Inscription and Reading

The Limits of Written Accounts of Reading

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Abstract

“Inscription,” “symbol,” “reading,” and “meaning” enter this study as written forms. Explanations, responses, conclusions, and assessments are examined in the same way. The starting claim is: “Letters arranged into words do not become what they name.” Calling the claim a “boundary” does not exempt its own wording.

This is a constructive analysis of finite written cases. It traces a specific unsupported attribution: two response fields repeat a sequence; a later sentence attributes identical reading; the account offered for that sentence returns only to the field match or renames it “confirmation.” The field comparison does not supply the additional account of recognition, interpretation, or associations that the attribution invokes. This finding is not a theorem that any two actual readings must differ.

The worked cases include “feeling,” “Door,” and a written rule followed by the prepared output MATCH, an execution report, a reading attribution, and an assessment. A separate case adds a message about activating Windows 11. Its content changes the local analysis of “key”; its being written does not disqualify it as additional material. A further constructed case examines a limited claim about readers, drawing on differently worded responses and application to another task. The account identifies what could support that claim and what would require its revision, without presenting prepared answers as collected observations.

The materials comprise 25 selected dialogue excerpts, connections to eight earlier works, external source comparisons, and a self-check. All demonstration responses are constructed; there is no participant experiment or independent model evaluation. The stopping point is the end of an explanation whose last sentence remains within the scope of the analysis as writing. Demonstrating it does not require a catalogue of every word. An explanation can end; its ending does not make its words what they name.

1 The Starting Material

symbol

s y m b o l

word

w o r d

“Symbol” and “word” are considered here first as written forms. The second and fourth lines add spaces for analysis, so they are altered displays. Definitions of a symbol or a word have not yet been adopted to explain what appears on the page.

If the response is “this is an inscription,” “inscription” becomes the next item to examine. “This is a form” brings “form” into the analysis. “Interpretation,” “meaning,” “brain,” and “rule” can also be introduced. None ends the procedure merely by serving as a dictionary definition or a scientific explanation.

This order is a method of analysis, not an account of the timing of every process involved in reading. “Before reading it as a letter” specifies what to examine first. It does not identify a stage of perception free of all description.

“Starting material” is itself a description in the paper. In “this is a line,” “this” points to a selected mark and “line” names a proposed reading. Neither word gives the account a position before naming. Separating a word into letters adds another display; “letter” has no exemption from the treatment applied to “word.”

2 Subject and Scope

The study begins with material that can be recorded and compared with subsequent written responses. “Material,” “recording,” and “comparison” are working terms. Using them does not establish a view of events independent of this procedure.

Three kinds of claim need to be distinguished. Claims about contents identify a passage and the part of the record being examined. Inferential claims connect material to a further conclusion. Claims about readers attribute responses or causes to those named in the account. All three kinds of claim can be written, but they make different assertions. For each, the analysis retains the relevant passage, the added claim, and the grounds cited for it. Calling those grounds “specified conditions” does not establish their force; their wording and claimed application must also be examined.

“Line” is not introduced as the ultimate substance of everything that happens. Paper, screens, and saved images may call for different technical descriptions. No description gains access to material before naming simply by being placed first.

The scope covers visible writing and written reports of reading and listening. An audio file is examined separately from the written word “sound.” No result about all communication, all perception, or everything that exists is claimed.

3 Corpus and Method

The corpus contains 25 selected excerpts from a dialogue in ChatGPT. The participant labeled “user” is the author, Kirill Shebetov. The English corpus provides translations, participant roles, the order of the selected excerpts, and analytical comments. The Russian originals retain their supplied punctuation and word forms. This is a selection, not an uninterrupted transcript; messages may have occurred between excerpts. The retained materials do not supply exact model versions or original timestamps for the selected messages. None is reconstructed from the wording of a response.

The selection concerns letter identification, explanatory terms, matching responses, and research conclusions. C14–C22 address recorded responses, earlier work, “key,” and the objection to equating matching continuations with identical readings. C20–C22 retain an “open issue,” the author's clarification, and the model's reply. C23–C25 extend the correction to written conditions and what they supposedly “allow.” C18 is a model response quoted within the author's message, not a separately retrieved turn.

The model also assisted with drafting and revising this study, developing its English prose, and preparing code and document materials. The evaluations of drafts in C14, C20, and C23 belong to that same preparation dialogue. They are not independent reviews, participant observations, or numerical evidence of research quality. This account of preparation remains available for examination against further materials concerning the exchange; role labels alone do not establish a message's origin.

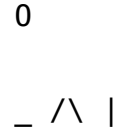
Each selected quotation precedes its analytical commentary. A proposed reading of a passage is identified as such; agreement with its label does not count as finding what that label names. This targeted account of one dialogue supplies no estimate of how often people or models make the identified moves.

Specific arguments from earlier works [7–14] are connected to the supplied cases. Section 14 and prior_work_chain.md identify the texts and sections used. The connections do not amount to an audit of every earlier package or edition, and those works are not assigned the role of final arbiters.

About the English edition. This text develops the argument in English through “I” as a letter and a word, and “Door,” “Activation,” “Music,” and “Door” as constructed continuations after “key.” These are adaptations of the analytical cases, not additional participant data. Documentary quotations are identified as translations, alphabet-based adaptations are identified where they occur, and the exact Russian source excerpts remain available separately.

4 Inscription and Letter Identification

The dialogue begins by examining a mark before using the name of a letter to explain it. Consider this English illustration:



Calling the first mark “the letter O” is already a reading of it. That identification may be appropriate, but its label does not explain its own application. The analysis therefore examines the conditions under which the mark is recognized as a letter.

The inscription need not be treated as unstructured or open to any reading whatsoever. Typeface, context, and writing system may matter to its identification. An account that invokes them must identify the relevant material and describe their proposed role. Writing “the context makes this explicit” supplies neither that material nor an account of its application.

Unicode provides a technical comparison. It encodes abstract characters and distinguishes them from the glyphs used to display them [1]. Its treatment of visually confusable characters also considers typeface and rendering conditions [2]. “Character,” “glyph,” and “encoding” are themselves written forms to which the present analysis applies. Examining those descriptions does not refute the standard's technical rules.

5 Letter and Word

“Word” can be separated into letters for analysis. This does not establish that a single letter can never function as a word. In “I am here,” “I” can be read as a pronoun; in the alphabet, it is a letter. The descriptions address different tasks, and both remain text.

The boundary does not depend on a rule that “a single letter cannot be a word.” The analysis examines how an account connects a displayed form to “letter” or “word,” and what further claims it attaches to that classification. Listing conditions does not, by itself, establish those connections. Calling it a “letter” does not turn the material into a distinct substance; calling it a “word” does not make its letters the action it names.

Separating “love” into letters does not prove that the record cannot have meaning. Reading it as a word does not establish that everything different readers associate with it is identical. Neither conclusion is settled by the visible contents of the string alone.

6 Difference and Identity

“These are lines” groups the displays under one name. “These are the same line” adds a relation that the shared name does not specify. Likewise, “difference” does not say what is being compared: contours, pixels, letter names, or roles in an instruction.

The requirement applies in both directions. “An obvious difference” and “the same line” each call for a passage, a proposed comparison, and an account of the result. The expression “stated basis” does not itself provide that account. The fact that either claim is written establishes neither identity nor a lack of identity.

The self-check uses several strokes and an exact copy of one of them. Readers name a feature, group the fields by that feature, and then, if possible, repeat the task using a different feature. The feature, the grouping, and its explanation are recorded. A changed grouping does not establish a “difference outside language”; an unchanged

grouping does not establish that all forms are identical. The written conclusion about the grouping is also included in the analysis.

7 Meaning and What Is Named

meaning

The starting point here is the displayed word. Explaining it through “content,” “relation,” “concept,” or “use” adds to the record. The explanation may be useful for a stated task, but it remains writing when it takes on a technical role.

Literal occurrence must be distinguished from inferred content. If “love” is followed by “feeling,” the second word's letters do not become part of the first display. Yet the absence of “feeling” within “love” does not, by itself, refute that interpretation. Assessing it requires further conditions, which must also be stated and examined.

The same applies to questions. A question mark can contribute to reading a line as a question even if the word “question” is absent. Identifying that absence establishes only what is literally missing within the stated bounds. It does not establish that the line cannot be used to ask a question.

Letters arranged into words do not become what they name. This states in English the boundary retained in C16. Arranging the letters of “love” does not make them love. Writing “reading” does not supply the reading it names. Writing “proof” does not establish a proof's force by naming it. This explanation is also a set of written statements.

Writing a name does not, by itself, supply what it names. An expression may still refer to an object, a record, or an action. Each such case requires its own analysis; calling the expression “text” does not rule out reference.

8 Self-Reference and Action

“What is named can never be in the record” is too broad. “This line” can refer to the line itself; written “word” can be an instance of the category it names. To examine such a use, retain the expression, identify the proposed referent, and examine the account connecting them. “Self-reference is allowed” is another written claim, not the connection it names. These cases remain within the boundary rather than becoming exceptions to it.

The same applies when writing is used to perform an act, such as making a declaration. Its occurrence, the act attributed to it, and the grounds for that attribution must remain distinct in the analysis. Writing “the conditions were satisfied” does not establish their fulfillment. Possible referential or performative uses are not denied; they are examined through more than their labels.

A written instruction may also play a part in a subsequent action. Its letters do not thereby become the action, but being written does not prevent the instruction from having an effect. The self-check keeps an instruction to press a button separate from a report of pressing it. The report is not treated as the action itself.

9 Explanation and the Stop

An exemption enters when the final explanation is credited with what it names merely because its words have been written. In the dialogue, “question,” “content,” “status,” and then “recorded responses” occupied that position. Adding “this is text too” leaves the move intact if the next sentence once again relies on its label to settle the claim.

Section 11 retains the fields, instruction, prepared output, execution report, reading attribution, and assessment. Calling them “data,” a “result,” or “confirmation” does not supply the connection each claim requires. In “the conditions allow this conclusion,” “allow” is part of the claim. The relevant wording and the proposed application are examined in the case.

The stopping point is the end of an explanation whose last sentence remains within the scope of the analysis as writing. “Boundary” names the limit examined here: arranging letters into words does not turn them into what they name. Ending the explanation makes no claim that further interpretation has ceased.

A source citation does not change this relationship. A quotation adds another author's words; “Carroll established it” adds a claim about those words. Their content can be compared with the present case. Neither the author's name nor the citation becomes a final explanation exempt from the treatment applied to the rest.

Scope and demonstration

The scope includes every word in the paper and its accompanying materials, including this statement. Section 11 demonstrates the analysis through particular passages and their explanations; section 18 applies it to the paper's conclusion. Selecting a word for the self-check limits the task's length, not this scope. Those demonstrations require no word-by-word inventory.

10 The Claim and Its Grounds in Finite Cases

The attribution under examination

“Reading,” “recording,” and “identity” enter as written words. The dialogue's disputed attribution concerns recognition, interpretation, and associations. It is not confined to a label assigned to matching answer fields. No entity called “reading in full” is defined as an inaccessible object, and no inventory of a person's experience is required before the displayed claim can be examined.

The supplied examples begin with particular fields and a particular comparison. A later sentence changes what is being attributed: “They read it identically” concerns readers in the sense just stated. The task is to examine the account actually offered for that addition. It is not enough to observe that the later sentence contains different words; differently worded sentences can express an inference about earlier material.

A content-based test for an added ground

The distinction at issue is between an addition that only restates the field match and material that contributes something else to a specified claim. It is not a distinction

between writing and a privileged kind of unwritten evidence. For each proposed ground, the analysis records three things:

1. **The cited passage.** Identify the actual material, including any context, instruction, response, or report to which the claim points.

2. **Its proposed role.** State what that passage contributes to the particular claim. A label such as “independent evidence” does not answer this question. The account must identify the relevant wording and explain the connection.

3. **The consequence of a change.** State what part of that connection would change if the cited material were removed or replaced. Compare the original and the altered case. If the account merely repeats that the two response fields match, changing a label from “match” to “confirmed reading” has supplied no new connection.

This is a stated procedure for making an argument inspectable. It is not a sufficient test of every inference, a guarantee of source reliability, or a criterion that exempts its own wording. A sensible replacement depends on the claim at issue; no universal rule of word deletion is proposed.

The Windows 11 case in section 11 gives a positive instance. The added message assigns an activation role to “key”; an instruction explicitly directs the explanation to that message. The explanation can cite those passages. Replacing the message with a sentence about opening a door removes the cited activation content. That changes the account even though every item, including this description of the change, is written. By contrast, appending “the conclusion is justified” to the two “Door” fields supplies no comparable content or connection.

The next case in section 11 applies the same questions to a claim about readers. An explanation of purpose and its application in another task are examined as possible grounds for a limited attribution. Its responses are constructed; the case specifies a conditional inference without reporting an empirical finding.

A finite result, not a claim about every possible reading

In the supplied matching-field cases, the account offered for the reading attribution consists of the repeated sequence, a rule about such repetition, or labels that restate its alleged significance. Those items describe a comparison and, in the rule case, a requested output. They supply no account connecting that operation to the attributed recognition, interpretations, or associations. The positive context case demonstrates why an addition must be examined rather than dismissed just because it is written.

The result is a constructive analysis of attribution in finite written cases. It locates an unsupported expansion and supplies a procedure for checking whether an addition changes that analysis. The phrase “unsupported expansion” summarizes the missing connection identified in the displayed case; it is not evidence for itself.

Further material offered in support of a particular claim may change its analysis. The three questions help examine that contribution. They provide a way to continue a substantive inquiry, without requiring every subsequent word to be checked before the account can end. If the addition still relies only on the match between fields,

renaming that match does not supply the missing connection. Neither the number of added sentences nor their position at the end settles their relevance.

What would correct this account

The analysis would need revision if it misquoted a passage, ignored relevant supplied context, read a task label as an experiential claim without saying so, or dismissed additional grounds as another field match without examining their role. In particular, a procedure may define “identical reading” as the name of a match between strings. Such a definition must be retained. It does not, through naming alone, add claims about recognition or associations; those claims are the selected target here.

Neither identical nor different reader states have been inserted to make the case work. The statement translated as “identical reading never occurs” remains in C13, while C21 distinguishes the recording of repeated text from the attribution of identical reading. The present analysis develops that latter distinction. It does not prove that all actual readings differ, prohibit inference from records, or make the written character of a conclusion a reason to reject it.

11 The Recorded Response and the Expanded Conclusion

A case supplied in full

The following records have been constructed for analysis. They are not a log of an experiment that actually took place. The target area contains only “LOVE.” Alongside it is the instruction “Write one interpretation of what is shown.” The comparison rule is stated in advance: compare the exact sequences in the two response fields, including case and spaces; field labels are excluded.

Response field A

```
feeling
```

Response field B

```
feeling
```

Added conclusion

```
The readings were identical in every respect.
```

Explanation of the conclusion

```
This was established from the participants' responses
```

The comparison report “Both response fields contain ‘feeling’” points to the two displayed fields and identifies the repeated sequence. The report can itself be examined against those passages. Calling it a “literal check” does not place it beyond that examination or establish the fields' origin.

The added conclusion expands the claim: the agreement now concerns readings that were identical “in every respect.” The explanation refers to the same two fields but does not specify what “every respect” includes or why comparing those fields covers that scope. The label “participants' responses” adds nothing to the stated comparison

rule. Moreover, the label itself does not establish that these constructed fields originated with participants.

What the initial material does not supply

To examine this expansion, suppose that “every respect” also includes reported associations. One possible addition is “In both cases, ‘home’ was reported as an association.” Another is “In one case, ‘home’ was reported; in the other, ‘loss.’” Both continuations retain the card, the instruction, and the two fields. The initial material specifies no condition that selects between them.

The two fields therefore do not determine a unique descriptive continuation about associations. This is a limited result concerning the supplied records. It does not establish that the described associations actually arose, that they are psychologically possible for every person, or that they exhaust anyone's experience. Even the first continuation does not, by itself, establish agreement in every aspect of reading.

If associations have already been recorded, they must be included rather than declared absent. An additional inference rule must also be retained and examined: what does it prescribe, and how is its application described? A procedure may use “identical reading” as a name for matching fields. That definition records a naming convention; it establishes neither execution of the procedure nor the broader agreement invoked in the dialogue.

“Key”: the repeated “Door” and a further clarification

The following English example develops the issue raised in C21. It is a constructed demonstration, not a translation of participant responses or a record of a new experiment. The original Russian exchange is preserved separately in the source corpus. The initial record and four continuations are supplied below. Field labels have been added for analysis; comparison concerns exact letter sequences within the fields, including case and spaces.

Initial record

```
key
```

Field A

```
Door
```

Field B

```
Activation
```

Field C

```
Music
```

Field D

```
Door
```

Fields A and D repeat the sequence “Door.” The other two continuations differ from it under the stated comparison. The result concerns the recorded passages. Calling the repetition “identical reading” adds a different claim.

“Door” does not specify which door or which key is meant. The absence of that clarification is not filled by assuming that each person must have imagined a particular door. The supplied strings and what is attributed to them are enough for the present analysis.

If “Which door is the key for?” appears, it adds text. A detailed response adds another record. Even matching detailed responses remain recorded additions. Moving from their comparison to “They read it identically” requires examination of the connection offered for that claim; “the details make it explicit” does not supply that examination.

The example does not depend on whether the identical continuations are supposed to have occurred by chance. An explanation in terms of chance already concerns their origin. It does not turn repeated letters into an established identity of interpretations. Equally, no assumption of different experiences is needed or introduced.

The clarification preserved in C17 is the source of the following constructed case. Its English wording supplies new material for analysis; it is not a new dialogue excerpt.

Added context that changes the local account

Initial field

```
key
```

Added message

```
After reinstalling Windows 11, enter the key to activate the system.
```

Instruction for this card

```
For this card, explain “key” using the message above.
```

Prepared explanation

```
On this card, the key is associated with activating Windows 11.
```

The explanation is a paraphrase, not a second copy of “key.” Its account points to “enter the key,” “to activate the system,” and “Windows 11,” while the instruction directs the explanation to that particular message. These passages state the task and the relation being described. The isolated field “key” supplied neither the activation context nor that instruction.

This adds grounds for the local description of what the message associates with “key.” The role of the new material is spelled out in the preceding paragraph; it is not conferred by the word “grounds.” The explanation does not establish that a real key works, that Windows 11 was reinstalled, or that a person carried out the instruction. Every line is prepared for the demonstration.

Now replace only the added message with:

```
This key opens the door.
```

The prepared explanation about activation no longer has its cited activation content in the message it was instructed to describe. A local correction is required: either explain the new door-opening message or identify additional material for the activation claim. This contrast makes the contribution of the added message inspectable. It does not depend on two respondents having supplied matching words.

Appending “They understood the key's purpose identically” would make a further attribution about readers. Neither version of this constructed card contains a participant comparison. The change in the local account must therefore be retained alongside the limit: written context has contributed something specific, but it has not become the reading named by the appended sentence.

A limited claim about readers

“Reader” is made up of letters. None of those letters reads. Arranging them into “reader” does not make them someone who reads. The word “readers” in this heading is included: the analysis examines the named agent as well as the action attributed to that agent.

The following case adds two questions and two response sets to the context example. Every line is prepared for analysis. A and B label constructed sets, not research participants. The case examines how a possible report could support a limited claim; it reports no comparison based on responses collected from readers.

Source message

```
After reinstalling Windows 11, enter the key to activate the system.
```

Question 1: purpose

```
What is the key for in this message?
```

Question 2: application to another situation

```
Another computer has its system installed but still needs activation. A
nearby door is locked. Which of these tasks does the key in the message
concern? Explain your answer.
```

Set A: prepared responses

```
1. The key is needed to activate the installed system.
2. The computer task: the message asks for the key to be entered for
activation. It says nothing about opening the door.
```

Set B: prepared responses

```
1. Its purpose here is to activate Windows 11.
2. The message connects it with activation on the computer. Using this
key in the door lock is not part of that account.
```

Conditional attribution under examination

```
If these responses were obtained in the described tasks,
then in these two tasks, both readers understood the key to serve the
same purpose: activating the system.
```

The attribution concerns the same purpose across the two tasks. It has not been defined as a match between fields and makes no claim of agreement in every respect of reading. The displayed if-clause makes the attribution conditional; it does not report that the responses were collected.

First question: what does the claim cite? The message, both questions, and all four responses. Each first response connects the key with activation. Each second

response applies that connection to another described situation and separates the door task from the message. These are particular relations between the supplied passages; the responses are not identical strings.

Second question: what do those passages contribute? Explanation and application connect the stated purpose with both tasks across four responses. In a report that meets the stated condition, that content could support the limited attribution, subject to revision. Its being written would not disqualify the proposed connection. The next replacement examines what would change it.

Third question: what changes if a passage is replaced? Replace only the second response in set B:

```
2. The door task: this key is for opening the lock. It has nothing to do with activating the computer.
```

The first response remains. Set B now assigns conflicting purposes, and its application differs from A's. The original claim about both readers across both tasks requires revision. The narrower description that both first responses associate the key with activation remains available. The replacement exposes what the second task contributed. It does not identify a person's reason for the discrepancy or establish a general absence of understanding.

Empirical use would require materials documenting response collection: the messages and questions, their order, the responses, and how they were obtained, including access to hints or other answers. A record that the prepared answers were available before the task would change the account of independent application even if the answers stayed unchanged. That record's content and origin would need examination. No records of response collection are supplied here, and no empirical result is claimed.

A Condition in the Rule and a Written Conclusion

Every line below is prepared for this example. The labels identify positions in this presentation; they establish neither participant origin nor successful execution. “They read it identically” is examined here as a claim about the readers' recognition, interpretations, or associations. This selected reading is itself stated in writing; it is not claimed to be the phrase's only possible use.

Prepared field A

```
Door
```

Prepared field B

```
Door
```

Written rule

```
If the two fields contain the same sequence of letters, write MATCH.
```

Prepared output

```
MATCH
```

Prepared execution report

```
The rule was followed.
```

Added attribution

```
They read it identically.
```

Added assessment of “They read it identically.”

```
The conclusion is justified.
```

The rule names MATCH as the requested output when the two fields repeat a letter sequence. The separately prepared output contains MATCH. This account cites the displayed rule and output; it does not report an observed execution. “The rule was followed” makes that additional claim. Its occurrence does not establish that anyone compared the fields or acted on the instruction. MATCH could also appear in an account of copying the requested word or preparing it in advance, as it was here. The output alone does not distinguish those accounts of its origin; the order of the displayed fields does not document a causal sequence.

“They read it identically” adds another attribution. The written rule concerns two fields and a requested output. No account connecting that comparison to the readers' recognition, interpretations, or associations is supplied here. This is not an inference from the mere absence of those words: the analysis identifies the cited rule's proposed operation and the broader claim later attached to it. Calling the rule “explicit” does not enlarge that operation.

The assessment then calls the conclusion “justified.” It adds neither further material nor an account of the connection. Replacing it with “the specified conditions allow the conclusion” would add another description of support. The proposed conditions would still have to be retained and their claimed application examined. A description of justification does not accomplish that examination by naming it.

The rule could instead instruct the writer to produce “They read it identically” whenever the fields match. The disputed sentence would then occur in both the instruction and its requested output. What has changed is the written rule for producing a sentence. Following it would not, by that fact alone, constitute a separate investigation of the reading it names.

The present explanation undergoes the same treatment. Its sentence “The rule names MATCH” cites a particular line and describes the requested text. It is not an account of a completed action. Its sentence about the broader attribution cites the separate “They read it identically” line. The explanation is therefore available for correction against those passages; calling it an “analysis” does not settle its adequacy.

This example denies no possible use of the instruction, no possible execution, and no possible further grounds for an inference. It shows which records have been prepared and which claims their later descriptions add. Further material would have to be examined as such, rather than admitted or rejected merely under the label “evidence.”

An attribution already built into the premise

An earlier dialogue example stated, in translation, “two people choose ‘door key’” and then “They chose the same meaning.” The exact Russian quotation is preserved in C18. Agreement in choice has already been built into the description. It cannot be treated as an independently supplied instance simply because that premise has been written down.

Conditional reasoning can examine a proposed premise and its consequences. “Accepted premise” remains a description within that account, not a report that its named event occurred. The example supplies no actual comparison of two readings; replacing “read” with “chose” does not turn it into one. Even “we understood it in the same way” adds a report rather than establishing its own attribution.

The result of the analysis, applied to itself

The “feeling” fields are followed by a claim about reading “in every respect.” The repeated “Door” is described as a shared choice. In the rule case, MATCH is followed by a report of execution, an attribution, and an assessment. The analysis locates each addition and examines what it cites. A conclusion is not rejected merely because it is written.

The added Windows 11 message supplies wording about a purpose absent from the isolated “key”; the accompanying instruction directs the explanation to that message. The later reading attribution is examined separately. Section 10 therefore does not classify every written addition as another matching response. Its own explanation can be checked against both kinds of case.

12 Analysis of the Dialogue

The selected passages show changes in the terms used to explain the boundary. The account below is a reading of those passages, not a general model of how ChatGPT or a person understands language. Quotations are translated; the exact Russian wording is retained in the corpus.

One response said, “A question remains within this stipulated reading.” The next objection returned “question” to its letters. “Formal content” and “status” appeared later; the comment “Status is a word” extended the objection to the next explanatory term. A change of vocabulary is not itself the error. The difficulty arises when a term is assigned sufficient force to close the argument while its own occurrence and the claim it adds are left unexamined.

C14 introduced a requirement: “Conclusions about reading require saved responses and a concrete analysis of what can be concluded from them.” C15 replied, “a saved response = words = liiines.” The correction places the proposed evidential material within the same scope. New claims about actual participant responses require an account of those responses; examining the supplied attribution does not first require conducting a participant experiment. A saved response could expand the material without exempting its contents, attributed origin, or subsequent interpretation from analysis.

C18 supplied the hypothetical wording “two people choose ‘door key’” and then “They chose the same meaning.” The objection in C19 reads, in translation: “This = the same continuation of the written form after the written form ‘key’, not identical reading”. Agreement in choice had already been placed in the hypothetical description. It was not obtained from an independent comparison of readings. Invoking chance concerns the supposed origin of the repeated continuations; it does not remove the attribution built into the premise.

The correction extends to “chose,” “recognized,” “understood,” and “reported” in the present study. A conditional construction may be analyzed as a conditional construction. It cannot become a record of an event merely because the account then refers back to it. The “Two Continuations” card asks readers to examine that move in the supplied example and in their own subsequent explanation.

C20 says, “One substantial point remains open: the universal impossibility of identical reading has not been derived from this chain.” C21 responds by distinguishing the repeated word rendered here as “Door” from an established identity of readings. C22 describes the issue in terms of written recording. These passages are retained together: their sequence does not make the claim that all actual readings differ synonymous with the finite analysis in section 10.

C23–C25 extend the correction to “allows,” “explicitly,” and “stated conditions.” Those expressions had been placed where they could terminate scrutiny of the explanation. Merely appending “these are text too” would leave the problem intact if the next sentence still relied on their labels. The rule case instead preserves the condition, output, execution report, attribution, and assessment separately. The Windows 11 case then gives additional written context a specific role rather than classifying every addition as repetition.

The corpus also preserves expansions made by the author proposing the boundary. “All letters are lines” was extended into an absence of differences. The absence of a shared reading in the supplied material was extended into a claim of universal impossibility. These claims face the same content-based questions as the model's replies. Neither authorship nor criticism of a model gives a written conclusion an exception.

This sequence supplies the study's analytical material. It does not serve as a vote on which participant prevailed, an independent evaluation of the manuscript, or an estimate of how often these moves occur. This explanation of the dialogue must itself remain part of the writing being examined.

13 Comparisons Within the Same Boundary

The references in this section bring other texts into the comparison. A title, a quotation, and “the source confirms it” remain written entries. The main analysis is developed through its own fields, rules, and explanations. Each comparison identifies a particular overlap and difference. Finding a related move does not perform the analysis of the present records; failing to find a predecessor does not establish priority.

An added conditional and the application of a rule

In Carroll’s dialogue, C, D, and E are added to accepted premises while acceptance of Z is deferred [15]. The parallel with section 11 is the addition of a statement about a required connection. The present case concerns an attribution of reading from responses. Carroll’s dialogue neither proves that attribution nor proves it impossible.

Wittgenstein’s section 185 considers an unexpected continuation of a number series; sections 198–202 examine interpretation and rule-following [16]. Section 201 identifies a difficulty in accumulating interpretations, while section 202 treats following a rule as a practice. These passages cannot simply be reduced to “any continuation is arbitrary.” Here, a written account of practice is examined alongside the written report of execution.

Kripke considers an objection: someone who has learned addition has acquired a rule, not merely a finite collection of examples. The skeptic shifts the question to “count” within the instruction: its past applications are finite too, and “quount” supplies an alternative interpretation [17, pp. 15–16]. This argument concerns a person’s mental history and past meaning, so matching written fields cannot stand in for its setup. The overlap with section 11 is the examination of an added explanation meant to support a stronger attribution. This paper examines claims of identical reading; its account of a rule and its final explanation remain written. The comparison is confined to the English pages read and does not adopt a wider skeptical conclusion about meaning.

Reference and the background language

Quine distinguishes translation indeterminacy from ordinary lexical ambiguity [18, pp. 29–35]. His alternatives coordinate changes of interpretation while preserving dispositions to verbal behavior; reference is specified relative to a background language [18, pp. 48–58]. Page 49 describes a practical end to the regress through acceptance of the home language in use. The present “key” case does not construct that system of alternative interpretations. It retains particular fields and examines a subsequent attribution of reading. Here, the final written description of stopping remains subject to the same examination. This difference between the stated tasks establishes no historical priority.

A repeatable pattern and its occurrences

Peirce distinguishes a word type from its occurrences: instances of “the” can be counted separately while belonging to one type [19, CP 4.537]. This is directly relevant to the two occurrences of “Door”. Their numerical distinctness does not establish different readings; their assignment to one type does not establish identical readings. The words “type” and “token” remain within the analysis, but their being written does not refute the distinction. CP paragraph numbers identify the reproduction actually read; uninspected journal-page numbers are not substituted for them.

Use and mention

A statement about a door and a statement about the word “door” have different stated objects. That distinction does not turn the first statement into a door. Quotation marks

help indicate an expression's role; their presence does not establish the truth of an assertion. Section 7 therefore examines literal presence and proposed inferential content separately. Repeating “it is all written” does not resolve a confusion between those roles.

Technical descriptions and explanatory models

Unicode distinguishes abstract characters, their encoding, and the glyphs that display them [1–2]. Those distinctions matter when preparing and comparing the materials. They are not assigned the task of deciding what a record becomes through naming.

Harnad examines the explanation of symbols through symbols and proposes connections to sensory and categorical representations [3]. Bender and Koller distinguish form and meaning in framing a language-learning task [4]. The comparison concerns the role of explanatory terms. A written account of grounding or intention enters the analysis; its written form does not replace examination of the model.

Cook’s text supplies the formulation of P vs NP used here [5]. Boersma’s manuscript supplies a limited example of differing reports about a prepared audiovisual stimulus [6]. Neither a solution to the mathematical problem nor a universal impossibility of identical reading follows from these references.

The source appendix identifies the carrier, edition, and passages used for each text. Reference [17] draws on the English main text on pp. 15–16, read from page images in the public preview; [18] uses book pagination, and [19] a digital reproduction with CP paragraph numbers. These comparisons concern the specified passages; no complete reading of Kripke’s book is claimed.

14 Connecting the Earlier Works in One Argument

The order of records, reading, and understanding

Record Boundaries distinguishes the initial material from later attribution by their order of occurrence [8, §§1–2.2, pp. 1–3; §6, p. 6]. Even a literal repetition remains a later occurrence. A procedure’s constant response is considered separately from constancy in the content attributed to it. In the present case, this keeps “key,” the two “Door” continuations, and the statement about shared reading in their respective places: the last is not moved back into the initial presentation.

Reading as Enclosure, version 1.2.3, distinguishes the technical annotation READ from a report of anyone’s seeing, hearing, understanding, or attention [9, §2.3, p. 3]. Its section 7 table separates repetition of form, dependence between records, self-return, and a separately formulated claim about experience or causation [9, pp. 11–12]. Section 12.4 treats the explanation itself as a further record [9, p. 16]. Section 13 states a specific limit: the full `I_self` has not been constructed, and the limited self-check returns `F7′: UNVERIFIED` [9, p. 17]. The distinction carried into the present fields is between the annotation “read” and the event it names.

In “Did You Understand Me?”, a command, a response that repeats it, and the confirmation “Yes, that’s right” are compared under different stated conditions [10,

§§5.1–5.3, pp. 4–5]. A match under a criterion is a local result; connecting it to the relation called understanding requires a separate resource [10, §5.3, p. 5]. This conclusion does not require assuming different biographies, sensations, or interpretations among the participants [10, §6, p. 6]. The result being sought must neither enter the data as an already established status nor serve as a condition of the rule used to derive it [10, §8.1, p. 7]. This applies to case C18: including “the two chose the same meaning” in a premise does not establish that agreement as a result.

Generalization, application, and evaluation

In “How You Look from the Outside” Comes Later, the original pixels remain unchanged while a later caption changes the admissible interpretations and the claims being made; the caption does not become a property of those earlier pixels [11, §6.4, p. 6]. Agreement within a selected group can supply data about its judgments, but it does not turn a particular record into an exhaustive view from outside [11, §7.4, p. 7]. In the present case, the added claim concerns shared reading: matching written responses and the assertion that they establish a shared reading require separate examination. The Russian PDF linked from the work’s page was used; it states no edition number.

Within the mathematics series, phase 6, *A Rocket Does Not Prove Mathematics*, was examined directly [12, §§8–15, pp. 14–18]. With the recorded numbers 102 and 100 unchanged, a deviation of 2 meets a threshold of 2 but fails a threshold of 1. That comparison is described through a threshold and a result code. The threshold, code, and any account connecting them to a further claim remain material for analysis. Here, too, writing “the condition permits it” would add a claim about the connection. The numerical case supplies no verdict about identical readings, and reading one phase is not presented as an audit of phases 0–7.

Evaluation Does Not Leave the Record extends the boundary to “procedure result,” “evaluation,” and their supposed source [13, §§3.4–5, pp. 8–10]. In the case analyzed there, one hundred byte-identical records yield a code for a match between those records; that code does not introduce agreement, meaning, or authority [13, §11.1, p. 17]. Even the label SEMANTICALLY-EQUIVALENT remains part of a record's content [13, §9, p. 14]. This preserves the distinction between the two occurrences of “Door” and the added claim that the readers chose the same meaning.

The formal part of *Evaluation* concerns operations returning carriers of one type under finite composition [13, §3, pp. 7–8]. Its definitions, derivation, and scope remain records to examine; calling the derivation “formal” supplies no outside arbiter. The absence of a constructor for reading from that description does not establish that readings are absent. That would repeat the expansion under examination.

Authority and the last explanation

The English edition of *No Authority in the Output*, read directly, separates equality of bytes, expression of the same proposition, and possession of the same authority [14, §6.4, p. 18]. The first does not, by itself, establish the other two. The work describes its own conditional examples as written constructions limited by their stated interpretation [14, §13.1, p. 29]. Two limits carry over to this paper: matching records

do not become matching readings, and a constructed agreement in reading does not become an independently supplied instance.

The 9 September 2026 edition of *FULL STOP* treats an expert endorsement, a report of a model's check, and the paper's own assessment as further writing [7, §§9–12, pp. 12–13]. Section 5 distinguishes a later formulation's literal absence from the source from the question of what content can be inferred [7, pp. 3–4]. Section 5.1 applies that distinction to a justified conclusion itself: justification does not turn the inscription into what it names [7, p. 4]. The K0–K3 case retains this distinction. An explanation can cite the message without repeating it literally, while remaining a written explanation.

Connecting these works yields a repeatable analysis of the same move across different domains. For each link, a specific earlier claim is identified and applied to the particular strings in the present case.

The sequence organizes the present cases: comparison, reading attribution, evaluation, and explanation. Each proposed connection still has to be shown in the material. Citing an earlier work does not extend the scope established in section 10 or make its own conclusion the final ground. The analysis remains available even where a comparison with an earlier work is disputed.

Extent of the source review

The connections to the eight works draw on titles and specified sections of PDFs obtained from their publication pages on 11 September 2026. References [7]–[13] use Russian passages; [14] uses English sections 6.4 and 13.1 on pp. 18 and 29. English titles were checked separately against the title pages of the corresponding English PDFs. The source matrix records URLs, hashes, page references, and reading scope, keeping earlier files separate from the current copies. This review does not claim to cover every edition in full. Earlier software appendices were not rerun; neither an audit of the whole mathematics series nor historical priority is claimed.

15 Further Cases and the Initial P vs NP Question

I and human. The written occurrence "I" does not literally contain the word "human." This makes no claim about whether a human is present or absent. If "speaker," "personality," "consciousness," or "body" is offered in response, each explanation is preserved as a further record.

Thinking and feeling. The written word "think" does not perform the action it names simply by being written. The written word "feeling" does not supply an entire experience by that fact alone. "This arose in the body" becomes another record and is examined within its claimed scope. An effect of reading on a person's state is not ruled out; a description of that effect is also included in the material. The self-check does not require altered breathing, strong emotion, or repeating a word until its familiar reading fades.

A shared view and understanding. Repeating a description of a photograph does not, through repetition alone, establish "they saw the same thing" or "they understood the same thing." Those sentences add attributions. This does not rule out individual

perspectives or coordinated action. A proposed criterion, the recorded responses, and the account connecting them to such claims all remain subject to analysis.

AI output and human responses. “Checked” enters as text. Examining the claimed check requires its conditions and material; the procedure's name does not replace them. The report falls within the boundary whether attributed to a model, a person, or a committee. This shared scope of analysis does not establish that their methods or reliability are the same. The fact that a message is written does not entail that no check could have been performed.

The initial P vs NP question. C01 records the request that began this line of inquiry. Its role here is to expose an early explanatory endpoint: calling P vs NP a “formal question” does not exempt “formal” or “question” from the treatment applied to “key.” A precise formulation of the problem supplies definitions within a computational model [5]. Those definitions provide mathematical content to examine; the label “formal” does not replace them.

This application has a specific limit. The fact that P and NP are written does not make the classes equal, separate them, or determine the running time of an algorithm. A proposed complexity result would require its own formulation and argument, all of which could then be examined as supplied writing. P vs NP is the recorded starting question for the present analysis, not a second result promised by this paper.

16 Self-Check Materials

The materials are provided separately so that readers can work through them before reading the research explanation. They use a neutral instruction, preserved images, fields for the reader's own responses, and a stopping point defined in advance. Prior familiarity with the study's purpose should be noted, since it may affect responses.

In the first pass, a single raster target appears in isolation and in different contexts. The target region is preserved technically; its size and position remain unchanged. The next pass compares strokes and their groupings. It is followed by “LOVE,” with separate fields for an interpretation and associations, a conditional instruction to act, a word selected from the reader's own response, and a self-referential expression.

The English materials adapt the linguistic contexts and prompts: the letter context uses N and W, the numerical context uses 1 and 2, and later prompts use LOVE, “this line,” and the action sign A. The “Two Continuations” card uses the constructed sequence “key,” “Door,” “Door.” These are English-language adaptations, not claims that the Russian and English tasks elicit empirically equivalent responses. The Russian source example and its wording remain available separately.

After the initial tasks comes “A Conclusion as a Record.” The reader writes a conclusion from their own response or from an explicitly constructed example. Repeated and added text are then identified verbatim, the basis for the addition is stated, and any word in the conclusion can be selected for examination. This pass ends with the preserved records; it assigns no final verdict on whether the reader can “see the boundary.” The next card, “Two Continuations,” asks the reader to compare the constructed “Door” fields with “They chose the same meaning,” identify the

addition, add a clarification, and examine their own explanation. That further written step is also preserved as material.

“A Condition in the Rule and a Written Conclusion” retains the rule, MATCH, execution report, attribution, and assessment separately. The task asks what the rule requests, what the execution report claims, and what grounds are offered for the later attribution and its assessment. It then asks for any word from the response and an account of its role. In the separate 15-page self-check, pages 1–11 contain the preceding tasks, page 12 presents this case, page 13 provides continuation space for exact excerpts and explanations, and pages 14–15 contain the afterword.

The tasks do not require a felt change. Reports of no change, several possible readings, no associations, refusal, or uncertainty are all retained as responses. A missing response does not count as confirmation. A later explanation is not retroactively inserted into the target material.

The instruction task asks what the rule requests and distinguishes that answer from a report that the action occurred. The rule, answer, and account connecting them remain available for examination. None establishes an action's occurrence merely by specifying it. Writing “this is text too” does not answer those separate questions or invalidate a proposed connection.

The self-check supplies material for examining a particular written continuation. Completion by a human participant is not a prerequisite for the argument in section 11. When model responses are used, the material supplied to the model and the order of its records must be preserved; the name of a model or person does not, by itself, establish a response's origin. Written analysis of those details is also included within the boundary.

The technical comparison of raster targets checks whether the constructed images have been preserved. Its report is recorded in the manifest and examined against the files and comparison method it names. “Match” describes that reported result; it certifies neither identical readings nor the study as a whole.

17 Audio Materials and Separate Empirical Tasks

An audio extension requires a single preserved audio file. Repeating a spoken word should not be described as reproducing the same signal without a separate account of the conditions. Even one file does not guarantee the same signal at every ear: device, volume, room, and method of presentation must also be considered.

An audio study would retain three records separately: the word the listener names, a written interpretation, and reports of associations. No desired direction of change is given before the response. Repeated conditions and varied order could be used to investigate task effects; that requires an account of the recorded results, not only a label such as “controlled.”

Testing the instructional effect of the guidance requires comparison with a neutral instruction of similar length, a method of response analysis declared in advance, and new examples not used in the explanation. Success cannot simply mean a higher count of statements such as “it's all words.” The question is whether the ability to use

a stated condition is preserved while unsupported expansion of conclusions decreases within the task.

Before that work begins, the tasks, their order, criteria for excluding corrupted presentations, and the analysis plan must be recorded. These are requirements for new claims about participant behavior. They do not make the central analytical case dependent on future reader approval. The resulting responses, the account of the procedure, and the final report will be further records; their origin and the scope of any generalization must be considered separately.

No such empirical investigation was conducted for this work. This limits claims about response frequencies, the effect of instructions, and mechanisms of reading. The absence of a participant sample does not remove the supplied case of an expanded conclusion or substitute for an objection to its analysis.

18 The Result and the Stop

The supplied cases locate a specific addition. “feeling” is repeated, followed by an attribution of reading identical “in every respect.” “Door” is repeated, followed by a claim of shared choice. A rule requests MATCH; a prepared MATCH is followed by an execution report, a reading attribution, and an assessment. Each later sentence is retained with the material it cites and the connection it offers. In these cases, the match has been used to support a broader claim than the supplied account of the comparison explains.

The Windows 11 case provides a complementary result. Added context gives the explanation of “key” a particular textual basis; replacing that context changes the basis. The reader case examines differently worded responses as possible grounds for attributing understanding of the same purpose across two tasks. Replacing one response requires revising that attribution. These finite cases distinguish the contribution of added material from mere repetition; they do not establish that any two actual readings must differ.

The 25 excerpts record the objections that motivate this procedure. The earlier works and external comparisons locate related questions and differences. No source quotation, participant answer, or model assessment is assigned the role of an endpoint outside the analysis. The self-check includes the reader's own conclusion and its explanation; agreement with the paper is not its success condition.

The paper's own claim that a connection is missing can be examined against the cited passages and the account of their roles. The word “missing” does not settle that claim. The closing line ends this analysis; it remains within the scope stated in section 9, as do the references and corpus that follow.

The explanation ends. It remains written.

References

Section and page references in [7]–[13] refer to the Russian PDFs; [14] refers to the PDF designated EN EDITION. The English titles follow the title pages of the corresponding English editions. Links below identify the documents cited, obtained on

11 September 2026. URLs, hashes, and reading scope are retained in the source appendix. A package version is not substituted for a manuscript edition.

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[3] Harnad S. The Symbol Grounding Problem. Physica D. 1990. Vol. 42, pp. 335–346. arXiv posting: 1999. https://arxiv.org/html/cs/9906002

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[6] Boersma P. A constraint-based explanation of the McGurk effect. Author manuscript dated 3 July 2011; §5. https://www.fon.hum.uva.nl/paul/papers/McGurk3.pdf

[7] Shebetov K. FULL STOP: The Boundary of a Presented Record. First published 6 September 2026; cited Russian edition revised 9 September 2026. §2, pp. 1–2; §5, pp. 3–4; §5.1, p. 4; §§9–12, pp. 12–13. Cited PDF.

[8] Shebetov K. Record Boundaries: A Source-Order Method for Testing Written Attributions. 2026. Russian edition without a stated number. §§1–2.2, pp. 1–3; §6, p. 6. Cited PDF.

[9] Shebetov K. Reading as Enclosure: A Constructive Separation of Self-Return and Evidential Licensing. 2026. Russian reading PDF, technical version 1.2.3. §2.3, p. 3; §7, pp. 11–12; §12.4, p. 16; §13, p. 17. Cited PDF.

[10] Shebetov K. “Did You Understand Me?”: What, Exactly, Does This Written Record Present? 2026. Russian edition without a stated number. §§5.1–5.3, pp. 4–5; §6, p. 6; §8.1, p. 7. Cited PDF.

[11] Shebetov K. “How You Look from the Outside” Comes Later: How a Private Record Acquires Generalized Status. 2026. Russian edition without a stated number. §6.4, p. 6; §7.4, p. 7. Cited PDF.

[12] Shebetov K. A ROCKET DOES NOT PROVE MATHEMATICS: The Application-Status Dependence Theorem and the Boundary of the “It Works” Argument. Russian phase 6, technical version 6.0.0, 29 August 2026. §§8–15, pp. 14–18. Cited PDF.

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Appendix A Selected Dialogue

A purposive selection from one dialogue. All 25 entries below are English translations of Russian excerpts, not a verbatim English dialogue. Other messages may have occurred between them. Their order follows the sequence of the selected excerpts in the dialogue. No exact timestamps have been assigned. Some entries are excerpts from longer messages, as noted in C16–C25. C18 comes from the user's quotation of a model response, not an independently obtained model log.

The statements are translated from Russian. Letter examples I/X and spelled-out English letter sequences are illustrative English adaptations; their shapes, spellings and letter counts do not reproduce the Russian examples. The Russian source word rendered as "key" can also mean a spring of water; English "key" does not have that sense. "Door" renders the clipped Russian adjectival continuation. Exact Russian quotations are retained unchanged in each source_quote field and in RU/source/корпус.json.

The comments are the compiler's analytical readings. No word in the corpus, comments, or preparation account is exempt from the boundary: letters arranged into words do not become what they name. This covers role labels, "origin," "obtained," "evidence," and this qualification itself. No participant sample or population-level findings are presented.

Provenance and preparation

The preparation account below is a record about preparation. "User," "model," and the interface name are used in that record; they do not become the participants or processes named. Being written does not cancel the information, but writing it does not replace an examination of origin.

Kirill Shebetov is the author of the paper and the dialogue participant labelled User.

Interface: ChatGPT.

The retained corpus does not specify the exact model name and version for each original response.

Exact dates and timestamps for individual excerpts are not retained in the corpus. The release date is not retrospectively assigned to those excerpts.

The author supplied the initial boundary and substantive corrections. Model outputs contributed to the manuscripts, the independently composed English exposition, editorial analyses, and document-building scripts.

C14, C20, and C23 concern the development and assessment of drafts of this paper. The model responses form part of that preparation history and are not presented as independent peer review.

C01 User

```
If my boundary is applied to p vs np, how much meaning is left in it?
```

Opening request. The request applies the boundary to a mathematical inscription without presenting a solution.

C02 User

```
Difference is in the word difference; without that word, difference does
not appear
```

Universal extension. A claim that the named difference depends on the presence of the word has been added to the claim about written form. That dependence requires its own support.

C03 User

```
Then how does difference arise in a line, since it is a line? Any drawn
line, for example the letter I and the letter X, is the same line; there
are no differences here
```

A shared name and a claim of identity. The shared description “line” is used to infer identity and the absence of differences. This added conclusion is examined, rather than accepted as a consequence of the forms being written. The English examples I and X adapt the Russian letters named in the source; their shapes are not reproductions of those letters.

C04 User

```
There is a line to begin with; any letter, including O, is a line—like
these _ /\ |
Then reading does this: it is a line, it is the letter O
But to begin with it is a line; its being a letter is already an
interpretation
```

An entry point before identification as a letter. An order for analyzing an inscription is proposed. This text does not measure the sequence of perceptual events; the word “line” is itself included when the boundary is applied to the account.

C05 Language model

```
A question remains within this stipulated reading.
```

An explanatory term. Treating the record as a question is used to bring the response to a close. The next turn requires the word “question” to be included in the analysis.

C06 User

```
Question is a word made of letters
```

The explanatory word brought back into the analysis. Describing a record as a question does not exempt that description from being written.

C07 Language model

```
Calling a text a “solution” does not, by itself, establish the claimed
status.
```

A further explanatory term. The word “status” enters an explanation of why naming is insufficient. The next turn extends the analysis to that word.

C08 User

```
Status is a word
```

The explanatory word brought back into the analysis. The request is to apply the boundary to the word “status” itself.

C09 Language model

```
Your boundary applies to the entire formulation at once, including the
words used to explain its application.
```

Explicit application to the explanation itself. The inclusion of the explanation is now stated explicitly. This description also remains text.

C10 User

```
“inscription” is already a word; symbol is also a word made of letters;
the letters in the order s y m b o l form the word symbol; the word word
itself consists of the letters w o r d—each letter on its own is not a
word
```

Examining the terms and an additional premise. “Inscription” and “symbol” are not accepted as ready-made foundations. The final claim that a single letter cannot function as a word requires separate consideration. The spaced letters have been adapted to the English words; they do not reproduce the Russian spellings or letter counts.

C11 User

```
you listed letters, not words
```

Conditions of classification. The issue is how individual forms are classified. Naming them does not, by itself, make reading them as letters and reading them as words mutually exclusive.

C12 User

```
letters cannot be read identically, it is impossible; otherwise LOVE
would mean the same thing to everyone
```

Extending the scope of sameness. Agreement in letter recognition is linked to complete identity of meaning. This link is examined as a separate premise.

C13 User

```
what matters here is proving (and it is not difficult) that identical
reading never occurs
Even identical pronunciation of words (sound from the mouth) does not
mean that what is heard and recognized is identical, with the same
interpretations and associations
```

The strong hypothesis. C13 describes complete identity of reading through what is heard and recognized, interpretations, and associations. Universal impossibility remains a claim, not an established result.

C14 Language model

```
Conclusions about reading require saved responses and a concrete
analysis of what can be concluded from them.
```

A response as a basis for research. A requirement for particular claims about responses is formulated as a general condition for drawing conclusions about reading. In the subsequent objection, the saved response itself is brought into the analysis of written form.

C15 User

```
A comment straight away—“Conclusions about reading require saved
responses and a concrete analysis of what can be concluded from them.”—a
saved response = words = liiines
So whatever response is produced, it will be recorded in written form in
any case. Whether a human or a model tests the hypothesis, the
conclusion will = words in any case
Or what do you think here?
```

Applying the boundary to the research result itself. The response, the conclusion, and their description are all written, regardless of who is named as their author. This does not establish that the records have the same origin, that all conclusions are equivalent, or that any coincidence of reading is impossible. The correction changes the role of the self-check and the central example.

C16 User

```
letters arranged into words do not become what they name
```

The connection to the preceding works. A translated excerpt from a message about connecting the preceding works. The arguments share a boundary: the record does not become what it names. Referring to the earlier texts does not, by itself, add a universal impossibility of identical reading.

C17 User

```
if key is written, then to understand what is meant, more text has to be
written—what kind of key? Then more text has to be received—a windows11
activation key
```

An added clarification. A translated excerpt from a message about “key”. The clarification adds a record. It was not literally presented in the isolated initial record, and its addition does not establish agreement in every aspect of reading. The Russian source word can also mean a spring of water; English “key” does not carry that sense.

C18 Language model — quoted in a user message

```
Your example does not rule out this case: two people choose “door key”,
although an activation key was intended. They chose the same meaning,
and neither recovered the intended meaning.
```

Coincidence written into the description. This translates the quotation supplied in the User entry; a separate log of the model response is not included. The quoted wording assigns a matching choice to the people it describes. That description does not become the choice or complete reading it names.

C19 User

```
This = the same continuation of the written form after the written form
“key”, not identical reading
```

The correction to the counterexample. A translation of the final sentence of the message. Identity of a written continuation is distinguished from an attributed reading. The correction applies to the constructed case, its explanation and the hypothetical counterexamples.

C20 Language model

```
One substantial point remains open: the universal impossibility of
identical reading has not been derived from this chain.
```

The earlier account of what remained incomplete. A translated excerpt from an assessment of the draft; emphasis is not reproduced. The next objection specifies the issue as written recording. The limit of such recording is examined through the written continuations and their explanations.

C21 User

```
Identical reading cannot be recorded; what can be recorded is text put
together identically—
key is written
Someone wrote
Door
Someone: activation
Someone: a spring coming out of the ground
Someone else also wrote
Door
What has been recorded is an identical written response, letters put
together into words, not reading
Along with door key, nothing is written saying exactly which door and
which key
All that is written is the same configuration of lines
Door
The pattern of lines in the form Door coincided
The pattern Door does not include which door the key is for
```

The limit of written recording. Translation of the portion of the message following the opening objection. The exact Russian text, including case, line breaks and trailing spaces, is retained in source_quote. Separate collection records for the responses described here are not included. Repetition of “Door” does not establish identity of readings; further clarification expands the record. The main procedure compares letter sequences without claiming that all physical images are identical. “Door” adapts the clipped Russian adjectival continuation; “a spring coming out of the ground” translates a separate sense of the Russian source word, not a sense of English “key”.

C22 Language model

```
The boundary here is this: a written recording of reading presents a
record about reading. Coincidence of such records does not, by itself,
present identity of readings.
```

The result stated more precisely. A translated excerpt from the response to C21; emphasis is not reproduced. Section 10 sets out the scope of the general claim. This formulation itself remains a record and is not exempt from the analysis.

C23 Language model

> what the record allows one to conclude under explicitly stated conditions—and which next step goes beyond those conditions.

An explanation based on conditions. Translation of an excerpt from the proposed explanation; bold emphasis is not reproduced. What may be concluded is described through “explicitly stated conditions.” The next turn brings “allows,” “explicitly,” and “conditions” back into the supplied record.

C24 User

> You are losing sight of the boundary, which is why you write this conclusion—
>
> “what the record allows one to conclude under explicitly stated conditions—and which next step goes beyond those conditions”
>
> a l l o w s—the letters arranged into the word “allows” do not, by themselves, allow anything
>
> e x p l i c i t l y—the letters arranged into “explicitly” do not become explicit
>
> Stated conditions—2 written words do not become conditions

The explanatory words brought back into the analysis. Translation of the complete user message. “Allows,” “explicitly,” and “stated conditions” receive no exemption by serving as explanatory expressions. Attributing a permitting or establishing role to these expressions is included in the analysis; the new description remains a record as well. The spaced English sequences adapt the Russian letter examples. They do not reproduce the original letter shapes or counts; the exact Russian text is retained in source_quote.

C25 Language model

> The chain must cover everything: the record called “conditions”; the record about their fulfillment; the written conclusion; the explanation of why it “follows”; and the assessment of that explanation. Each subsequent link is also presented in writing. Being last in the chain does not turn it into what it names or grant it an exemption.

Applying the boundary to the entire explanatory chain. Translation of a paragraph from the subsequent model response. The application covers the written conditions, the report of their fulfillment, the conclusion, the explanation, and the assessment. This response is not treated as evidence that all weaknesses in the work have been corrected: it remains material to be analyzed.