

Context from a social semiotic perspective: a discourse analytical study of the children TV show, Bubble Guppies

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Resumen

In mainstream linguistics, context is either entirely ignored or dominantly viewed as an objective property of the external world. For instance, in sociolinguistics or pragmatics, scholars frequently attempt to learn about the meaning of words or sentences given certain social context. The social semiotic method presented in this paper challenges the objectivity of context and explores the dynamic between content and context from the perspective of Peircian semiotics. An episode of a children animations series, Bubble Guppies, where human-like mermaids learn about the mysteries of ancient Egypt, is used as a point of departure to show that content and context recursively co-construct with viewers' participation. For instance, while there is little physical similarity between where the Guppies meet in the show's story and a typical classroom, the context of a classroom is clearly established through the way the Guppies interact with each other and with objects they encounter. Additionally, the results indicate that learning is an important product of such context-construction, as TV viewers must constantly elaborate on events and link interactions that are perceived not as objects but as signs entangled in a growing web of symbolic system.

Palabras clave

Palabras clave de autor: [semiotics](#); [context](#); [discourse](#); [linguistics](#); [children TV](#); [Edusemiotics](#)

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