

# **القراءة لأجل المتعة بين طلبة الكليات العراقية الدارسين اللغة الإنجليزية كلغة أجنبية**

**المدرس الدكتور**

**هدى فالح حسن الخفاجي**

**الجامعة العراقية – كلية التربية للبنات**

**Reading for pleasure among Iraqi college  
EFL students**

**Inst. Huda Falih Hasan Al Khafaji, PhD**

**Al Iraqiya University , College of Education for Women ,  
Department of kindergarten and Special Education**

### المستخلص

جريت هذه الدراسة لبحث ممارسات القراءة لأجل المتعة والتي تقوم بها عينة من العراقيين من طلاب الجامعات العراقية والدارسين اللغة الانكليزية كلغة أجنبية ، وكذلك تبحث هذه الدراسة ما تفضل تلك العينة قراءته لأجل الاستمتاع . وقد تم بحث هذا الموضوع بالنظر لأهميته ولانه لم يتطرق الباحثون ولم تتقدم أي دراسة من قبل تخص دراسة ممارسات القراءة من أجل المتعة التي يقوم بها العراقيون من طلاب الجامعات العراقية والدارسين اللغة الانكليزية كلغة أجنبية وما يفضلها الطلبة قراءته لأجل المتعة .

ولتحليل المعطيات الكمية الناتجة من الاستبانة فقد تم استخدام احصائيات وصفية مستخدمة التكرارات والنسب المئوية ، وظهرت النتائج أن غالبية المشاركين يقرأون اسبوعياً للمتعة وانهم يفضلون كلمات الاغاني ، وكتب الخيال والمقالات المنشورة على وسائل التواصل الاجتماعي والمواقع الالكترونية .

كما ظهرت النتائج أن بعض المشاركين يقرأون من ساعة الى ساعتين اسبوعياً وهناك القليل منهم يقرأ من أربع الى خمس ساعات اسبوعياً .

الكلمات المفتاحية : القراءة – المتعة – طلاب الجامعات العراقية – الدارسين باللغة الإنجليزية – اللغة الأجنبية .

### Abstract

This study was carried out to explore the pleasure reading practices and preferences of sample Iraqi college EFL students. This study seeks to fill the gap in researchs concerning pleasure reading in Iraq since the Iraqi college EFL students' practices and preferences of reading for pleasure have not been explored yet. To do this, the study employed a questionnaire for collecting data. A sample of 177 Iraqi college EFL female students of department of English language of College of Education for Women of Al Iraqyia University in Baghdad volunteered to fill in the questionnaire. Descriptive statistics using frequencies and percentages were used to analyze the quantitative data from the questionnaire. The findings indicate that the majority of the participants read for pleasure weekly. It was also found that the participants preferred to read song lyrics, books of fiction, and articles posted on social media or websites over other types of reading texts. The research findings also showed that some of the participants read 1-2 hours per week and very few of the participants read 4-5 hours weekly. All the participants faced problems when practicing reading for pleasure and these difficulties can be attributed to several factors, such as watching TV/DVD/online.

Key words : reading , pleasure , Iraqi university students , students in English , foreign language .

## 1. Introduction

Reading for pleasure is a method of teaching reading which urges language learners to read a lot of material in the target language. It refers to "reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, [and] to build up knowledge of vocabulary and structure" (Richard and Schmidt, 2002, p 193-194). Krashen (2004) calls it free voluntary reading and defines it as "reading because you want no book reports, no questions at the end of the chapter" (Krashen, 2004, p.1). Davis (1994) and Bamford and Day (2004) use the term extensive reading to refer to reading for pleasure. In this type of reading, as Bamford and Day (2004) explain, students select what they read freely without their instructor's supervision; they intend to gain general understanding and pleasure from the text. Susser and Robb (1990) mention that learners read the material which they choose individually and they do not discuss what they read in the class. Bamford and Day (2004) describe the material used in pleasure reading as easy and covering various types of topics. Bamford and Day (2004) also state that for the successful achievement of pleasure reading, students are urged to read individually, silently, and fast without using a dictionary since "it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess the few unknown language items they may meet" (Bamford & Day, 2004, p.2). Bamford and Day (2004) add that students "read as much as possible" (Bamford & Day, 2004, p.2), and to gain the advantages of reading for pleasure, it is preferable that students read a book per week. Hafiz and Tudor (1989) point out that reading for pleasure is not accompanied by any productive activities or follow up tasks.

According to Bamford and Day (2004), reading for pleasure has several advantages for learners. It helps learners to "become better and more confident readers, they write better, their listening and speaking abilities improve and their vocabularies get richer" (Bamford & Day, 2004, p.1).

In spite of the great benefits that reading for pleasure brings to language learners, little is known about the pleasure reading practices and preferences of Iraqi college EFL students. The hope to ascertain the current state of reading for pleasure among Iraqi college EFL students led to a growing interest to investigate the reading habits and preferences of a sample of Iraqi college EFL students with respect to pleasure reading.

This study seeks to fill the gap in research concerning pleasure reading in Iraq since, as far as the researcher knows, no to up to date study has been conducted to explore the pleasure reading practices and preferences of Iraqi college EFL students. Thus, the present study aims:

- (1) to examine whether a sample of Iraqi college EFL students reads for pleasure,
- (2) to investigate what types of materials a sample of Iraqi college EFL students reads for pleasure and what topics a sample of Iraqi college EFL students enjoys reading,
- (3) to identify the amount of time that a sample of Iraqi college EFL students spends on reading for pleasure per week during the year,
- (4) to examine whether a sample of Iraqi college EFL students read for pleasure in English only, their mother tongue only, English and mother tongue, or other languages,
- (5) to find out the factors hindering a sample of Iraqi college EFL students from reading for pleasure, and
- (6) to investigate what a sample of Iraqi college EFL students recommends for improving reading for pleasure in their college.

More specifically, this study addresses the following research questions:

1. Does a sample of Iraqi college EFL students read for pleasure?
2. What types of materials does a sample of Iraqi college EFL students read for pleasure?
3. What types of topics does a sample of Iraqi college EFL students like to read for pleasure?
4. What language does a sample of Iraqi college EFL students read in?
5. How much time does a sample of Iraqi college EFL students spend on reading for pleasure per week during the year?
6. What are the main factors hindering a sample of Iraqi college EFL students from reading for pleasure?
7. What does a sample of Iraqi college EFL students recommend for enhancing reading for pleasure in their college?

## **2. Review of the Literature**

Students' pleasure reading preferences and practices have been examined by three studies (Nippold, Duthie & Larsen, 2005; Hussain & Munshi, 2011; Kavi, Takie & Bugyei, 2015) worldwide and one study (Al Seyabi & Al Rashdi, 2016) in the Arab Homeland.

Nippold et.al. (2005) find that the sample of middle and high school students in Western Oregon mostly enjoyed activities like "listening to music, going to concerts, and playing computers or video games"

(Nippold et.al., 2005, p.93). For those students, "Reading was moderately popular" (Nippold et.al., 2005, p.93) and their reading preferences were "magazines, novels, and comics, least popular were plays, technical books and newspapers" (Nippold et.al., 2005, p.93). Nippold et.al. also discover that "Interest in pleasure reading declined during this age range (11-15) years and boys were more likely than girls to report that they spend no time reading for pleasure" (Nippold et.al., 2005, p.93).

Hussain and Munshi (2011) find that the reading interests of 387 Pakistani secondary school students were "books on religion, literature, novels, magazines and story & romantic books" (Hussain & Munshi, 2011, p.429). Other reading preferences of the participants were "reading newspapers, travelling stories, and scientific books, autobiographies and literature poetry and drama" (Hussain & Munshi, 2011, p.429). The study (2011) also uncovers several factors hindering those students from pleasure reading, for instance "high costs of books, context and circumstances, availability of books, time and their management ability, examination and academic workload, lack of guidance, personal interest and their study circles or groups" (Hussain & Munshi, 2011, p.429).

Kavi et.al. (2015) reveal that many of the 87 of the junior high school students in Ghana do not engage in reading for pleasure and the main reason for that was watching TV.

Al Seyabi and Al Rashdi (2016) find that out of 300 Omani grade ten students, only 53% "read once a semester and they often read the same type of genre" (Al Seyabi & Al Rashdi, 2016, p.93).

The review of the literature shows that in spite of the usefulness and the positive features of pleasure reading, it is not a students' popular preference and students do not utilize it appropriately for their academic and lexical development.

### **3.Research Methodology**

#### **3.1 The participants**

The population of the present study was 177 Iraqi college EFL female students of department of English language of College of Education for women of Al Iraqyia University in Baghdad. They were of different age groups. To illustrate, 94.9% of the participants were between (18-29) years, 4% were between (30-39) years, and 1.1% was between (40-49) years.

The participants were not from one academic college stage, they would rather from different stages. Their stage distribution included the following: 36.7% were from the first stage, and 34.5% were from the

second stage. The participants from the third and the fourth stages were 15.8% and 13.0% respectively.

### **3.2 The Research Instrument**

The instrument designed, especially, for this study is a two-page questionnaire (the Student Questionnaire) (see Appendix A), and it is about students' practices and preferences of reading for pleasure. It is constructed and based on Nippold et.al. (2005) and Kavi et.al. (2015). It consists of two sections, namely, general and demographic information and questions. The questions have mainly aimed at identifying the students' practices and preferences of reading for pleasure. These questions are close-ended and open-ended ones with multiple response choices.

### **3.3 The Research Procedure**

To ensure the content validity of the questionnaire used in this study, a panel of experts in applied linguistics reviewed the primary version of the questionnaire and changes were made in the survey based on their feedback. To ensure reliability, the validated questionnaire was tested by conducting a pilot study from 1 to 30 February, 2018. A reliability analysis was used to ascertain the reliability of the questionnaire and it yielded a Cronback Alpha 7.2 for the questionnaire items. The study was conducted during the month of April, 2018 and the participants were asked to complete the two-page questionnaire. The data collected by the student questionnaire were calculated by the Statistical Package for Social Sciences (SPSS) (14.0). The demographic information and all other questions of the student questionnaire were coded and entered into SPSS. After entering the data obtained by the questionnaire, descriptive statistics (frequencies and percentages) were calculated for the demographic information and the questions addressing the students' practices and preferences of reading for pleasure.

## **4. Data Analysis and Results**

Section four reports the data analysis and the results of the current study. The results obtained from analyzing the data collected by the student questionnaire are presented. They are presented with regard to the following points:

1. Students' reading for pleasure.
2. Types of materials read by students.
3. Non- fiction genres read by students.
4. Fiction genres read by students.
5. Language which students use to read for pleasure.

6. Numbers of hours spent on reading for pleasure per week.
7. Barriers to reading for pleasure.
8. Suggestions for improving reading for pleasure.

#### 4.1 Students' practices and preferences of reading for pleasure

##### 4.1.1 Students' reading for pleasure

Question 1 (Q1) reads, *Do you read for pleasure?* The results of question 1 showed that 82.5% of the participants said that they read for pleasure and that 17.5% reported that they did not engage in reading for pleasure (see Table 1).

**Table 1** Students' reading for pleasure (percentages)

Question no.	Yes	No
Q1	82.5	17.5

##### 4.1.2 Types of materials read by students

Question 2 (Q2) reads, *What types of materials do you like to read for pleasure?* The results of question 2 showed that song lyrics (20.3%) was the most common material for reading followed by magazines (print or digital) (19.1%), books of fiction, including e-books (18.2%), and articles posted on social media or websites (17.9%). For the participants, Books of non-fiction including e-books (13.8%) and news (print or digital) (9.7%) were the least popular reading materials. Three students representing (9%) mentioned that they were also interested in reading religious books (see Table 2).

**Table 2** Types of materials read by students (percentages)

Question No.	Books non-fiction including e-books	Books fiction including e-books	News (print or digital)	Magazine (print or digital)	Articles posted on social media or websites	Song lyrics	Others
Q2	13.8	18.2	9.7	19.1	17.9	20.3	9

### 4.1.3 Non-fiction genres read by students

Question 3 (Q3) reads, *What non-fiction topics do you read?* The results of question 3 showed that the non-fiction topics read by a large proportion of students were health and fitness (29.6%), cooking (26.8%), and travel (18.7%). Whereas, the least common non-fiction genres read by the students were sports (10.0%), about Iraq (8.7%), and politics and current affairs (3.7%). Eight participants representing (2.5%) reported that they preferred reading other topics that were about Islam and methods of teaching (see Table 3).

**Table 3 Non-fiction genres read by students**

Question No.	About Iraq	Health and fitness	Politics and current affairs	Travel	Cooking	Sports	Others
Q3	8.7	29.6	3.7	18.7	26.8	10	2.5

### 4.1.4 Fiction genres read by students

Question 4 (Q4) reads, *What fiction genres do you read?* The results of question 4 revealed that a large proportion of the students in this study preferred to read fiction genres such as romance and love stories (30.8%), science fiction (15.9 %), and fantasy (15.6%). In contrast, a low proportion of the participants were interested in reading topics like horror (14.0%), humorous stories and jokes (12.7%), and mysteries (11.0%) (see Table 4).

**Table 4 Fiction genres read by students (percentages)**

Question No.	Mysteries	Humorous stories and jokes	Science fiction	Horror	Romance and love stories	Fantasy
Q4	11	12.7	15.9	14	30.8	15.6

### 4.1.5 Language which students used to read for pleasure

Question 5 (Q5) reads, *What language do you read in?* The results of question 5 showed that of the participants, 55.5% read in English and mother tongue languages. Among the respondents, 33.5% read in English only and 8.2 % read in mother tongue only. Very low proportion of the participants representing 2.7% read in other languages like Kurdish and Turkish (see Table 5).



**Table 5 Language which students used to read for pleasure  
(percentages)**

Question No.	English only	Mother tongue only	English and mother tongue	Others
Q 5	33.5	8.2	55.5	2.7

#### 4.1.6 Numbers of hours spent on pleasure reading per week

Question 6 (Q6) reads, *How much time do you spend on reading for pleasure per week during the year?* The results of question 6 showed that on the one hand, 33.0% of the students read 1-2 hours per week and 17.6% and 13.6% respectively spent 2-3 hours and 3-4 hours per week on reading for pleasure. On the other hand, a low proportion of the participants (11.4%) read for enjoyment less than one hour per week and 9.7% read more than 5 hours. The students in this study who did not spend any time on reading were 8.0%. The lowest proportion of the participants (6.8%) was those who read 4-5 hours per week (see Table 6).

**Table 6 Numbers of hours spent on pleasure reading per week**

Question No.	0 hours	Less than one hour	1-2 hours	2-3 hours	3-4 hours	4-5 hours	More than 5 hours
Q6	8	11.4	33	17.6	13.6	6.8	9.7

#### 4.1.7 Barriers to reading for pleasure

Question 7 (Q7) reads, *If you don't read for pleasure, what are the factors hindering you from reading for pleasure?* The results of question 7 showed that the participants experienced some difficulties with pleasure reading. These difficulties were watching TV/DVD/ online videos (31.4%), internet and digital devices that distract the participants from reading (17.3%), finding no time to read (16.1%), having home assignment giving by lecturers (11.8%), and the participants read all day at college so they don't want to read when they get home (10.2%). Other factors affecting the participants' practices of pleasure reading were playing sports/games (6.3%), having no access to pleasure reading materials (3.5%), listening to radio/audio books (2.4%), and doing other duties at home such as cooking and cleaning (1.2%) (see Table 7).

**Table 7 Barriers to pleasure reading (percentages)**

Question No.	Playing sports/games	Watching TV/DVD/Online videos	Having home assignment giving by lecturers	Having no access to pleasure reading materials	Internet and digital devices distract participants from reading	The participants prefer listening to radio/audio books to reading	Finding no time to read	The participants read all day at college so they don't want to read when they get home	Others
Q7	6.3	31.4	11.8	3.5	17.3	2.4	16.1	10.2	1.2

**4.1.8 Suggestions for improving reading for pleasure**

Question 8 (Q8) reads, *How might your college better encourage reading for pleasure?* The results of question 8 showed that of the participants, 28.3% suggested providing more book collections, 27.6% offered the suggestion of starting reading clubs, 26.9% reported that they wanted a separate room devoted to read for pleasure, and 17.2% proposed providing more access to reading materials (see Table 8).

**Table 8 Suggestions for improving reading for pleasure**

Question No.	Providing more book collections	Offering a separate room devoted to read for pleasure	Starting reading clubs	Providing more access to reading materials
Q8	28.3	26.9	27.6	17.2

This section included a detailed description of the results of this research. Section five presents the discussion and conclusion of the study.

**5. Discussion and Conclusion**

Section 5 provides answers to the research questions of this investigation ( see Section 1) by comparing and discussing the results of the quantitative (the student questionnaire) research method. This section also draws a conclusion based on the findings of this research. In

addition, it discusses the main findings of the present study in relation to earlier studies (see Section 2). The results of this study showed the following:

**5.1 Summary of the main findings**

1. High percentage (82.5%) of the students participating in this study engaged in reading for pleasure weekly.
2. For the participants, song lyrics were the most preferred type of reading material followed by magazines, books of fiction, and articles posted on social media and websites.
3. Non-fiction topics like health and fitness, cooking, and travel were reported by the participants to be more enjoyable genres to read than other topics.
4. Over thirty per cent of the participants reported that romance and love stories were the most preferred fiction genre for reading followed by science fiction and fantasy.
5. Over fifty per cent of the students in this study read in English and mother tongue and 33.5% read in English only.
6. Concerning the time spent on reading for pleasure, the highest percentage (33.0%) of the participants read 1-2 hours per week and just 6.8% read 4-5 hours weekly.
7. Watching TV/ DVD/ online videos was mentioned by 31.4% of the participants to be the main barrier to reading for pleasure followed by other hindrances, such as internet and digital devices, finding no time to read, and having home assignment giving by lecturers.
8. The participants in this investigation provided three equally vital suggestions for improving pleasure reading practices at their college. These suggestions were the following: providing more book collections, starting reading clubs, and offering a separate room devoted to read for pleasure.

**5.2 Discussing the findings of the present study in relation to previous studies**

Concerning students' reading for pleasure, a previous study conducted by (2011) by Glibert and Fister found that the majority (93.0%) of the college students participating in that study (2011) engaged in reading for pleasure. The findings (see Sub-Section 5.1, No.1) of the current investigation lent support to Glibert and Fister's study (2011). In contrast, the finding of the present study did not confirm what other studies ((Nippold et.al., 2005; Hussain & Munshi, 2011; Kavi et.al.,

2015; Al Seyabi & Al Rashdi, 2016) reported that reading for pleasure declined, and that students either rarely read or did not read for pleasure.

Concerning types of materials read by students, an outcome of a previous study (2015) by Kavi et.al. revealed that the reading materials which the participants most preferred were textbooks. The finding (see Sub-Section 5.1, No.2) of this study did not conform to the finding of the research done by Kavi et. al. (2015).

Concerning the non-fiction topics read by students, the finding (see Sub-Section 5.1, No.3) of the current investigation did not lend support to the finding of Al Seyabi and Al Rashdi (2016) who reported that the Omani grade ten students read the same genre during a semester.

Concerning the fiction genres read by students, a finding of a pervious study (2011) by Hussain and Munshi revealed that the respondents preferred to read the following: books on Islam, literature, novels, magazines, and story and romantic books over other types of texts. The finding (see Sub-Section 5.1, No.4) of this study conformed to the finding of the research done by Hussain and Munshi (2011).

Concerning barriers to reading for pleasure, a finding of a pervious study (2015) done by Kavi et.al. indicated that watching TV. was the major hindrance to the students' pleasure reading practices in a junior high school in Ghana. The finding (see Sub-Section 5.1, No.7) of the current investigation lent support to the finding of Kavi et.al. (2015).

### **5.3 Conclusion**

Findings of this research indicate, generally, that the participants engaged in reading for pleasure weekly. They preferred to read song lyrics, books of fiction, and articles posted on social media or websites over other types of reading texts. They most enjoyed reading non-fiction topics like health and fitness, cooking, and travel. They also liked to read fiction genres and they most preferred reading romance and love stories, besides, science fiction and fantasy. Some of the participants read in English and mother tongue, and others read in English only. Some of the participants read 1-2 hours per week and very few of the students in this study read 4-5 hours weekly. All the participants faced problems when reading for pleasure that can be attributed to several factors, such as watching TV/DVD/online videos, internet and digital devices, finding no time to read, and having home assignment giving by lecturers. Finally, to improve the students' practices of reading for pleasure at college, the participants offered the following three vital suggestions: providing more

1. Do you read for pleasure?( that is, reading that is not part of your job or school requirements but is for your own enjoyment).  
(   ) yes                      (   ) No
2. What types of materials do you read for pleasure? (Check all that apply)  
(   ) Books- non-fiction, including e-book  
(   ) Books-fiction, including e-book  
(   ) News (print or digital)  
(   ) Magazines (print or digital)  
(   ) Articles posted on social media or websites  
(   ) Song lyrics  
(   ) \_\_\_\_\_ Others (please specify.....)
3. What non-fiction topics do you like to read? (Check all that apply)  
(   ) About Iraq  
(   ) Health and fitness  
(   ) Politics and current affaires  
(   ) Travel  
(   ) Cooking  
(   ) Sports  
(   ) \_\_\_\_\_ Others (please specify.....)
4. What fiction genres do you like to read? (Check all that apply)  
(   ) Mysteries  
(   ) Humorous stories and jokes

**Reading for pleasure among Iraqi college ..... (802)**

- ☐ Science fiction
  - ☐ Horror
  - ☐ Romance and love stories
  - ☐ Fantasy
  - ☐ ( ) Others (please specify.....)
5. What language do you read in?
- ☐ English only
  - ☐ Mother tongue only
  - ☐ English and mother tongue
  - ☐ ( ) Others (please specify.....)
6. How much time do you spend on reading for pleasure per week during the year?
- ☐ 0 hours
  - ☐ Less than one hour
  - ☐ 1-2 hours
  - ☐ 2-3 hours
  - ☐ 3-4 hours
  - ☐ 4-5 hours
  - ☐ Less than 5 hours
7. If you don't read for pleasure, what are the factors hindering you from reading for pleasure? (Check all that apply)
- ☐ Playing sports\ games
  - ☐ Watching TV/DVD/Online videos
  - ☐ Home assignments giving by lecturers
  - ☐ Having no access to pleasure reading materials
  - ☐ Internet and digital devices distract me from reading
  - ☐ I prefer listening to radio/audio books to reading
  - ☐ I can not find time to read
  - ☐ I read all day at college so I don't want to read when I get home
  - ☐ ( ) Others (please specify.....)
8. How might your college better encourage reading for pleasure? (Check all that apply)
- ☐ College should provide more book collections.
  - ☐ College should offer a separate room devoted to read for pleasure.

**Reading for pleasure among Iraqi college ..... (803)**

- ( ) College should start reading clubs.  
( ) College should make reading compulsory in the academic curriculum.  
( ) College should provide more access to pleasure reading materials.  
( ) Other suggestions ( please specify )

.....  
.....  
.....  
.....  
...

**Thank you for participation**

**References**

- Al Seyabi, F. & Al Rashdi, S. (2016). A closer look at Omani public schools: Current practices and teachers' perceptions. *English Language Teaching*, 9 (8). 93-105. Retrieved in 16 of April 2019 from <http://dx.doi.org/10.5539>
- Bamford, J. & Day, R. (Eds.) (2004). *Extensive reading activities for language teachers*. Cambridge: Cambridge University Press.
- Davis, C. (1996). Extensive reading: An expensive extravagance? *ELT Journal*, 49 (4). Retrieved in 15 of December 2019 from <http://eltj.oxfordjournals.org/>
- Gilbert, G. & Barbara, F. (2011). Reading, risk, and reality: College students and reading for pleasure. *College & Research Libraries*, 72 (5) , 474-495. Retrieved in 3 of March 2020 from [https://www.researchgate.net/publication/272643334\\_Reading\\_Risk\\_and\\_Reality\\_College\\_Students\\_and\\_Reading\\_for\\_Pleasure](https://www.researchgate.net/publication/272643334_Reading_Risk_and_Reality_College_Students_and_Reading_for_Pleasure)
- Hafiz, F & Tudor, I. (1989). Extensive reading and development of language skills. *English Language Teaching Journal*, 43 (1). 4-13
- Hussain, I. & Munshi, P. (2011). Identifying reading preferences of secondary school students. *Creative Education*, 2 (5). Retrieved in 20 February 2020 from <http://www.researchgate.net>
- Kavi, R.K; Takie, S. N.B.& Bugyei, K. A. (2015). Reading for pleasure among junior high school students: Case study of the Saint Andrew's Anglican Complex junior high school, Sekondi. *Library of Philosophy and Practice* (e-journal), 1234, 1-19. Retrieved in 12 December 2019 from <http://digitalcommons.uni.edu/libphilprac>
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2<sup>nd</sup> Ed). United State of America: Stephen D. Krashen
- Nippold.M.A; Duthie, J.K. & Larsen, J. (2005). Literacy as a leisure activity: Free-time preferences of older children and young adolescents. *Language*,

**Reading for pleasure among Iraqi college ..... (804)**

*Speech and Hearing Services in Schools*. 36. 93-102. Retrieved in 16 of April 2019 from <http://www.researchgate.net/>

- Richard, J.C. & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*, (3rd ed.). London: Pearson Education.
- Susser, B & Robb, T.N. (1990). EFL extensive reading instruction: Research and procedure. *JALT Journal*, 12 (2).1-19. Retrieved in 1 January 2020 form [www.cc.kyoto-su.ac.jp](http://www.cc.kyoto-su.ac.jp)