines as "the characteristics or qualities that form a person's character." Here are thousands of interesting personality traits, but more fascinating is what actually makes us think, feel, and behave the way we do.

The oldest theory of personality can be credited to the Roman surgeon Galen of Pergamon. Humorism, which was considered more an explanation of what causes disease, dominated Western thinking until the twentieth century, when psychology emerged and personality became the subject of scientific study. The controversial nature-nurture theory explains personality in terms of the influence of genetics (what we inherit from our parents) and our environment (our upbringing, culture, education, experiences, and so on). People have also been classified as Type A (active, outgoing, extroverted) and Type B (passive, withdrawn, introverted), or according to a five-factor model of extraversion, agreeableness, conscientiousness, neuroticism, and openness.

An ancient system rooted, the Enneagram (Greek ennea for "nine" and grammos for "point"), identifies nine major aspects of being. Unlike other personality theories, the Enneagram offers a model that symbolises the unfolding of human consciousness. As individuals, we are born with one temperament or type, but we can see ourselves to some extent in all nine. Each type does not operate in isolation from the others.



As the diagram **illustrates**, each type is joined to the others by lines that indicate which types actively influence the predominating type under stressful or secure circumstances. When under stress, a Nine type, for example, will behave like a Three, and in a secure situation, like a Six. Additionally, each type has two **adjacent** wings, one of which will act as a complement to the personality. A Nine has either a stronger Eight or a stronger One wing; a Four, a more dominant Three or Five wing; and so on. In some cases, both wings exert an equal influence, and in others they may exert minimal influence, or none at all. In addition to wings, each type consists of three subtypes that relate to issues in relationships: intimate and one-to-one, social, and self-preservation.

I. What is the main idea of the passage?

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II. Determine whether the following statements are true (T) or false (F), based on the text. Justify your answers in your words.

a. The Enneagram theory argues that each personality type operates in isolation from the others.

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b. An Eight type behaves like a Five type under stress, and in secure situations behaves like a Two type.

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c. Galen of Pergamon's theory of humorism influenced Western thinking about personality until the 20th century.

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d. Wings in the Enneagram always influence a person's primary type equally.

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III. Describe the relationship between the title of the text and the diagram.

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IV. What does the author mean in the following statement:

"Unlike other personality theories, the Enneagram offers a model that symbolises the unfolding of human consciousness."

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