

# THE INFORMATION MEDIATION INTO ORAL NARRATIVE AND IN THE LIFE STORY: DIALOGICAL PROPOSITIONS

A MEDIAÇÃO DA INFORMAÇÃO NA NARRATIVA ORAL E NA  
HISTÓRIA DE VIDA: PROPOSIÇÕES DIALOGAIS

LA MEDIACIÓN DE LA INFORMACIÓN EN LA NARRATIVA ORAL Y EN  
LA HISTORIA DE LA VIDA: PROPOSICIONES DIALOGALES

<sup>1</sup>Ana Cristina Guimarães Carvalho

<sup>2</sup>Maria Gezilda e Silva Nascimento

<sup>3</sup>Midinai Gomes Bezerra

Universidade Federal do Piauí<sup>1</sup>

Instituto Federal de Educação, Ciência e Tecnologia do Maranhão<sup>2</sup>

Universidade Estadual da Paraíba<sup>3</sup>

## *Correspondence to Author*

<sup>1</sup>Ana Cristina Guimarães Carvalho

Universidade Federal do Piauí

Teresina, PI - Brazil

Email: [anacarvalho.biblio@gmail.com](mailto:anacarvalho.biblio@gmail.com)

ORCID: <http://orcid.org/0000-0001-9444-9666>

**Submitted:** 22/01/2018

**Accepted:** 12/03/2018

**Published:** 26/03/2018



**JITA:** CF. Reading and story telling.

**ABSTRACT:** This survey aims to discuss the information mediation and its relations with the oral narrative and life story as informational resource potentials for appropriation and knowledge construction. Thus, the guiding problem of this research is: what are possible relations among the mediation of information, oral narrative and the life story into the librarian work. The objective is to assess the conceptions of information mediation from the librarian work, seeking an approaching with the perspectives of the oral narrative and life story. From the literature review, this study concludes oral narratives and life stories set up as mediational phenomena in the process of appropriation of information and knowledge construction.

**KEYWORDS:** Mediation of Information. Oral Story – Narrative. Librarian – Mediator.

**RESUMO:** Este estudo se propõe a discutir a mediação da informação e suas relações com a narrativa oral e com a história de vida, enquanto potenciais recursos informacionais para a apropriação e construção do conhecimento. Para tanto, a problematização norteadora desta pesquisa se concentra na seguinte indagação: quais as possíveis relações entre a mediação da informação, a narrativa oral e a história de vida no âmbito do fazer bibliotecário? O objetivo é abordar as concepções de mediação da informação a partir do fazer bibliotecário, visando uma aproximação com as perspectivas da narrativa oral e história de vida. Partindo de uma revisão de literatura, o presente trabalho conclui que as narrativas orais e as histórias de vida configuram-se como fenômenos mediacionais no processo de apropriação de informações e construção do conhecimento.

**PALAVRAS-CHAVE:** Mediação da Informação. História Oral – Narrativas. Bibliotecário Mediador.

**RESUMEN:** Este estudio se propone a discutir la mediación de la información y sus relaciones con la narrativa oral y con la historia de la vida, en cuanto potenciales recursos informacionales para la apropiación y construcción del conocimiento. Para eso, la problematización rectora de esta investigación se concentra en la siguiente indagación: ¿cuáles las posibles relaciones entre la mediación de la información, la narrativa oral y la historia de la vida en el ámbito del hacer bibliotecario? El objetivo es abordar las concepciones de la mediación de la información desde el hacer bibliotecario, proponiendo una aproximación con las perspectivas de la narrativa oral e historia de la vida. Partiendo de una revisión de literatura, el presente trabajo concluye que las narrativas orales y las historias de la vida se configuran como fenómenos mediacionales en el proceso de apropiación de informaciones y construcción del conocimiento.

**PALABRAS CLAVE:** Mediación de la Información. Historia Oral – Narrativa. Bibliotecario – Mediador.

## 1 INTRODUCTION

Nowadays, the term mediation has increasingly been emerging and consolidating, crossing over many knowledge areas and taking part different conceptual perceptions. The studies of mediation comprehend from the Education Right to Communication with each aspects related to a different science (SILVA, 2015). This is due to “multiple, plural and collective features mediation has to, while concept, theoretical, epistemological and pragmatic fundamentals” (SILVA, 2015, p. 95).

In the Library and Science of Information, mediation was recently conceived and appropriated being studied into informational tools widely, which is understood as environment and information units. Mediation includes several factors, while study object of this areas, such as: the information mediation, reading and research. Thus, only the information mediation is the purpose of this article.

From the literature, the information mediation is higher performed by informational tools, since they have all structural and human features for promoting activities of informational mediation and assessing the results of these actions. In this environment, the initiatives have conscious, i.e, they are introduced with objective of approaching users of the information sources, besides of promoting the use and appropriation of information which are in this resources.

All the information which are planned and performed into informational environment, especially in the library, can translate the ideological transformations that these spaces are going through. Daily, librarians and other professionals are challenged in the information unit for reviewing their values, priorities, attitudes and knowledges (BATTISTELLA; SOUZA, 2013).

However, the information mediation allows other possibilities of appropriation, use and production of information. The knowledge construction that represents one of the most important consequences of the information mediation is not restrict to consumption of written sources. The knowledge construction also occurs by the orality, it allows appropriation of information which is verbally transmitted.

Orality in the process of knowledge construction observes valorization of world knowledge which, according to Paulo Freire happens before the comprehension of written word. Orality is an everyday routine, since it is the tool which makes communication that is so essential to human relationships. Working orality means “identify, reflect and use the great richness and variety of language uses in the oral modality” (CAVALCANTE; MELO, 2007, p. 89).

Individual appropriates itself of many contents when is orally exposed to information, a memory, and it builds meanings and adding knowledges to itself and

public. In this aspect, the oral exposition also has the information mediation, whereas the informational mediation comprehends organization, the own mediation, the access, the recovery, the use and appropriation of information.

The method of oral narrative and life stories appears by the potentialities of the orality for studies of information mediation, which are methodologies from the Oral History- an interdisciplinary field that is based on the human interactive considering the individual narratives (PERAZZO, 2015).

The mediational aspects are comprehensible by the methodological studies offer by Oral History in the perspectives of the oral narratives and life stories. From this point of view, it has a question: what are possible relations among information mediation, the oral narrative and life story for librarianship? Thus, this paper aims to study concepts of the mediation of information from the librarianship seeking to approach oral narratives to life story.

Nevertheless, the reflections will begin by comprehension of the concept of information mediation, so it is necessary to observe the routine of information unit and librarianship. Due to the multiplication of mediation studies, it is perceived different contents about definition of mediation on literature. Then, the following section will be on conceptual considerations of the mediation.

## 2 MEDIATION OF INFORMATION: CONCEPTIONS

According to the Russ (1994, p. 180. apud MARTINS, 2014), mediation is:

The word mediation comes from the Latin *mediatione* that designates human intervention between two parts, the action of dividing in two or being in the middle, indicating ideas of intervention, relation, conjugation, reconnection, bridging or link established in human relations through an mediator element.

From the theological perspective the given legacy is mediation as link between God and human that has idea of ancestry. As stated by Carvalho (2015) it is possible to find in the literature many aspects linked to mediation. The intersection and reconciliation are among the previous and more original senses of term: as a legal term in the sense of conciliation; in the sense of culture and interpretative from experiences of lived contexts; as social-communicational term, being language its greater support.

However, Information Science and Library get re-signification when look up mediation as a process of someone which guide, orientates, mediates, amplifies, organizes and designs formative processes. This implicates in the action of more complex human building (FARIAS, 2016).

The information mediation brings action of being as intermediate, in scope of the Library, i.e., the interactivity between librarian and user is taken account. Among the

produced senses by common sense, the idea of information mediation is mainly associated to image of a bridge which librarian would be the own bridge leading user to desired information.

Over a long period, this conception of mediation was internalizes in professional of the library and it was restated by researchers. Marco Antônio de Almeida (2007), e.g, is one of the authors which recognize to have only created the mediation idea as user service practice. But, the mediation idea is not only to user service practice. The information mediation involves all the making of the information professional. According to Almeida Júnior (2009, p. 92), the information mediation is:

Any action of interference, carried out by the information professional, directly or indirectly, conscious or unconscious, singular or plural, individual or collective, that allows the appropriation of information that satisfies, totally or partially, an informational need.

Adding to this concept, Jonathas Silva (2015, p. 103) advocates information mediation is:

a set of constructive practices of interventions and interferences governed by intentionalities, norms / rules, theoretical-ideological currents and beliefs conceived by the information professional in interaction with the users within their daily and experiential realities, indicating singular, collective and / or plural procedures of access and use of information, stimulating apprehension and appropriation to satisfy information needs.

The word “evidence” is strongly perceived. The information mediation is an action of interference, why? First, the librarian is a social and politic person, with historicity, beliefs and values, and all elements will reflect into professional action. However, this interference is not damaged, instead, it is seen as positive, an attempted of leaving technical neutrality and leads to building of a professional profile that librarian is more engaged in subjects from the own community.

On this account, the information mediation is not static as the idea of bridge, but a social construction which involves librarians and users, resulting on the appropriation of information by the user. It is also perceived the conceptual plurality around conception of mediation. However, there are some kinds or varieties of mediation in the studies about information mediation. For conceptual delimitation, it will be based on mediational typology from the view of the authors Almeida Júnior and Jonathas Silva.

According to Almeida Júnior (2009, p. 92), the information mediation can be classified as implicit and explicit. Being into making of information professional the author identifies:

[...]in some actions, however, mediation is implicitly present, even though it directs and guides all the activities developed there. The storage of information is fed from the interests and demands of the users. The selection policy, widely discussed in the development of collections, has the end user as the basis of support. The same happens with information processing jobs:

they have their actions focused on the retrieval of information that meets and satisfies users' needs.

All the activities performed into library or information centers must have as main objective the service to informational needs of its users. The information professional must seek the best possible way, intermediating or interfering in the use and access to information.

Relation to Almeida Júnior (2009, p. 92), “the implicit mediation occurs in the spaces of the informational tools which actions are developed without physical and immediate presence of the users”. Thus, the implicit mediation is where there is only the action of the information professional, developing an internal service, being exemplified as formation and developing of collection technical process (cataloging and classification), preservation (restoration), and performed works on digital library, i.e., before information to be consulted.

According to Santos Neto (2014, p. 92),

The implicit mediation of information, a practice so present in the daily life of the librarian, is still little discussed. Another concern is the issue of the librarian does not perceiving mediation at different times, moments that require the interference of this professional.

The implicit mediation is not usually perceived by the librarian at the moment of the use, because in this activity is not seen the direct interference of final user of information. Despite, it is not less important than any other activity developed.

However, about explicit mediation of information, Almeida Júnior (2009, p. 93) states:

Explicit mediation, on the other hand, occurs in spaces where the user's presence is unavoidable, is a *sine qua non* condition for their existence, even if such presence is not physical, as, for example, in the distance accesses in which it is not interference of the information professional.

The information mediation for reading, for research, in contexts of the services provided, such as reference service, as well as the use of information and communication technologies are practical examples of explicit mediation of information.

From this point of the Silva (2015, p. 105),

It is possible to identify and explain some types of mediation that can be applied mainly in information centers, considering that any and all mediation is a social, critical and interactionist construct and involves collective and plural contexts:

**a) technical mediation of information**– refers to the actions of organization and representation of the information provided by the information professional, stimulating the use of information, whether in a physical or

virtual environment. E.g., the elaboration of catalogs, e-mail interaction and / or social networks of the collection of the information center, among others.

**b) pedagogical mediation of information** – consists of conducting the procedures and heuristics to be used in the mediation process. In order to achieve this, a constant look at the users' studies is necessary, considering issues related to the use of the collection, the technological conditions, the service, personnel issues and evaluation of the information center's performance in a general way, seeking an approach with the community. as promoting autonomy so that the user has conditions of choice for seizing and appropriation of the information

**c) institutional mediation of information** – is related to the procedures of how the information professional will seek resources (financial, personal, equipment, collection, technological instruments, etc.), whether inside or outside the institution that the information center is inserted to carry out its actions and interferences, as well as how to promote its sustainability. (Our note).

Silva (2015) explains on three kinds of mediation of information: technical mediation of information, pedagogical mediation of information and institutional mediation of information.

In the technical mediation, the information professional uses procedures which will help in treatment and availability of information for later access and use. While the pedagogical mediation treats of community study, besides do methods to promote autonomy of information user. Moreover, the institutional mediation predicts articulation that professional should develop for gaining resources for service and product improvement offers by informational environment.

Consequently, Silva (2015, p. 105) considers the information mediation as:

Thus, mediation plays a central role in the studies in Information Science, since in addition to conferring new applicabilities and conceptual perceptions for this field, it contributes in an effective way to think about the performance of the information centers, just as it is linked to various factors of information science, such as theoretical-epistemological aspects, technology, management, services, user studies, among other subjects in the area.

Nevertheless, it can possible say information mediation is socially built from the international relation, even as the implicit and explicit actions involve in this process.

The information mediation covers all librarian work, achieving all its sectors of acting from the selection of bibliographical resources to dissemination of information. This is due to all the efforts done by librarian are directed and guided from the interests and demands of the users. All librarian work is guided to the meeting of informational needs of its public, i.e., mediation of information.

Therefore, any kind of information mediation used consists to check new ways of access and use of information. This always promotes a new optic for informational practices, seeking user satisfaction through provides service.

Following the concepts of information mediation, it will be presented the application of librarian work. The librarian work must be a picture of a well-internalized theory which is justified by the order of exposition idea (SANCHES; RIO, 2010). Thus, the knowledge of the conceptual perceptions on some theme contributes for the formation of competence and ability which will promote a more consistent and conscious professional practice of the expected outcomes.

### 3 LIBRARIAN AND THE MEDIATIONAL WORK

Contemporary society is called Society of the Knowledge exactly for facing a continuous and infinite stream of information produced and transported beyond printed matter, achieving spaces infinites. From this perspective, the need of using mediation strategies, connecting the necessary conditions to ensure readers/users are able to consume, to produce and spread information is required.

The behavior change through which the society passed also reverberated in the library which left the conception of library as closed and inaccessible environment, in which the reader presence was unimaginable for providing the development of new conceptions and paradigms to the spaces.

These spaces also incorporate the free space ideology, seeking to answer to informational needs from public as well as it offers a dynamic environment which sets up information and culture, and librarian may do “the filter that stands between the torrent of books and the man” (FONSECA, 2007, p. 93).

This new space which is an efficient pedagogical resource for knowledge construction, assumes now other functions beyond material storage. In this context, the librarian as information professional incorporates the new function of planning and performing actions that promotes source consumption, content appropriation and production of new information. Thus, librarian has an active function, setting up as agent of social changes. Explaining these new possibilities which lead on mediator character of the librarian, Sanches and Rio (2010, p. 104) say:

And for the characteristics of this mediating role of the librarian to be exploited in all their potentiality, it is of the utmost importance that the librarian perceives and internalizes his transforming role within the Reference and Information Service. In order for such a contribution to take place, it is essential the commitment and responsibility of the professional to participate in the process of building political and historical knowledge of his user community. But for this to occur the professional librarian must first recognize his professional identity and also recognize himself as an integral part of that community.

The image of the information professional as guardian of knowledge which priorities books than users, portrayed by Umberto Eco in his work *O nome da Rosa* (*The name of the Rose*), is gradually replaced by image of the mediator of information



and knowledge to think more participative and horizontal ways to access the information (RODRIGUES 2017).

The librarian work with emphasis in mediation has become substantial within information environments, since to constitute and provide diversified collections is so important than enable the use and appropriation of the available contents in these resources. However, the information mediation proposes librarian work is always integrated with its community, using technic to promote spaces of appropriation of information (SANCHES; RIO, 2010).

On the pragmatic perspective, there are several actions librarian can develop while information mediator. The following table seeks to explain such actions from the conceptions of Silva (2017), showing several sectors in which information mediation is applied:

**Table 1** – Practices of the librarian professional work in perspective of information mediation.

<b>Kind of action</b>	<b>Description of action under mediation approach</b>
<b>Information Services</b>	It involves pedagogical informational practices (explicit mediation) and informational practices of a technical nature (implicit mediation) offered to the community. Among the pedagogical services are: Reference Service, Utility Information, Selective Dissemination of Information and Alert Service. Among the technical information services, there are: Organization, Representation, Signage of the Collection, Consultation, Loan and Renewal of Materials.
<b>User Studies</b>	It proposes a formal and / or informal dialogue with the user community, in order to know their interests and informational demands, which, in turn, will guide the work of composition of the collection and proposition of the services to be made available by the information unit. All this, aiming at satisfying and impacting the user community, actions that translate the purposes of information mediation.
<b>Promoting of the collection</b>	It is related to the Collection Development Policy, Information Services and User Study. The configuration of the collection should be in accordance with the informational demands of the community served, so as to favor the access and use of the sources for the subsequent appropriation and production of information by the users, a stage that is the main objective of information mediation.
<b>Technologies use</b>	The availability of digital supports / environments favors the identification, access and use of

	informational sources, as well as, the knowledge of the existent information diversity, multiplying the possibilities of appropriation of the information.
<b>Formation of competences</b>	The mediation of information implies the development of skills and abilities to be practiced by professionals and the user community. These skills and abilities enable the appropriation and production of information, construction of new knowledge, learning and instructional progress of the subject.
<b>Cultural actions</b>	It refers to mediation practices of cultural mediation, looking to demands and interests of the user community.
<b>Education of the users</b>	It is the training / instruction of the user, providing the necessary conditions for manipulating the resources offered by the information unit, contributing to the user's empowerment against available information resources and making them autonomous in the process of information appropriation and in their own learning process.
<b>Preservation of memory</b>	It consists of keeping accessible the information produced in former times that will subsidize new studies, the production and propagation of new information, in a continuous cycle of knowledge construction.

Sources: The authors.

Therefore, it is possible to claim information mediation is an action program and relates itself with all fields of librarian professional work. In this process, the information mediation opens space to protagonist behavior from the user, which can consider his background, his cognitive abilities for learning, transforming and making new knowledges. Thus, it participates actively and collectively of the process of information mediation and mediation must be constructed not only for users, but with user, occurring into reciprocal dialogical and action perspective (SILVA, 2015).

From the actions of the information mediation, the librarian provides valorization and transformation of the sociocultural space of community. It also offers to the user community cognitive sources that enable the reflection on formative values of its conduct face to society, as well as user autonomy in process of knowledge construction (SANCHES; RIO, 2010).

The following section will be relations among information mediation, oral narratives and life stories.

## 4 ORAL NARRATIVES, LIFE STORIES AND INFORMATION MEDITATION: DIALOGICAL RELATIONS

The writing hegemony is lived in the world contemporary, either in the institutions of formal education, as schools, universities and information units; or in media, or daily life. Writing is often forehead on orality, which in turn is scorned and relegated to an inferior existence, which show the existent tension between these two ways of sense construction (HAVELOCK, 1996). However, acquiring information, constructing knowledge, perpetuating beliefs, values and tradition is also perfectly possible through orality, since it consist on though composition that uses the fluidity and dynamics of the voice (BATTISTELLA; SOUZA, 2013).

In the previous humanity, mainly no-writing society, communication and all transmission of the informational and cultural legacy of people were made by orality-base of construction of the human history. So, the importance of the memory comes from that moment, as essential instrument for preservation and propagation of knowledge produced by the people.

Thereby, narrating is intrinsic to the human condition. Speaking is the first communicative skill learned by human being and characteristic that differs from the other beings. Roland Barthes claimed humanity narrates as breath: naturally, being orality a merely spontaneous capacity of human being, since it is in daily life of all people.

Claiming the idea of the oral fluency, Ong (1998, p. 16) says “writing can not come before orality, on the contrary, oral expression can exist – and most of the time do – without any writing”. Expanding these conceptions, the author adds:

[...]in spite of the wonderful worlds that writing opens, the spoken word still subsists and lives. All written texts must, in some way, be directly or indirectly related to the sound world, the natural habitat of language, to communicate its meanings. 'Reading' a text means converting it into sound, out loud or in the imagination, syllable by syllable in slow or shallow reading in fast reading, common to high technology cultures (ONG, 1998, p. 16).

Despite the writing language concentrating more expressivity and to be more valuable than spoken language into formal education, into information transmission and preservation of historical memory; the writing language saves in the interdependence relation with spoken language- that came before writing language; and it assumes the mission of giving life to writing word. Medeiros (2007, p. 70) adds:

[...]as indicated by, for example, The Iliad and the Odyssey, which appeared as a song chanted for several generations until it was fixed by writing. Thus, the relations between voice and letter, orality and writing were and are as intimate as they are complex and problematic, qualities that intensify in function of the new forms of orality arising with the constant technological transformations.

It is possible to know the connection between orality and writing, despite orality and writing may not be analyzed by same criteria. Orality allows the use of linguistic

resources not appreciated in the writing, providing more softness and informality to speech, as the subjectivity of the speaker. On the other hand, writing as fixed and static structure press for greater objectivity and formality.

The contributions from the orality into learning process and knowledge construction happen mainly by language in spoken way. It approaches experiences, knowledges and subject domains, differently what occurs in written texts that have some unknown words by public and it difficult the comprehension and then, the process of information appropriation (MEDEIROS, 2007).

In this perspective, orality addresses new learning possibilities, training subjects for receiving information and interacting socially (SOUSA; LIMA, 2016), then, promoting a more active participation into social context, improving their human experiences.

Authors as Medeiros (2007), Havelock (1996) and Bajard (2001) advocate the importance of introducing orality into school formation, from early ages which would minimize the distances between spoken and written language, since orality, through narratives, recitation of verses or reading aloud of the texts, better captures the attention of the reader / listener, enabling him to absorb, interpret and appropriate more effectively the information.

The Oral History found in the orality scope constitutes a production technic, an analyses of research sources (PERAZZO, 2015). Alberti (1989, p.1-3) says Oral History is:

It is a method of research (historical, anthropological, sociological, etc.) that privileges the accomplishment of interviews with people who participate in or witnessed events, conjunctures, worldviews, as a way of approaching the object of study. It is a matter of seeking to understand society through the individual who lived in it; to establish relations between the general and the particular through the comparative analysis of different versions and testimonies.

The Oral History has as foundation the oral narrative, without which an event, a fact or a situation lived by subject can not become known (ALBERTI, 2003). Oral narratives are taken as speech produced by subjects that express their memories and knowledges through orality (PERAZZO, 2015). Furthermore, they add cognitive and psychic capacities of interacting with their own environment.

The oral narratives are in all fields of human action and provide the knowledge and experiences sharing from an individual or a group. The subject reaffirms and updates his perceptions; it constructs and transmits knowledge through this practice.

Narrating experiences and expressing knowledge, the individual changes experiences and knowledge in languages, selecting and organizing information

according to some sense (ALBERTI, 2003). The oral narratives allow rebuilding the daily chronic by its feature. (BOSI, 2003).

Furthermore, Bosi adds “the olders, women, black people, manual workers, layers of the population excluded from the history taught at school, take the word” (BOSI, 2003, p. 15), i.e, oral narratives allow to explore an unexplored universe of information, with many unknown details and that can be revealed from this instrument.

Inside the broad framework of Oral History that has as base the narratives, is the Life Story, defined by Queiroz (1988, p. 20-21) as:

the narrator's report of his existence through time, trying to reconstitute the events he experienced and convey the experience he acquired. Linear and individual narrative of the events he considers significant, through it delineates the relations with the members of his group, of his global society, that it is up to the researcher to unravel. In this way, the latter's interest is in capturing something that transcends the individual character of what is transmitted and which is inserted in the collectivities to which the narrator belongs. [...] This (the interviewee) is who determines what is relevant or not to narrate, he is who holds the wire.

Life stories represent the best way of understanding the culture and the past of “inside”, as a life set, ruled by internal harmony, not as an arbitrary set of customs and institutions, whose reality is only perceived (FERNANDES; LOUREIRO, 2009).

The individual is emphasized in the work with life stories, being valued its conception of word and subjective dimension (PERAZZO, 2015).

This interest of science that changes to the individual and its relations the investigative focus, is first due to the understanding all subject is above of all, a social being. Then, each subject carries a memory frame, knowledge and information that is mixed to the group story in which it is inserted.

Then, every individual speech there is something that relates directly or indirectly with “important aspects of its society and group, behavior and technic, values and ideology might be taken through its story” (QUEIROZ, 1988, p. 28). So, each subject represents a rich and potential source of data for general science.

Therefore, it is possible to know differences that involve concepts of Oral History, Oral Narratives and Life Stories which have distinct ideas despite complement themselves. These conceptual and epistemological explanations become necessary since in the current literature there is a distinctive lack between two terms, being usually treated as synonymous expressions.

At this moment, oral narratives and life stories of the literature about information mediation are presented, pointed the following ideas are results of own reflections, due

to discussions in the classroom in discipline *Information Mediation*, offer by Professional Master in Library at Federal University of Cariri.

Such relations come from the analysis of the literature that studies this theme. The dialogical relations proposed in this work are pioneers and originate from restlessness over mediational potentialities identified in orality. There are no previous studies in literature which have studied this theme.

However, in the theoretical debate over conceptions of information mediation, it occurs completely when there is information appropriation, contributing for a production of a new knowledge or assessment of unconsolidated knowledge. This appropriation, according to Chartier (2003), is affirmative action; it is invention and creation e not only simple mechanic and automatic reception of signs and messages. In other words, appropriation is the phenomenon of knowledge construction.

Based on this assumption, when a subject leads on such theme or narrates its own story, it is using practices of socialization of information, making it accessible and consumable the informational legacy inherent in it. Moreover, the messages and information sent by subject, can present themselves in an extremely relevant way for their public, who can finally take ownership of them. They use these messages and information for adding new information to their repertoire, or to go to the process of knowledge construction. Then, it is taken mediational character of oral narratives and life stories.

The mediation carried out in this perspective is also based on the premeditated or spontaneous interference of a mediator, that can be the narrator himself or an external character to narrative, whose objective is spreading the information proposed.

Thus, Santos Neto and Almeida Júnior (2015, p. 364), quoting Bicheri (2008), say mediator:

[...]may be a teacher, a priest, a pastor, a writer, a journalist, a television or radio presenter, a librarian, a film critic, and others. Each mediator has its due importance and a role to play in society.

Soon, it is possible to check up information mediation is in several contexts. And, whenever it is, the mediator also will be.

Librarian, due to own nature of action, to lead with informational and environmental resources, potentially conducive to information mediation, is able to assume the role of information mediator. In this case, this mediation is not restrict to writing sources, opening spaces for other possibilities, and then, also becoming an effective mediator in the oral narratives.

Thereunto, librarian may develop actions, inside or outside of the informational equipment, choicing thematic, currents, useful or any others that brings interest to user community, beyond they are structured for dissemination and debated orally.

Bortolin (2010) claims not only children's audience that enjoys oral narrative, but also teenagers and adults. The socialization of current themes to the people routine, brought by an expert, can follow or not reports of life stories. And, as way to exemplify the theme, gives opportunity to the listener reflects on own condition, objectives and ways to achieve it, transforming own reality. Then, information mediation reaches its climax, its major purpose: to impact people.

Now, it is related a concrete practice of information mediation, performed by a teacher-friend, in his school, in which theme is violence against woman. According the character:

The event was conceived in a moment of political struggle, in which social movements were against the reforms proposed by the federal government, which were deliberated in 2016. Students from the IFPI - Campus Teresina Zona Sul installed themselves in the school premises as a form of resistance to changes that were announced and would affect minorities without distinction. In this context, a cycle of lectures was conceived, addressing cross-cutting themes, the purpose of which was to discuss some of society's current problems, such as: pension reform, spending ceilings, high school reform, woman participation in society and inevitably, the physical and symbolic violence suffered by this part of the population. On this last theme, thought to be dialogued and not merely expository, and, in a reality so close to the daily life of the people, there was a greater interaction on the part of the audience, composed mostly by women. At one point in the conversation, another teacher, who also participated in the event, presented fragments of her life story, also reporting that she had been a victim of domestic violence, practiced by her companion. Her voice choked and her eyes watering, the teacher shared memories of this devastating moment, closing her speech by encouraging the women who heard him not to silence and react to these bitter experiences (SÁ, oral speech, 2017)<sup>1</sup>.

It is noted in this quotation, construct from the oral narrative of this teacher, which the information mediation is in oral exposition of narrator, in the subject's action that purposes activity- the teacher; as well as in reports of life story, allowing the amplification of informational content of the listeners. Furthermore, the appropriation of information transmitted there, for reflections and transformations of the society.

It is not possible to assess if any woman in that audience was affected by the woman's testimony. However, the information mediation occurs exactly in this way: it

---

<sup>1</sup> Oral testimony delivered by Sociology teacher from the Federal Institute of Piauí – Campus Teresina Zona Sul, José Marcílio de Sá, granted to one of the authors of this article, Ana Cristina Guimarães Carvalho, in december 2017.

constructs the mechanism to use and appropriation of information, but the effective actions of use and appropriation of information cannot be confirmed.

The information mediation should be designed to cause impact into own community, but, its effects are only possible to know by feedback from the community.

Thus, the librarian takes on attribution of the oral information mediator when promotes actions like that, approaching the individual, the information and orality, so:

Another way in attempting to break away from the whole structure of informational domination is employment, the use of any and all support that contains potential information and not just those who use the written text (ALMEIDA JÚNIOR, 2004, p. 214).

Sharing these understanding, Silva (2015, p. 96) says that is urgent “the necessity of thinking tools which appreciate the consistency of human thinking and knowledge construction. One of these tools is the mediation [...]”. In this aspect, information mediation takes individual as part of mediational process, since it is considered his previous knowledge, his cognitive skills for seizing, transforming and building new knowledge.

Then, participating active and collectively of the process of information mediation, the mediation claims to be constructed not just for people, but with people, occurring into dialogical perspective and reciprocal action (SILVA, 2015).

In the context of mediational typologies, the mediation of information exercised under the prism of oral narratives and life stories is inserted in explicit mediation, according to the classification by Almeida Junior, or in the pedagogical mediation, by terminology adopted by Jonathas Silva. Therefore, the orality leads with human interactivity, with direct and face-to-face contact between the individual that narrates and one that listen; one who propagates information and who absorbs it, that deals with the immediate presence of the subject, a fundamental characteristic in explicit or pedagogical mediation.

Thus, the relations among mediation and oral narrative and life story are situated into perspective of social daily (presenting relations with day-by-day of the people); knowledge construction; application (explicit or pedagogical mediation) and involve social and intersubjective aspects.

Finally, information of mediation consists in several contexts, being feasibly applicable to the context of oral narratives and life stories, due to the social and intersubjective aspect that involves the dissemination, appropriation and knowledge construction that are into three phenomena.



Moreover, as the improving the post-custodial paradigm and achieve consistency, the practices of information mediation become essential in librarian work, conducting to rethink his professional behavior seeking to perform a planned, effective and transforming mediation.

## 5 FINAL CONSIDERATIONS

The individual and information are fundamental elements for comprehension of the mediational processes and their relation with several oral practices (PERAZZO, 2015). Such practices assume an important role in the human being learning, constituting as a basic process in which the individual is able to receive information and interacting socially (SOUSA; LIMA, 2016).

From the informational practices emerge the documented mediation by knowledge that supports it. Then, the production, appropriation and the process of information signification can not occur emptied of the historical, social and cultural dimensions from the subject's life (CAVALCANTE, 2015).

Therefore, this survey sought to make explicit, the relation of the librarian with his mediational work, bringing to the discussion the importance of a more active performance from this professional. It should not limit itself to promote access and use of writing sources, but to consider the potentiality of oral sources for the process of appropriation and knowledge construction.

Facing of the multiplicity of use and conceptions over information mediation, it was conceptualized and delimited the theme typology, according to the mentioned authors, seeking a precise substantiation and a better exposition of the differences that has the information mediation.

The mediation in Library and Information Science field not decrease to the intermediation act, however, it involves all action that can be performed inside and outside of the information environment with bases on elements such as culture, education and information, initiating transformations within community life, as also the mediator's life.

The information mediation is an affirmative and interactive procedure, and it is concerned not only with the availability of content to the community of subjects to whom it is intended, but also it provides the internalization and knowledge construction, from the appropriation of information. So, the necessity of information has to be considered and to begin from the social necessity and to become the individual a participant of the mediational process.

It is noted that library has been imagined for figuring a static space, to emphasize the knowledge hegemony, it gradually has become aware of the necessity for dynamization of its space, for contemplating all mediational possibilities, opening a dialogue and interacting with own community, inviting them to feel themselves part of this change process.

Finally, this study proposes an interlocution among information mediation, oral narratives and life stories, in order to identify and later to comprehend the mediation process using the orality prism. Then, the object of showing the typology of dialogical informational mediation with the oral narrative technic under perspective of the life stories was achieved.

As conclusion, the oral narrative and life stories have great potentialities as mediational phenomenon for the appropriation of information and knowledge construction.

ALBERTI, Verena. Narrativas na história oral. In: SIMPÓSIO NACIONAL DE HISTÓRIA, 22., 2003, João Pessoa. **Anais eletrônicos...** João Pessoa: ANPUH-PB, 2003. Disponível em: <<http://bibliotecadigital.fgv.br/dspace/bitstream/handle/10438/6705/1346.pdf?sequence=1&isAllowed=y>>. Acesso em: 6 dez. 2017.

ALBERTI, Verena. **História Oral**: a experiência do CPDOC. Rio de Janeiro: Centro de Pesquisa e Documentação de História Contemporânea do Brasil, 1989.

ALMEIDA, Marco Antônio de. Mediação cultural e da informação. In: ENCONTRO NACIONAL DE PESQUISA EM CIÊNCIA DA INFORMAÇÃO, 8. 2007, Salvador. **Anais...** Salvador: UFBA, 2007. p. 1-16.

ALMEIDA JÚNIOR, Oswaldo Francisco de. Mediação da informação e múltiplas linguagens. **Pesq. bras. Ci. Inf.**, Brasília, v.2, n.1, p.89-103, jan./dez. 2009. Disponível em: <[https://www.researchgate.net/publication/277162051\\_MEDIACAO\\_DA\\_INFORMACAO\\_E\\_MULTIPLAS\\_LINGUAGENS](https://www.researchgate.net/publication/277162051_MEDIACAO_DA_INFORMACAO_E_MULTIPLAS_LINGUAGENS)>. Acesso em: 4 dez. 2017.

ALMEIDA JÚNIOR, Oswaldo Francisco de. Mediação da informação: discutindo a atuação do bibliotecário. In: FADEL, Bárbara. **A Informação nas organizações sociais**: desafios em face de multiplicidade de enfoques. Marília: FUNDEPE, 2004. p. 209-217, p. 214.

BAJARD, Elie. **Ler e dizer**. 3. ed. São Paulo: Cortez, 2001.

BATTISTELLA, Laoderene; SOUZA, Andréia Cristina de. A oralidade no processo de construção do conhecimento no CEEBJA. **Cadernos PDE**, Paraná, v. 1, p. 1-15, 2013.

BORTOLIN, Sueli. **Mediação oral da literatura**: a voz dos bibliotecários lendo ou narrando. 2010. 234 f. Tese (Doutorado em Ciência da Informação)–Faculdade de Filosofia e Ciências, Universidade Estadual Paulista Júlio de Mesquita Filho, Marília, 2010.

BOSI, Ecléa. **O tempo vivo da memória**: ensaios de psicologia social. São Paulo: Ateliê Editorial, 2003.

CARVALHO, Luciana Moreira. Atuação de bibliotecários em bibliotecas universitárias brasileiras e portuguesas: espaço de mediação custodial ou pós-custodial. In: ENCONTRO NACIONAL DE PESQUISA EM CIÊNCIA DA INFORMAÇÃO, 16., 2015, João Pessoa. **Anais...** João Pessoa: UFPB, 2015. p. 1-18.

CAVALCANTE, Lidia Eugênia. Diálogos entre informação social, mediação cultural e comunidade. In: BELLUZZO, Regina Célia Baptista; FERES, Glória Georges; VALENTIM, Marta Lígia Pomim (Orgs.). **Redes de conhecimento e competência em informação**: interfaces da gestão, mediação e uso da informação. Rio de Janeiro: Interciência, 2015. p. 399-414.

CAVALCANTE, Marianne C. B.; MELO Cristina T. V. Gêneros orais na escola. In: SANTOS Carmi. F.; MENDONÇA, Márcia; CAVALCANTE, Marianne C. B. (Orgs.) **Diversidade textual**: os gêneros na sala de aula. Belo Horizonte: Autêntica: 2007. p. 89-102. Disponível em: <[http://www.nigufpe.com.br/wpcontent/uploads/2012/09/Diversidade\\_Livro.pdf](http://www.nigufpe.com.br/wpcontent/uploads/2012/09/Diversidade_Livro.pdf)>. Acesso em: 9 dez. 2017.

CHARTIER, Roger. **Formas e sentido**: cultura escrita: entre distinção e apropriação. Campinas: Mercado das Letras; Associação de Leitura do Brasil, 2003.

FARIAS, Maria Giovanna Guedes. Mediação e competência em informação: proposições para a construção de um perfil de bibliotecário protagonista. **InCID**: Revista de Ciência da Informação e Documentação, Ribeirão Preto, v. 6, n. 2, p. 106-125, set. 2016.

FERNANDES, Maria das Graças Melo; LOUREIRO, Lara de Sá Neves. Memória e história oral: a arte de recriar o passado de idosos. **A Terceira Idade**: estudos sobre envelhecimento, São Paulo, v. 20, n. 45, p. 53-66, jun. 2009.

FONSECA, Edson Nery da. **Introdução à biblioteconomia**. 2. ed. Brasília: Briquet de Lemos Livros, 2007.

HAVELOCK, Eric. **A revolução da escrita na Grécia e suas consequências naturais**. Tradução Ordep José Serra. São Paulo: Ed. UNESP; Paz e Terra, 1996.

MARTINS, Ana Amélia Lage. Mediação e bibliotecas públicas: uma perspectiva dialética. **Perspectivas em Ciência da Informação**, Belo Horizonte, v. 19, p. 164-185, dez. 2014.

MEDEIROS, Vera Lucia Cardoso. Quando a voz ressoa na letra: conceitos de oralidade e formação do professor de literatura. **Manda El-rei que eu conte outro: literaturas da voz da modernidade**, Porto Alegre, v. 21, n. 42, p.69-84, jan. 2007.

ONG, Walter. **Oralidade e cultura escrita: a tecnologização da palavra**. Campinas: Papirus, 1998.

PERAZZO, Priscila F. Narrativas orais de histórias de vida. **Comunicação e inovação**, São Caetano do Sul, v. 16, n. 30, p. 121-131, jan./abr. 2015.

QUEIROZ, Maria Isaura Pereira de. Relatos orais: do indizível ao dizível. In: VON SIMSON, Olga Morais (org.). **Experimentos com história de vida: Itália-Brasil**. São Paulo: Vértice, 1988.

RODRIGUES, Maria Fernanda. A biblioteca do futuro não terá o livro como centro de gravidade, diz Mélanie Archambaud. **O Estado de São Paulo**, São Paulo, 20 nov. 2017. Disponível em: <<http://cultura.estadao.com.br/noticias/literatura,a-biblioteca-do-futuro-nao-tera-o-livro-como-centro-de-gravidade-diz-melanie-archambaud,70002090284>>. Acesso em: 11 dez. 2017.

SÁ, José Marcílio de. **José Marcílio de Sá: depoimento oral** [dez. 2017]. Entrevistadora: Ana Cristina Guimarães Carvalho. Teresina, 2017.

SANCHES, Gisele. A. Ribeiro; RIO, Sinomar. Ferreira. Mediação da informação no fazer bibliotecário no âmbito das ações culturais. **InCID: Revista de Ciência da Informação e Documentação**, Ribeirão Preto, v. 1, n. 2, p. 103-121, jul./dez., 2010.

SANTOS NETO, João Arlindo dos. **Mediação implícita da informação no discurso dos bibliotecários da biblioteca central da Universidade Estadual de Londrina (UEL)**. 2014. 193 f. Dissertação (Mestrado em Ciência da Informação)–Universidade Estadual Paulista, Marília, 2014. Disponível em: <<https://repositorio.unesp.br/handle/11449/110288>>. Acesso em: 4 dez. 2017.

SANTOS NETO, João Arlindo dos; ALMEIDA JÚNIOR, Oswaldo Francisco de. A competência em Informação e o bibliotecário mediador da informação na biblioteca universitária. In: BELLUZZO, Regina Célia Baptista; FERES, Glória Georges; VALENTIM, Marta Lígia Pomim (Org.). **Redes de conhecimento e competência em informação: interfaces da gestão, mediação e uso da informação**. Rio de Janeiro: Interciência, 2015. p. 359-376.

SILVA, Jonathas Luiz Carvalho. Como atuar com dinamização de acervos em ambientes de informação? **Infohome**, São Paulo, Abr. 2017. Disponível em: <[http://www.ofaj.com.br/colunas\\_conteudo.php?cod=1046](http://www.ofaj.com.br/colunas_conteudo.php?cod=1046)>. Acesso em: 29 dez. 2017.

SILVA, Jonathas Luiz Carvalho. Percepções conceituais sobre mediação da informação. **InCID: Revista de Ciência da Informação e Documentação**, Ribeirão Preto, v. 6, n. 1, p. 93-108, mar./ago. 2015. Disponível em: <<http://dx.doi.org/10.11606/issn.2178-2075.v6i1p93-108>>. Acesso em: 4 dez. 2017.

SOUSA, Laiana Ferreira de; LIMA, Izabel França de. Encontro com as memórias leitoras do bibliotecário contador de histórias. In: ENCONTRO NACIONAL DE PESQUISA EM CIÊNCIA DA INFORMAÇÃO, 17., 2016, Salvador. **Anais...** Salvador: UFBA, 2016. p. 1-20.

