The *reading* (r)evolutions

changing practices and media

la revue
BibliodIversité
les mutations du livre et de l'écrit

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Academic analyses and research studies

“Young people build their own corpus”

by Mohamed-Sghir Janjar

*In his contribution in the form of an interview with publisher **Kenza Sefrioui**, anthropologist and former deputy director of the prestigious Al Saoud Foundation, **Mohamed-Sghir Janjar** (**Morocco**), presents a qualitative survey of the reading practices of young Moroccans. He found that young people read mainly on their mobile phones and that their reading choices are influenced by their peers and social media. They prefer texts on personal development, fiction and religion, and are particularly fond of manga and romance novels. It also highlights the role of influencers on platforms such as YouTube and Instagram in promoting reading.*

Making the reader visible on social media: “Bookstagram”: new forms of visibility and standardised iconography

by Marine Siguier

*This article by **Marine Siguier**, senior lecturer in Information and Communication Sciences at the University of Le Havre Normandie (**France**), looks at how readers are portrayed in images on Instagram. On this platform, content labelled “Bookstagrams” revitalise traditional iconographies of reading, enable the representation of a type of literature absent from other media spaces, and contribute to the reinterpretation of a gender stereotype (the figure of the female novel reader).*

“In search of lost readers”

The “reading crisis” at the service of public book policies

by Cécile Barth-Rabot

*In a hard-hitting article, **Cécile Barth-Rabot**, sociologist and head of the Book and Publishing Masters programme at the University of Paris Nanterre (**France**), analyses the discourse on the “reading crisis” often propagated by the media and book professionals. She argues that this discourse is used to promote reading and to support public policies, even though it appears to be based on unconvincing statistical data. What's more, it contributes to establish book reading as the only legitimate practice, by devaluing other forms of reading.*

Fanfictions: introducing a reading practice of young girls

by Éliante Gouny

***Éliante Gouny**, a student at Sciences Po Rennes (**France)** studying for a Masters 2 in Research and Expertise in Social and Political Sciences, introduces us to the practice of reading fanfiction among young girls. Fanfiction - stories written by fans as extensions of pre-existing works of fiction - is often romantic or even erotic. The author shows that this practice enables female readers to join a community and emancipate themselves, while at the same time experiencing literary stigmatisation.*

Reading and hospitality: shared practices and places

by Raphaële Gilbert, LALCA and Marie Coirié

Raphaële Gilbert *(curator of libraries and media libraries),* ***LALCA*** *(an independent laboratory that brings together architects, social science researchers and artists to work on the construction of the city) and* ***Marie Coirié*** *(designer) have written a multi-voice text showing how libraries and public reading spaces play a crucial role in urban hospitality in France. In particular, the authors explain how these spaces welcome a variety of publics, including people in precarious situations, and how they contribute to their recognition and dignity. Libraries (but also other reading spaces, in closed environments for example) are seen as places of refuge and resourcing, offering a space where people can rest, connect with others, and access cultural and informational resources.*

Reading in a hyperconnected world

by Raja Fenniche

Raja Fenniche*, professor at the University of Manouba (****Tunisia****), examines in her article how reading is altered by the omnipresence of screens and digital technologies. The author highlights the cognitive challenges and new skills needed to navigate a world where information is abundant and often fragmented, but also the impact hyperconnectivity on reading practices, in particular the tendency to read quickly and superficially, and the risks presented by an addiction to screens. The author calls for an education that develops critical thinking and the ability to navigate thoughtfully in this digital environment.*

“Quibbling with that damn button”

Children's literature in the digital age: towards a regression or an improvement of reading?

by Maureen Hosay

Maureen Hosay*, a doctoral student in Literature at the University of Antwerp (****Belgium****), explores how children's literature is evolving in the digital age, focusing on media franchises and the multiple formats that a story can take - offering multiple reading experiences from the same work. The author uses the example of the book* Gruffalo *to illustrate how a story can be adapted into different formats, each offering a variety of sensory experiences.*

Testimonials from practitioners

What's happening in bookshops?

by Christelle Rogues

Christelle Rogues *reports from her bookshop in Versailles (**France**) on the reading habits of her customers, particularly the younger ones. She observes that specialised reading - structured into communities of interest - now seems to be supplanting the eclectic, general culture and fundamentally universalist reading of the Enlightenment.*

Students' changing interests in training for the book trade

by Olivier Bessard-Banquy

Olivier Bessard-Banquy*, a Doctor of Letters and expert in the history of the book and publishing at the Book Professions Department of Bordeaux Montaigne University (**France),** thus notes. He uses observations of the reading practices of his students, future young book professionals, to show the changes in their centres of interest and their impact on the book industry.*

Thinking the world collectively through books

by Leï

*In her/his account, **Leï**, a young social worker in working-class neighbourhoods in **France**, explains how her/his came to read through a militant and committed path - and how her/his came to popular education and the surveying reading practice. Leï presents both the benefits and the limitations of this collective reading practice, as her/his experienced it.*

The benefits of reading in prison

by Alexandre Duval-Stalla

Alexandre Duval-Stalla*, lawyer and chairperson of the association Lire pour en sortir (**France**), describes the work carried out by his organisation, which promotes reading in prisons. His account highlights the importance of reading for prisoners and the initiatives put in place to encourage this practice.*

Drag reading: interview with Unique en son genre

*We spoke with the association **Unique en son genre** (**Belgium**) about the practice of drag reading and how it is received by the audiences concerned. These are ways of reading that are clearly under threat from reactionary currents.*

Reading today: what if we focused on the network?

by Céline Cerny

*In her account, **Céline Cerny**, from the Bibliomedia Foundation, the (**Swiss)** Library Laboratory, suggests that we (re)position the network at the heart of every act of reading - because reading fosters relationships and collective action.*

Conversations between librarians and teenagers, a Sunday afternoon in a large media library

by Florie Boy and Coline Renaudin

*In their highly instructive study, **Florie Boy** and **Coline Renaudin** from the Libraries and Books Department of Toulouse City Council (**France**) report on conversations they had with teenagers in a large media library in France. The article explores the interactions and exchanges that take place in this space, highlighting the importance of libraries as places where people can meet and learn, as well as bearing witness to young people's relationships with reading and reading practices.*

The audio book, back to basics

by Cécile Palusinski

***Cécile Palusinski (France)**, chairperson of the association La Plume de Paon, which promotes French-language audio books, shows how the audio format allows us to return to the roots of reading. She also explains the history and advantages of audio books, as well as their impact on contemporary reading habits.*

Contributions from institutions

Promoting reading in Switzerland: challenges, initiatives and prospects for a multilingual country

by Léa Gross

*In her contribution, **Léa Gross**, a research associate at the Federal Office of Culture (**Switzerland**), describes the challenges of promoting reading in a multilingual country like Switzerland - and the initiatives that can be taken to meet them.*

The Plan Lecture in French-speaking Belgium: a challenge for the 21st century

by Laurent Moosen

***Laurent Moosen** (**Belgium**) presents the Plan Lecture, an initiative which he coordinates for the Ministry of the Wallonia-Brussels Federation and which aims to promote reading in the region. In particular, the article highlights the strategies put in place to encourage reading among young people and adults.*

How does a public library in French-speaking Belgium facilitate access to culture and the development of people's reading skills?

by Diane-Sophie Couteau

***Diane-Sophie Couteau**, from the Public Reading Department at the Ministry of the Wallonia-Brussels Federation (**Belgium**), shows how public libraries in French-speaking Belgium play a crucial role in providing access to culture and developing reading skills.*

Policy to support reading in France: priorities and ministerial action plan

by Lucie Daudin

***Lucie Daudin**, head of the Public Reading Office at the **French** Ministry of Culture, presents the current priorities and the ministerial action plan to promote reading in France.*