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**| RESEARCH ARTICLE**

## **A systematic Review of Studies on Adult Reading Practices, Interests, Habits and Challenges**

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**| ABSTRACT**

This study presents a systematic review (SR) of eleven studies conducted by the author over a twenty year period (2004–2023), offering a comprehensive and longitudinal examination of adult L1 recreational reading in Arab contexts. Collectively, these studies provide an integrated view of adult reading practices, interests, habits, motivation, challenges, literacy campaigns and reading promotion programs. The corpus was organized into four thematic clusters: (i) digital reading, social media, and contemporary reading behavior; (ii) reading interests, preferences, and popular genres and topics; (iii) literacy campaigns and reading promotion programs; and (iv) reading challenges and the broader decline of reading culture. Across the corpus, findings consistently show that although adults show a clear preference for specific genres, particularly fiction, entertainment oriented topics, and self development materials, actual engagement in recreational reading remains limited. This gap between interest and practice is affected by a number of structural, cultural, and technological barriers such as the dominance of entertainment driven media environments, the persistent misalignment between school curricula and college students' reading interests, and the limited role of families and communities in cultivating and enhancing reading habits. Despite these constraints, the review identifies promising strategies for enhancing reading culture, including the strategic use of digital reading tools, community based reading initiatives, and successful national literacy campaigns worldwide. By consolidating two decades of research within a coherent author bounded corpus, this SR fills a critical gap in global L1 recreational reading scholarship, where adult reading—particularly in Arabic—remains significantly under examined. The findings underscore the need for multi level interventions that integrate educational reform, digital literacy development, family and community engagement, and sustained policy support. Strengthening adult recreational reading is not only a cultural priority but also a foundation for lifelong learning, personal development, and societal well being. Thus, this SR contributes a regionally grounded yet globally relevant perspective, offering insights that can inform future research scope, guide educational and cultural practice, and support national efforts to cultivate a long-term reading culture across the Arab world.

**| KEYWORDS**

Systematic Review (SR), recreational reading, Al-Jarf reading research program, adult readers, reading practices, reading habits, reading interests, adult literacy, reading promotion programs, reading challenges

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### **1. Introduction**

Recreational reading<sup>1</sup>, also known as leisure reading, pleasure reading, free voluntary reading, and independent reading, is self-selected reading of a continuous text for a wide range of personal, social or emotional purposes. It may occur inside or outside school settings, at any time and is driven by the reader's own interests and choices. Readers select from a wide range of extended texts as narrative fiction, nonfiction, picture books, e-books, magazines, social media content, blogs, websites, newspapers, comic

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<sup>1</sup> [Leisure reading](#)

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books, and graphic novels. Recreational reading is typically intrinsically or socially motivated and is widely recognized as a pleasurable activity that contributes to personal well-being<sup>2</sup>.

Recreational reading has numerous benefits<sup>3</sup>. It allows readers to choose what, when, and where to read, enabling them to pursue personal passions. It encompasses diverse materials—from fiction and nonfiction to blogs and graphic novels—and supports mental and personal growth by enhancing vocabulary, improving comprehension, and fostering empathy. It also provides stress relief, functioning as a form of cognitive restoration, and helps cultivate lifelong reading habits that extend beyond formal educational contexts.

A large body of research investigated recreational, leisure, pleasure and extensive reading among students and adults including several systematic reviews (SRs). One group of SRs focused on general reading habits among students across different educational levels and regions such as: reading habits and attitudes among university students (Alsaeedi et al., 2021); reading habits among students in Malaysia (Baharuddin & Kadir, 2015); factors influencing reading habit among Malaysians (Hassan Mohammed et al., 2019); reading habits of students in secondary and upper secondary education (Kú Santana & Alcocer Vázquez, 2025); reading habits among Indonesia students in the era of technology (Wiranatha & Santosa, 2024); and the systematic decline in reading habits (Hungund, 2025). These SRs document global patterns, declining trends, and factors shaping students' reading habits.

A second group of SRs explored reading for pleasure more directly, emphasizing motivational and emotional dimensions of reading. These include studies on recreational reading promotion and academic libraries' mission (Camargo-Rojas, 2024); the cognitive and emotional benefits of recreational book reading (Laermans et al., 2020); reading for pleasure (Vogrinčič Čepič et al., 2024); and adult fiction reading and readers' advisory services (Moyer, 2005). Together, these SRs underscore the central role of pleasure reading in fostering lifelong reading habits and supporting well-being.

Another line of SRs examined demographic influences on reading such as gender differences in leisure reading habits (Jabbar & Warraich, 2023). The study shows that demographic variables (e.g., gender) influence reading preferences and engagement. Another line of SRs has examined demographic influences on reading, such as gender differences in leisure reading habits (Jabbar & Warraich, 2023), showing that variables such as gender shape reading preferences and engagement.

Additional SRs have focused on adult reading, literacy, and learning, including adult basic education under WIOA Title II (Cherewka & Prins, 2023), learning technologies for adult literacy (Moore et al., 2023), literacy development in adult second-language learners (Piccinin & Dal Maso, 2021), component reading skills in struggling adult readers (Tighe & Schatschneider, 2016), interventions in adult literacy and numeracy (Torgerson et al., 2005), and affective literacy for adult migrants (Toscano-Fuentes et al., 2024). These studies broaden the scope beyond students and highlight reading as a lifelong skill shaped by the needs of adult learners, migrants, and individuals with low literacy.

Further SRs addressed critical reading, reading engagement, and cognitive skills, such as SRs of reading engagement (Lee et al., 2021) and critical reading in higher education (Li & Wan, 2022). These studies focus on how people read, not just whether they read, emphasizing cognitive and engagement-related processes essential for academic success.

Despite this wide-range of SRs, there is a significant gap in the literature. Although global research has extensively examined reading for pleasure in Western and East Asian contexts, adult recreational reading, especially in Arabic, remains unexplored. Few SRs focus specifically on recreational, leisure, pleasure, or extensive reading among adult readers and college students, particularly within L1 Arabic contexts. This SR aims to address that gap by synthesizing findings from eleven studies by the author conducted over two decades (2004-2023), offering a comprehensive view of adult recreational reading practices, interests, habits, motivation, challenges, literacy campaigns and reading promotion programs.

This SR is significant both regionally and globally, as it represents the first comprehensive synthesis of adult L1 recreational reading in Arab contexts, documenting what adults read and the factors that shape their reading behaviors and practices. It positions the review as a foundational reference for future research in the region and beyond. By moving beyond individual reading habits to examine digital reading behaviors, media influences, sociocultural barriers, curriculum misalignment, international literacy campaigns, and structural challenges in publishing and translation, the review offers a broad, ecosystem-level perspective that enriches global understanding of recreational reading as a sociocultural and policy-shaped practice. It lays essential groundwork for cross-cultural comparisons, intervention studies, digital-reading research, and longitudinal tracking of adult reading habits,

<sup>2</sup> <https://libguides.library.nd.edu/leisure-reading#:~:text=Hesburgh%20Library%20collection,-,What%20is%20leisure%20reading?,pleasurable%20activity%20for%20the%20reader.>

<sup>3</sup> <https://www.literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf>

creating a scholarly foundation upon which future researchers can build. Drawing on a coherent corpus spanning two decades, the review captures long-term patterns and shifts in reading habits, interests, and challenges—an achievement rarely possible in recreational-reading research, which is typically fragmented across multiple authors and contexts. By highlighting the unique interplay of culture, media, education, and policy in Arab reading practices, this review contributes non-Western, non-English, and culturally specific evidence to global reading scholarship, a contribution increasingly valued in international research.

Furthermore, this SR is significant because it is part of a broader series of SR/MA projects by the author, that has so far included the following SRs/MAs of studies on teaching reading in Arabic to grades 1–12: Textbooks, skills, and learning outcomes (Al-Jarf, 2026); an interpretive SR of a researcher's contributions to EFL reading instruction with a focus on themes, methods, and pedagogy (Al-Jarf, 2026b); translation error studies (Al-Jarf 2026a); mobile apps for developing multiple language skills in EFL (Al-Jarf 2026c); studies on pronunciation instruction and practice in L2 (Al-Jarf 2026d); Arabic–English transliteration of personal names and public signages (Al-Jarf 2026e); children's language acquisition and development in Saudi Arabia (Al-Jarf 2026f); classroom practices, writing enhancement and creativity among EFL struggling students (Al-Jarf 2026g); collaborative learning and teaching in digital environments (Al-Jarf 2026h); the effectiveness of mind-mapping on multiple English language skills in the Saudi context (Al-Jarf 2026i); an integrative analysis of inadequate staffing and large class sizes in Saudi EFL and translation programs (Al-Jarf 2026j); innovative word formation and pluralization processes in Arabic (Al-Jarf 2026k); 2024–2025 studies on AI Arabic translation, linguistics and pedagogy (Al-Jarf 2026l); and a self-review of ESP research across specialized and underexplored domains (Al-Jarf, 2026m); a review of three decades of ESP innovative research across specialized and underexplored domains (Al-Jarf, 2026n).

## **2. Methodology**

### **2.1 Study Corpus**

The final corpus consists of eleven studies published between 2004 and 2023 across international journals and conferences. In addition, the corpus includes three analytical articles published in *Aḥwāl al-Ma'rīfah*, a specialized reading and knowledge magazine issued by King Abdulaziz Public Library in Riyadh. Although these articles appear in a magazine format, they were selected for inclusion because they present empirical data, national statistics, and analytical discussions on reading habits, literacy challenges, and cultural influences. Their relevance, depth of analysis, and institutional credibility justified their integration into the thematic clusters.

To be included in the SR, they meet the following criteria: (i) The study must be authored or co-authored by Reima Al-Jarf. (ii) Participants must be adults or college students. (iii) The study must address L1 reading for pleasure, recreational reading, reading interests, reading habits, reading motivation, extensive reading, or reading technologies, reading challenges, adult illiteracy, reading promotion programs. (iv) The study must have been published between 2004 and 2023, representing the full span of the author's reading-related work. (v) Publications may include peer-reviewed journal articles, conference papers, specialized reading magazines, and empirical or conceptual studies. (vi) Studies published in English or Arabic were eligible, and full texts had to be accessible for analysis. The studies were subsequently categorized into thematic clusters.

#### **Cluster 1: Digital reading, social media, and contemporary reading behaviors**

This cluster focuses on digital platforms, online distractions, and shifts in reading behavior across time (pre-, during, and post-pandemic). These studies examine how digital environments shape the reading habits of educated Arabs. Studies included:

- *Digital reading among educated Arabs (Al-Jarf, 2023b)*
- *Reading habits and motivation among educated Arabs in the age of social media (Al-Jarf, 2023f)*

#### **Cluster 2: Reading interests, preferences, and popular reading topics**

This cluster examines preferred genres, magazines, and reading topics, and explores how globalization influences reading choices. These studies investigate what adults choose to read and the motivations behind these choices. Studies included:

- *Educated Arabs' reading interests and preferences before, during and after the pandemic (Al-Jarf, 2022c)*
- *Favorite magazines and reading topics among Arab female college students (Al-Jarf, 2023c)*
- *Reading interests of university female students in Saudi Arabia (Al-Jarf, 2022f)*
- *What college students read in the globalization era (Al-Jarf, 2004b)*

#### **Cluster 3: Reading Challenges and the Decline of Reading Culture**

This cluster addresses the decline in reading behavior, the influence of media, the rise of superficial knowledge, and broader cultural and educational changes. These studies highlight obstacles to reading and factors that weaken reading practices in Arab societies. Studies included:

- *Weakness in general reading and the role of satellite tv channels in superficializing youth knowledge (Al-Jarf, 2006c)*
- *Arabs: a nation that does not read (1) (Al-Jarf, 2006a)*

- *Arabs: A nation that does not read (2) (Al-Jarf, 2006b)*

#### **Cluster 4: Literacy Campaigns and Reading Promotion Programs**

This cluster focuses on global literacy campaigns, national reading programs, and international models that may inform reading promotion efforts in Arab contexts. These studies highlight successful literacy initiatives and strategies for fostering reading habits.

Studies included:

- *Examples of successful literacy campaigns in the world (Al-Jarf, 2005a)*
- *Reading promotion programs in south korea (Al-Jarf, 2005b)*

#### **2.2 Eligibility (Inclusion & Exclusion) Criteria**

Studies were excluded if they met any of the following criteria:

- **Duplicate studies of previously published work** without adding new data or analysis as *what college students read in the globalization era (Al-Jarf, 2004b)*; *what college students read in the global age (Al-Jarf, 2004c)*; and *what our youth read in the age of globalization (Al-Jarf, 2004d)*.
- **SRs and MAs not relevant to adult reading as an SR and meta-analysis of children's language acquisition and development in EFL in Saudi Arabia (Al-Jarf, 2026)**; *teaching reading in Arabic to grades 1–12: Textbooks, skills, and learning outcomes (Al-Jarf, 2026)*; *an interpretive SR of a researcher's contributions to EFL reading instruction with a focus on themes, methods, and pedagogy (Al-Jarf, 2026b)*.
- **Studies that analyze teaching L1 reading in school textbooks for Grades 1-12** as: *quality in teaching reading to high school students (Al-Jarf, 2019a)*; *reading lesson design in junior and senior high school reading textbooks in Arabic Arabia (Al-Jarf, 2003)*; *text structure instruction in junior and senior high school reading textbooks (Al-Jarf, 2002)*; *advance organizers in elementary, junior and senior high school reading textbooks in Arabic Arabia (Al-Jarf, 2001a)*; *cohesion skill instruction in junior and senior reading textbooks in Arabic Arabia (Al-Jarf, 2001b)*; *context analysis skills instruction in elementary, junior and senior high school reading textbooks in Arabic Arabia (Al-Jarf, 2001c)*; *study skills instruction in junior and senior reading textbooks in Arabic Arabia (Al-Jarf, 2001e)*; *an arabic word identification diagnostic test for the first three grades (Al-Jarf, 1995)*; *analysis of Arabic first, second and third grade students' errors in word identification (Al-Jarf, 1994)*; *classification of word identification exercises in elementary school reading textbooks in Arabic Arabia (Al-Jarf, 1992)*; *a model for a reading lab for Arabic students (Al-Jarf, 1989a)*; *classification of reading comprehension questions in elementary basal readers in Arabic Arabia (Al-Jarf, 1989b)*; *first, second and third grade students' word identification difficulties (Al-Jarf, 2018)*; *developing reading and literacy skills in Arabic Arabia (Al-Jarf, 2007a)*.
- **Studies where reading in EFL is a partial component such as decoding.** Examples are: *Text-to-speech software for promoting EFL freshman students' decoding skills and pronunciation accuracy (Al-Jarf, 2022f)*; *the effects of listening comprehension and decoding skills on spelling achievement of EFL freshman students (Al-Jarf, 2005c)*; *the relationship among spelling, listening, and decoding skills in EFL freshman students (Al-Jarf, 2005d)*; *deviant Arabic transliterations of foreign shop names in Arabic Arabia and decoding problems among shoppers (Al-Jarf, 2022a)*; *effects of online collaborative activities on second language acquisition (Al-Jarf, 2009a)*; *differential effects of the iPad on first and second language acquisition by Saudi children during the Covid-19 pandemic (Al-Jarf, 2021b)*; *impact of the iPad on Saudi young children in the home environment as perceived by their mothers (Al-Jarf, 2021f)*; *how parents promote English and Arabic language proficiency in elementary school children in Saudi Arabia (Al-Jarf, 2022f)*.
- **The author's studies on teaching reading in Arabic as a foreign language as:** *Evaluation of Russian Arabic language teaching textbooks in the light of CEFR criteria (Al-Jarf & Mingazova, 2020)*.
- **The author's studies on teaching both Arabic and English to Saudi children as:** *differential effects of the iPad on first and second language acquisition by Saudi children during the Covid-19 pandemic (Al-Jarf, 2021b)*; *impact of the iPad on Saudi young children in the home environment as perceived by their mothers (Al-Jarf, 2021f)*; *English language education at the elementary school level in Saudi Arabia: A parents' perspective (Al-Jarf, 2022d)*; *how parents promote English and Arabic language proficiency in elementary school children in Saudi Arabia (Al-Jarf, 2022f)*. *digital reading among children in Arabic Arabia (Al-Jarf, 2023a)*; *Arabic websites for pre-school children (Al-Jarf, 2004a)*.
- **The author's studies on other Arabic skills, such as** *are Arabic YouTube videos narrated by artificial intelligence suitable for training foreign students in listening skills (Al-Jarf, 2026)*; and *preparing high school students for the university and life after graduation (Al-Jarf, 2023d)*.

- **Unpublished manuscripts (theses and dissertations) on reading in EFL** as an ethnographic study of reading comprehension instruction in EFL classrooms in secondary schools in Saudi Arabia (Al-Jarf, 1986).
- **The author's studies that focus on EFL reading materials** as: enhancing EFL students' reading and appreciation skills with mobile fiction apps (Al-Jarf, 2022g); mobile fiction apps for enhancing EFL college students' reading and appreciation skills (Al-Jarf, 2022g); enhancing EFL freshman students' reading skills with inspirational quotes (Al-Jarf, 2021c); teaching English with linguistic landscapes to Arabic students studying abroad (Al-Jarf, 2021e); how much material do EFL college instructors cover in reading courses? (Al-Jarf, 2021d); developing and testing reading skills through art texts (Al-Jarf, 2011).
- **The author's studies that focus on specialized reading texts and skills in EFL** as: can ESL students identify emphatic features of advertisements? (Al-Jarf, 2025); problems of identifying lexical and syntactic features of legal documents by undergraduate EFL students (Al-Jarf, 2023e); EFL students' difficulties with lexical and syntactic features of news headlines and news stories (Al-Jarf, 2021c); processing of advertisements by EFL Arab college students (Al-Jarf, 2007c); processing of cohesive ties by EFL Arab college students (Al-Jarf, 2001d); bridging the gap in reading for specific purposes (Al-Jarf, 2013a).
- **The author's studies on combining reading with other skills in EFL** as developing students' global awareness in EFL reading and speaking (Al-Jarf, 2022b); enhancing reading and speaking skills in EFL through multicultural children's short stories (Al-Jarf, 2015); enhancing freshman students' performance with online reading and writing activities (Al-Jarf, 2013b); making connections in reading instruction (Al-Jarf, 2008).
- **The author's studies on extensive reading in EFL** as: promoting EFL secondary students' extensive reading skills (Al-Jarf, 2009c); teaching extensive reading to EFL secondary students online (Al-Jarf, 2009d).
- **The author's studies on technology-enhanced reading instruction in EFL** as: collaborative mobile ebook reading for struggling EFL college readers (Al-Jarf, 2021a); teaching reading to EFL freshman students with mind-mapping software (Al-Jarf, 2021g); teaching reading to EFL Arabic students online (Al-Jarf, 2019b); integrating Elluminate in EFL reading instruction (Al-Jarf, 2014b); enhancing freshman students' performance with online reading and writing activities (Al-Jarf, 2013b); integrating RCampus in college reading and writing for translation students (Al-Jarf, 2010b); reading in the app store (Al-Jarf, 2012); maximizing ESL freshman readers' skill with online instruction (Al-Jarf, 2009b); impact of blended learning on EFL college readers (Al-Jarf, 2007b); enhancing EFL students' reading skills with online videos (Al-Jarf, 2010a); collaborative mobile ebook reading by translation students (Al-Jarf, 2014a).
- **The author's studies on EFL reading assessment:** testing reading for specific purposes in an art education course for graduate students in Saudi Arabia (Al-Jarf, 2021f); what teachers should know about reading tests (Al-Jarf, 2017).

### **2.3 Corpus Characteristics**

The final corpus consisted of eleven studies authored by Reima Al-Jarf between 2004 and 2023. Because the dataset represents a closed, author-bounded research program spanning two decades, it is both comprehensive and internally coherent, reflecting the author's scholarly trajectory in adult recreational reading practices, interests, motivation, habits, challenges, literacy campaigns and reading promotion programs. Although the studies vary in focus, they share a consistent analytical orientation and rely on comparable data-collection approaches.

Across the corpus, data were descriptive, obtained from: (1) Twitter threads, hashtags and unsolicited responses to Twitter-based surveys; (ii) questionnaire-surveys and interview with female college students; (iii) reading rates in the Arab world based on figures from UNESCO and the Human Development Report Statistics; (iv) documentary and web-based data collection methods such as Korean governmental websites, Ministry of Culture, the Ministry of Tourism, the Korean Publishers Association, and major publishing institutions such as the Kyobo Book Center. Additional data were obtained from online articles, statistical reports, and descriptions of national reading initiatives, including book festivals, reading campaigns, library programs, and media-based reading promotion efforts. on secondary data extracted from official online sources and institutional publications.

Together, these methods produced a coherent body of evidence on adult reading practices in Arab and international contexts. To facilitate synthesis, the eleven studies were organized into four thematic clusters, each representing a distinct dimension of the research program. Collectively, these clusters provide an integrated overview of the author's contributions to L1 adult recreational reading. Overall, the corpus reflects a longitudinal, methodologically coherent body of work that traces the evolution of adult reading practices over time.

## 2.4 Information Sources

The information sources for this SR were limited to platforms that index the author's complete scholarly output. No external database search was required, as the aim was not to identify all global studies on adult recreational reading, but rather to synthesize all studies related to adult recreational reading within a single, self-contained research program. All records were retrieved from publicly accessible academic platforms in which the author's publications are fully archived. These sources include Google Scholar, ResearchGate, Semantic Scholar, Academia.edu, SSRN, ERIC, EBSCO, ProQuest, and institutional repositories such as King Abdul-Aziz and King Fahad Public Library repositories. Collectively, these platforms provide full coverage of the author's publications across journals, specialized magazines, conference proceedings, and digital repositories. All included and excluded studies were verified manually to ensure accuracy, remove duplicates, and confirm alignment with the eligibility criteria described in Section 2.2.

## 2.5 Data Extraction and Synthesis

Because the corpus represents a single author's research program, the methodological framing and analytical categories were highly consistent across the included studies. This consistency minimized coding discrepancies and enabled a coherent synthesis of findings spanning 2 decades of research.

Data extraction and synthesis followed an integrated, multi-stage procedure tailored to the descriptive and heterogeneous nature of the included studies. For each study, information was extracted directly from the full text, including: publication year; domain (e.g., recreational reading frequency, reading interests, reading habits, reading genres, reading motivation, reading promotion programs, literacy campaigns); participant characteristics (adults and college students); methodological approach (qualitative and quantitative analysis); data sources (frequency counts and percentages); and key findings related to reading interests, habits, motivation, frequency, topics/genres, reading challenges, and adult illiteracy. These categories were selected to support thematic synthesis and cluster-level comparison rather than effect-size calculation, as the corpus consists predominantly of qualitative, descriptive studies on recreational reading. All extracted information was entered into a structured matrix to ensure consistency across studies and to enable systematic comparison. Manual coding was employed to preserve conceptual accuracy and to classify each study according to the recreational reading aspect it addressed.

Data synthesis proceeded in three stages. First, all studies were grouped into four thematic clusters based on their primary focus: (i) digital reading, social media, and contemporary reading behavior; (ii) reading interests, preferences, and popular reading topics and genres; (iii) literacy campaigns and reading-promotion programs; and (iv) reading challenges and the decline of reading culture (see Section 2.1). This clustering enabled synthesis within conceptually unified domains while preserving the distinct contributions of each study. Second, studies within each cluster were compared according to their targeted reading variables, data sources, recurring patterns, and pedagogical implications. Third, findings were synthesized across clusters to identify broader patterns in adult recreational reading.

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## 2.6 PRISMA Flow Description

Because this SR is based on a closed, predefined corpus of eleven studies published by the author between 2004 and 2023, the PRISMA (Preferred Reporting Items for SRs and MA's) flow reflects a streamlined identification and screening process. All publications within this time frame were retrieved from the academic platforms listed in Section 2.4 and manually screened for relevance. Each record was assessed against the eligibility criteria, and studies were excluded if they were duplicates; if they focused on L1 reading textbooks for Grades 1–12; if Arabic reading constituted only a partial rather than a primary focus; if they addressed teaching Arabic as a foreign language; or if they examined reading in both L1 and foreign-language contexts, including reading in EFL.

Following full-text evaluation, only studies directly addressing adult recreational reading, reading habits, interests, motivation, reading-promotion programs, literacy campaigns, and reading challenges were retained. The final set of studies was then organized into four thematic clusters for synthesis. Accordingly, the PRISMA flow documents the progression from the initial identification of all publications within the author-bounded corpus, through screening and eligibility assessment, to the final inclusion of studies that directly contribute to the analysis of recreational reading, reading promotion, literacy-development programs, and reading challenges.

### **3. Results**

#### **3.1 Overview**

The results of this SR synthesize findings from eleven studies examining adult recreational reading. The analysis is organized around the four thematic clusters, allowing the results to highlight both the distinct contributions of individual studies and the cross-cluster patterns that characterize the author's research program. Across the corpus, the studies consistently identify and analyze key recreational reading variables, including reading interests, habits, motivation, frequency, genres, reading promotion, literacy-development programs, and reading challenges.

This overview presents the major trends emerging from the corpus, illustrating how each thematic cluster contributes to understanding adult reading practices. It also shows how the studies collectively document the nature of recreational reading among adults, the factors that shape it, and the broader cultural and educational contexts in which these practices occur.

#### **3.2 Study Characteristics**

The corpus consisted of eleven unique studies distributed over 4 thematic clusters. Findings of each cluster are presented below.

##### **Cluster 1: Digital reading, social media, and contemporary reading behaviors**

###### **Digital reading among educated Arabs (Al-Jarf, 2023b)**

The study analyzed 437 unsolicited responses to questions, hashtags, and threads by 272 educated Arabs who are Twitter users (81% males; 19% females). It was found that 71.5% of Twitter users in the sample read traditional printed books; 28.5% read digitally and use digital reading technologies; 15% listen to audiobooks, 6.5% use Kindle, and 7% use e-Ink, Audible, Storytel, Feedly, text-to-speech software (Read Aloud, Natural Reader Pro and Kurzweil 1000), Instapaper, Evernote, **Raindrop**, **Pocket**, Siri, eBooks, Artificial Intelligence (AI), Tarteel, Wajeez, *Sibawayh* Reader, and Screen Readers such as JAWS, Window Eyes, VoiceOver, Thunder, and HAL by blind students. Digital readers in this study use smart phones, iPads, tablets, and computer screens and are familiar with digital document formats such as Pdf, Epub, Mobi, IPA and AZW. Despite the widespread access to digital devices in the Arab world, the percentage of digital readers is low, suggesting limited familiarity with digital reading resources and technologies. Participants explained their reading preferences and described when, where, and how they use digital media.

###### **Reading habits and motivation among educated Arabs in the age of social media (Al-Jarf, 2023f)**

Unsolicited responses to a Twitter survey from 172 male and female adult Arabs with different ages, educational levels and areas of specialty showed that 13.5% use reading technologies, 15% prefer to listen audiobooks, and 71.5% read paper books. 16% read an hour a day; the majority read less than an hour a day and 13% read whenever they can. Some read 10 pages a day; others finish three chapters/articles a week; 14% read before bedtime; 15% listen to audiobooks while driving, working out, walking, cooking, and running errands; 5% read during wait times; 4% read before they start work; 3% read during their break at work; 3% read in the afternoon; 3% read after sunset prayer, and over the weekend. Some carry their Kindle device with them and read anywhere. To reduce distractions, 23% set a specific time for reading; 12% stay away from their smart phones or turn their mobiles to the silent mode; 6% read in a quiet place; 6% use a timer; 3% drink coffee to focus; 2% listen to music; and some use a pencil and paper to take notes and underline. No significant differences were found the type of material read, reading technologies and applications they use, how much time they allocate to reading, where they read, how they reduce distractions, how they motivate themselves to read, their reading rituals and how they interact with the reading material among the respondents in terms of gender, area of specialty, educational level.

##### **Cluster 2: Reading interests, preferences, and popular reading topics**

###### **Educated Arabs' reading interests and preferences before, during and after the pandemic (Al-Jarf, 2022c)**

Twitter threads, hashtags, surveys and responses to the question "What are you currently reading" showed that educated Arabs prefer novels/fiction (31.5% before and 41.5% during the Pandemic); Islamic books (22.5% before and 12% after); self-development books (12.5% before and 20% during); 80.7% preferred to read paper books and 19.3% preferred electronic books. In most surveys, 50%-60% of the respondents do not read at all. In 2 surveys, 76%-80% do not read. During the Pandemic, 32.5% read 5 books and 38.5% read more than 20 books. The status of reading after the Pandemic was like that before it (43.4% did not read). 31% of college students read nothing outside their course textbooks. To enhance students' reading interests, preferences and the types and amounts of books read, the study recommended using book clubs, BookTok, encouraging students to visit libraries, using online courses, blogs, and mobile apps for discussing books read, integrating global topics into the school and college curriculum.

###### **2, 3, 4) Favorite magazines and reading topics among Arab female college students (Al-Jarf, 2023c); reading interests of university female students in Saudi Arabia (Al-Jarf, 2022e) Eurasian; what college students read in the globalization era (Al-Jarf, 2004b)**

Questionnaire surveys with female college students at King Saud University revealed that 77% read women's magazines, 77% preferred fashion and make-up topics, and 66% read about movies, singers, and actors. Only 24% read poetry, and 1-4% read

religious, educational, literary, political, computer-related, or historical articles. Analysis of school reading textbooks showed that: 10% of texts were Quranic verses and Hadith; 29% covered Islamic history; 13% addressed general topics; 11% focused on classical literature. Students' reading preferences aligned more closely with satellite TV and social media content than with school reading materials. The studies recommended redesigning reading curricula, diversifying reading texts, integrating global topics, using digital reading tools, and encouraging library visits, book fairs, and extensive reading from early grades.

### **Cluster 3: Reading challenges and the decline of reading culture**

#### **1) Weakness in general reading and the role of satellite TV channels in superficializing youth's knowledge (Al-Jarf, 2006c)**

Based on figures from UNESCO and the Human Development Report, the article examines the crisis of declining reading rates in the Arab world. About 40% of Arab students read their textbooks or specialized references only. Authorship and translation movements suffer from severe weakness compared to countries like Greece and South Korea. The study also highlights the role of satellite channels in superficializing youth knowledge, as 77% of female university students are interested in on entertainment magazines, fashion, and beauty, compared to very low percentages for political and historical topics, compared to very low interests in religious (4%), literary (2.6%), political (2%), and historical (1%) topics. The study recommended curriculum development and training in speed and electronic reading.

#### **2, 3) Arabs: a nation that does not read 1 & 2 (Al-Jarf, 2006a; Al-Jarf, 2006b)**

These two articles examined structural, cultural, and educational factors contributing to low reading rates. Illiteracy exceeded 40% in 2000, and the translation output across all Arab countries was significantly lower than in smaller nations such as Greece. Surveys showed that 40% of university students do not read at all beyond textbooks, or only read within their specialization. The studies highlighted the limited role of families, schools, and media in fostering reading habits, the dominance of entertainment-oriented satellite channels, the absence of home libraries, and the lack of reading-friendly environments. Comparisons with South Korea and the United States illustrated how national reading cultures can be cultivated through libraries, public campaigns, and educational reforms. The articles concluded that Arab schools often promote rote memorization rather than reading for knowledge, resulting in graduates who are culturally and linguistically underprepared.

### **Cluster 4: Literacy Campaigns and Reading Promotion Programs**

#### **1) Examples of successful literacy campaigns in the world (Al-Jarf, 2005a)**

This study reviewed literacy-eradication efforts in 16 countries including the United States, Russia, China, North Korea, South Korea, Vietnam, India, Bangladesh, Indonesia, Pakistan, Tibet, Nepal, Nigeria, Panama, Brazil, and Mexico, and identified success factors, strategies, and obstacles facing adult literacy programs. It also showed how Arab countries can benefit from these international experiences.

#### **2) Reading promotion programs in south korea (Al-Jarf, 2005b)**

This study described South Korea's extensive reading-promotion initiatives. In 2003, the number of new book titles published was 35,371, with 111,450,224 printed copies and a publishing market of \$2.3 billion. To encourage the publishing and printing movement, the Korean government allocated \$8 billion and developed a draft law to revitalize the printing industry. The Ministry of Tourism and Youth announced plans for the Youth's Reading Movement as distributing book coupons. The Ministry of Culture, the Korean Publishers' Association, the Kyobo Book Center, the Culture Train, the Subway Book Fair held the Grand Book Festival, translated Korean literature into other languages, created a huge database for Korean public libraries, ran campaigns by the publishers' consortium, and produced television programs.

## **4. Discussion**

### **4.1 Meta-Conclusion**

Across the eleven studies included in this SR, a clear and coherent picture emerges regarding the state of recreational reading in L1 among adults and college students. Despite differences in context, methodology, and data sources, the studies collectively reveal stable patterns in reading habits, interests, motivation, preferred genres, digital reading behaviors, and the sociocultural factors that shape reading engagement in Arab societies.

Together, the four thematic clusters: digital reading, social media, and contemporary reading behavior; reading interests, preferences, and popular reading topics and genres; reading challenges and the decline of reading culture; literacy campaigns and reading-promotion programs, reflect the full ecosystem of recreational reading. They span individual reading practices (habits, preferences, genres, motivation), cultural influences (family, school, media, technology), and broader societal dimensions (literacy campaigns, reading-promotion initiatives, and national reading cultures).

Collectively, the corpus demonstrates that recreational reading among adults is shaped by a complex interplay of personal choice, technological affordances, educational experiences, and cultural environments. The studies also highlight persistent challenges

such as low reading frequency, limited engagement with serious topics, and the dominance of entertainment-oriented media, while simultaneously pointing to promising strategies for strengthening reading practices through targeted literacy campaigns and reading-promotion programs.

This meta-conclusion provides the foundation for the deeper interpretive analysis that follows, where the implications of these patterns are examined across educational, cultural, and technological dimensions.

#### **4.2 Meta-Interpretation**

The synthesis of findings across the eleven studies reveals a complex and multilayered landscape of recreational reading among adults and college students in Arab contexts. Although each study addresses a different dimension of reading, digital practices, reading interests, cultural challenges, or literacy-promotion efforts, their convergence offers a deeper understanding of how recreational reading is shaped, sustained, or hindered across personal, educational, and societal levels.

A central pattern emerging from the corpus is the persistent dominance of print reading despite widespread access to digital devices. Even among educated adults who actively use social media, digital reading remains limited, suggesting that technological availability alone does not necessarily transfer to digital reading engagement. This finding aligns with broader global research showing that digital reading requires not only access but also familiarity, motivation, and supportive reading environments. The studies collectively indicate that digital reading in Arab societies is still emerging rather than fully integrated into everyday reading practices.

Another conclusion is that reading interests and genre preferences consistently lean towards fiction, entertainment-oriented topics, and self-development materials. These preferences contrast sharply with the content of school reading curricula, which remain heavily focused on classical literature, Islamic history, and traditional texts. This mismatch between institutional reading materials and personal reading interests may contribute to disengagement from reading during adolescence and adulthood. The studies suggest that when reading materials do not reflect contemporary interests or lived experiences, recreational reading becomes less appealing.

Additionally, the corpus highlights structural and cultural barriers that limit the development of strong reading habits. These include educational systems that prioritize rote memorization over reading for meaning, limited family engagement in reading, the absence of home libraries, and the dominance of entertainment-oriented media. Such factors collectively create environments where reading is not normalized as a daily practice. The studies from 2006 remain strikingly relevant, indicating that many of these challenges persist across decades.

At the same time, the corpus provides evidence of promising strategies for strengthening reading cultures. International literacy campaigns and national reading-promotion programs, particularly those in South Korea, demonstrate that sustained governmental support, community engagement, public-library infrastructure, and media-based reading initiatives can significantly enhance reading rates. These global models offer insights for Arab countries seeking to promote reading culture.

Taken together, the studies suggest that recreational reading among adults is not merely an individual choice but a reflection of broader sociocultural ecosystems. Reading behaviors are shaped by the interplay of personal motivation, technological access, educational experiences, family practices, and national cultural policies. The meta-interpretation therefore underscores the need for multi-level interventions that address both individual and systemic factors to foster a sustainable culture of recreational reading.

#### **4.3 Cross-Cutting Insights**

A cross-cluster analysis of the eleven studies reveals several overarching insights that illuminate the broader dynamics shaping recreational reading among adults and college students in Arab contexts. Although each cluster addresses a distinct dimension: digital reading, reading interests, reading challenges, or literacy-promotion efforts, their intersections reveal deeper structural patterns that transcend individual studies.

The first insight concerns the persistent gap between reading interest and actual reading practice. Across the clusters, adults express clear preferences for certain genres, particularly fiction, entertainment-oriented topics, and self-development materials, yet reading frequency remains low, with large proportions of respondents reporting little or no reading outside academic requirements. This pattern suggests that interest alone is insufficient to sustain reading habits in the absence of supportive environments, accessible materials, and consistent reading routines.

A second insight relates to the misalignment between institutional reading materials and readers' personal preferences. School and university curricula continue to emphasize classical texts, religious content, and traditional topics, while adults gravitate toward

contemporary genres and media-driven content. This mismatch appears to weaken the development of intrinsic reading motivation during formative years, contributing to the long-term decline in recreational reading observed in adulthood.

A third theme is the influence of digital and traditional media on reading behaviors. While digital devices are widely available, digital reading remains limited, and social media often competes with rather than supports reading engagement. At the same time, satellite television and entertainment-oriented media shape reading preferences by amplifying certain topics and marginalizing others. These findings highlight the need to reposition digital platforms and media channels as facilitators rather than competitors of reading.

A fourth insight concerns the central role of sociocultural environments, families, schools, and communities, in shaping reading habits. Across the studies, the absence of home libraries, limited parental modelling, and school systems that prioritize memorization over reading for meaning collectively create environments where reading is not normalized as a daily practice. These structural factors appear consistently across clusters, underscoring their pervasive influence on adult reading outcomes.

Finally, the corpus points to the transformative potential of national literacy campaigns and reading-promotion programs. International models, particularly from South Korea, demonstrate that sustained governmental support, public-library infrastructure, community engagement, and media-based reading initiatives can significantly elevate reading rates. These examples offer actionable insights for Arab countries seeking to rebuild reading cultures and address long-standing structural barriers.

Together, these cross-cutting insights reveal that recreational reading is not shaped by isolated factors but by the interplay of personal motivation, educational experiences, media environments, and national cultural policies. Strengthening reading culture therefore requires coordinated, multi-level interventions that address both individual behaviors and the broader ecosystems in which reading occurs.

#### **4.4 Implications**

Findings of this SR carry several important implications for research, educational practice, policy development, and the broader cultural landscape of recreational reading in Arab societies. Together, the eleven studies demonstrate that recreational reading is shaped by interconnected personal, institutional, and societal factors, suggesting that meaningful change requires coordinated action across multiple levels.

The first implication is related to the need to realign educational reading materials with contemporary reader interests. The persistent mismatch between school curricula and the genres adults prefer, fiction, entertainment topics, and self-development, indicates that traditional reading selections may not effectively cultivate intrinsic motivation. Updating reading curricula to include diverse, relevant, and engaging texts could strengthen early reading habits and support long-term recreational reading.

A second implication relates to digital reading readiness and digital literacy. Although digital devices are widely available, digital reading remains limited, suggesting that access alone is insufficient. Educational institutions and community programs should provide explicit training in digital reading tools, e-libraries, and reading applications to help adults navigate and benefit from digital reading environments. Strengthening digital reading literacy could expand access to reading materials and support more flexible reading practices.

A third implication concerns the role of families, communities, and media in shaping reading culture. The studies highlight the limited presence of home libraries, minimal parental modelling, and the dominance of entertainment-oriented media. These findings suggest that reading promotion must extend beyond schools to include family-based initiatives, community reading spaces, and media campaigns that normalize reading as a valued daily activity. Public libraries, cultural centers, and social-media platforms can play a pivotal role in this transformation.

A fourth implication emerges from the international literacy-promotion models reviewed in the corpus. Successful campaigns in countries such as South Korea demonstrate that national reading cultures can be strengthened through sustained governmental investment, public-library infrastructure, book festivals, reading vouchers, and media-supported reading initiatives. These models offer practical frameworks that Arab countries can adapt to local contexts to address long-standing structural barriers.

Finally, the findings have implications for future research, highlighting the need for more empirical studies on adult recreational reading in Arab contexts. Most existing research is descriptive and exploratory; future work could examine intervention outcomes, causal relationships, and longitudinal patterns to deepen understanding of how reading habits develop and change over time.

Taken together, these implications emphasize that fostering a vibrant reading culture requires a holistic approach that integrates educational reform, family engagement, digital literacy, community support, and national policy initiatives. Strengthening recreational reading among adults is not only a cultural goal but also a pathway to enhancing lifelong learning, personal development, and societal well-being.

#### **4.5 Positioning This SR Within the Global L1 Reading SR/MA Research**

Positioning this SR within the global L1 recreational reading research reveals its contribution to an area that is under-represented in the international evidence base. While numerous SRs and MAs have examined reading habits, reading engagement, literacy development, and reading for pleasure across diverse populations, the majority focus on children, adolescents, or school-based contexts, with fewer SRs and MAs addressing adult recreational reading, and almost none focusing on L1 Arabic adult readers.

Existing global SRs on recreational reading tend to emphasize motivational factors, emotional benefits, library-based initiatives, and the role of fiction in cognitive and affective development. Other SRs examine reading habits across educational levels, gender differences in leisure reading, or the impact of digital technologies on reading engagement. However, these studies are largely situated in Western, East Asian, or multilingual contexts, leaving a significant gap in understanding how recreational reading functions within Arabic-speaking, culturally specific, and media-saturated environments.

This SR directly addresses that gap by synthesizing two decades of research on adult L1 recreational reading in Arab societies, offering insights that are largely absent from global scholarship. Unlike most international SRs, which rely on large, heterogeneous datasets from multiple authors, this review draws on a coherent, author-bounded corpus, enabling a longitudinal perspective on how reading habits, interests, and challenges evolve within a consistent methodological and cultural framework.

Furthermore, this SR expands the global picture by highlighting issues that are rarely examined in international reviews, such as: the mismatch between school curricula and adult reading preferences; the influence of satellite television and social media on reading culture; the sociocultural barriers to reading in Arab households; the limited integration of digital reading despite widespread device ownership; the structural challenges in publishing, translation, and national reading infrastructure.

By integrating these culturally specific dimensions, this SR contributes a regionally grounded yet globally relevant perspective that enriches the international understanding of recreational reading as a sociocultural practice. In doing so, this SR serves as a unique and necessary addition to global L1 recreational reading research. It not only fills a geographic and linguistic gap, but it also broadens the conceptual scope of what recreational reading research can encompass, highlighting the interplay of national literacy policies, educational structures, cultural norms and media ecosystems in shaping adult reading behaviors.

#### **4.6 Limitations of This SR**

While this SR offers a comprehensive synthesis of two decades of research on adult L1 recreational reading in Arab contexts, several limitations should be acknowledged to contextualize its findings. The first limitation concerns the closed, author-bounded corpus on which the review is based. Although the corpus provides methodological consistency and longitudinal depth, it does not represent the full spectrum of research on adult recreational reading in the Arab world. Studies by other researchers, published in different countries or languages, may offer additional perspectives that fall outside the scope of this review.

A second limitation relates to the descriptive and qualitative nature of the included studies. Most rely on self-reported data from surveys, Twitter threads, hashtags, and unsolicited online responses. While these sources provide rich insights into reading behaviors and preferences, they may also introduce biases related to self-selection, social desirability, and the demographic characteristics of social-media users. The absence of experimental, longitudinal, or mixed-methods designs limits the ability to draw causal inferences about the factors influencing recreational reading.

A third limitation is the lack of standardized measures across studies. Variations in survey questions, sampling procedures, and data-collection platforms make it difficult to compare findings quantitatively or to conduct meta-analytic analyses. As a result, the synthesis is thematic rather than statistical, which may limit the generalizability of the conclusions.

A fourth limitation concerns the geographical and demographic concentration of the samples. Many studies focus on educated adults, university students, or social-media users, which may not reflect the reading behaviors of broader adult populations, including older adults, rural communities, or individuals with lower literacy levels.

Finally, the review is limited by the scarcity of global SRs on adult L1 recreational reading, in general, which restricts opportunities for cross-cultural comparison. While this gap underscores the originality of the present SR, it also means that the findings cannot be easily situated within a broader international evidence base.

Despite these limitations, the SR provides a valuable and much-needed synthesis of adult recreational reading in L1, offering insights that can inform future research, educational practice, and national reading-promotion strategies.

#### **4.7 Future Research Directions**

Findings of this SR highlight several important directions for future research on adult L1 recreational reading in Arab contexts. (i) Future research would benefit from mixed-methods, experimental, and longitudinal designs that can move beyond descriptive methods to examine causal relationships, developmental trajectories, and the long-term impact of reading interventions. (ii) There is a need for broader and more diverse empirical studies that move beyond educated adults and university students to include older adults, rural populations, individuals with lower literacy levels, and readers outside social-media environments. Such diversification would provide a more representative understanding of adult reading behaviors across the region. (iii) comparative studies are needed to situate Arab adult reading behaviors within global reading trends, enabling cross-cultural insights into how sociocultural, educational, and media ecosystems influence reading. (iv) Future research should explore the effectiveness of national and community-based reading-promotion initiatives, assessing which strategies, such as reading festivals, book vouchers, public-library programs, or social-media campaigns, most effectively foster sustained reading habits. (v) Given the rapid expansion of digital platforms, there is a pressing need to investigate digital reading practices, including the use of e-libraries, audiobooks, reading apps, and AI, as well as how these tools shape motivation, comprehension, and reading frequency. (vi) researchers should examine the structural dimensions of the reading environment, including book accessibility, translation, publishing, and the economics of reading, to better understand how systemic factors enable or constrain adult recreational reading. Together, these directions can help build a more comprehensive, evidence-based foundation for strengthening reading culture across Arab societies.

#### **5. Recommendations**

Based on the synthesis of findings across the eleven studies, several recommendations can be offered to policymakers, educators, researchers, and community stakeholders seeking to enhance recreational reading behavior among adults and college students in Arab contexts. These recommendations address the following:

- Integrating extensive reading programs across school and university levels to cultivate intrinsic motivation and long-term reading habits.
- Embedding digital reading literacy into educational programs by training students to use e-libraries, reading apps, audiobooks, and digital annotation tools.
- Revising and diversifying reading curricula to include contemporary, engaging, and globally relevant texts that align with adult reading interests such as fiction, self-development, and modern nonfiction.
- Encouraging multimodal reading by incorporating blogs, online articles, podcasts, and social-media-based reading communities (e.g., BookTok, Goodreads).
- Promoting reading for pleasure within classrooms through book clubs, reading circles, student-led discussions, and project-based reading activities.
- Developing national reading strategies modelled on successful international campaigns (e.g., South Korea), including book vouchers, reading festivals, and public-media campaigns promoting reading.
- Collaborating with private-sector partners (telecom companies, bookstores, publishers) to sponsor reading initiatives and provide discounted access to digital reading platforms.
- Launching nationwide media campaigns that normalize reading as a daily practice and highlight its personal, cultural, and economic value.
- Investing in public-library infrastructure, ensuring libraries are accessible, modern, digitally equipped, and appealing to adult readers.
- Supporting the publishing and translation sectors to increase the availability of high-quality Arabic books across genres.
- Encouraging reading clubs in the community that bring together adults with shared interests and provide social motivation for reading.
- Creating community reading spaces in cultural centers, malls, cafés, and public parks to make reading visible and socially valued.
- Promoting family-based reading practices, including shared reading time, home libraries, and gifting books on special occasions.
- Provide training in digital reading tools to help adults navigate e-books, annotation features, and online reading communities.
- Expanding access to digital reading platforms, including free or low-cost e-libraries, audiobook services, and mobile reading apps.
- Encouraging reading habits that combine print and digital formats to accommodate diverse preferences and lifestyles.

- Using technology to reduce reading barriers, such as text-to-speech tools, screen readers, and adaptive reading technologies for visually impaired readers.

## **6. Conclusion**

This SR synthesized findings from eleven studies examining adult L1 recreational reading within Arab contexts, offering a comprehensive and longitudinal view of how adults and college students engage with reading across print, digital, and social-media environments. The four thematic clusters, digital reading behaviors, reading interests and preferences, reading challenges and cultural decline, and literacy-promotion initiatives, collectively reveal a multifaceted environment in which personal motivation, educational experiences, media environments, and national policies intersect to shape reading practices.

Across the corpus, results showed that while adults express clear interests in specific genres and topics, actual reading engagement remains limited, constrained by structural, cultural, and technological barriers. The studies highlight persistent challenges such as the dominance of entertainment-oriented media, the misalignment between school curricula and contemporary reading interests, and the limited role of families and communities in fostering reading habits. At the same time, the review identifies promising pathways for revitalizing reading culture, including digital reading tools, community-based initiatives, and national literacy campaigns modeled on successful international examples.

By consolidating two decades of research from a coherent author-bounded corpus, this review fills a significant gap in global L1 recreational reading literature, where adult reading, particularly in Arabic, remains under-examined. The findings underscore the need for multi-level interventions that integrate educational reform, digital literacy, family engagement, community support, and sustained policy initiatives. Strengthening recreational reading among adults is not only a cultural imperative but also a foundation for lifelong learning, personal development, and societal well-being. Thus, SR contributes a regionally grounded yet globally relevant perspective, offering insights that can inform future research, guide educational practice, and support national efforts to cultivate a vibrant and enduring reading culture.

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