Space, Time and Person

Dialectic Conceptualization of

Selected Readings

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1912-1913

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Introduction

K犬the analysis of the conversational dyad, it is crucial to understand the role of the speaker and the hearer in determining the position and orientation of the conversational dyad. This approach focuses on the physical orientation of the speaker and hearer in conversation. It will show how the speakers' traditional person-oriented or discourse-oriented and some cross-linguistic outlines in Spanish and English. In this paper, I will propose a dyad-oriented system of Spanish deixis.
Discussed 1999, for the Pragmatic Realisation (Springer-Verlag, 1998).

And this study, the paper called “passion-oriented” (see Figure 1),

The present research is based on the results of a comparative study of the

These results were collected in the field of psychology in a number of different

People were interviewed in their everyday activities at home and work (kitchen,

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...There is a need to consider the role of emotion in the process of emotion.

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The results of this study are presented in Table 1, which is included in the

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<table>
<thead>
<tr>
<th>Term</th>
<th>Spanish (passion-oriented)</th>
<th>English (passion-oriented)</th>
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<tr>
<td>1.</td>
<td>singe and see</td>
<td>see and sing</td>
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<td>2.</td>
<td>can and edge</td>
<td>edge and can</td>
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<tr>
<td>3.</td>
<td>good and edge</td>
<td>edge and good</td>
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Table 1. The paradigm of demonstratives in Spanish and English.
For diphthongs, the consonant is replaced by a glide, and the vowel is retained.

The classification is based on the consonant, vowel, and glide.

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The classification is based on the consonant, vowel, and glide.
3. Face-to-face conversation

When two communication practices or the two principles differ, the difference is more obvious. The practice is not altered but the perspective is altered. For example, in the case of a lecture, the lecture is presented in a more structured way, whereas in the case of a conversation, the participants are more interactive and the focus is on the exchange of information.

3.2.2.3. Face-to-face conversation

In face-to-face conversation, communication is more immediate and direct. Participants can respond to each other's comments and questions in real-time. This allows for a more dynamic and engaging interaction.

3.2.2.4. Dialogue-oriented information

In dialogue-oriented information, the emphasis is on the exchange of ideas and information. Participants engage in a conversation where they can explore and discuss different viewpoints.

Conclusion

In conclusion, the communication practices and the principles of communication are closely related. Understanding these principles can help in improving communication skills and enhancing the effectiveness of communication interactions.
Example 2. Use of eyes for objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.

Example 3. Use of angle of objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.

Figure 1. Inside the conversational speech, eye contact is maintained.

Speaker

Example 4. Use of eye for objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.

Example 5. Use of eye for objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.

Figure 2. Inside the conversational speech, eye contact is maintained.

Speaker

Example 6. Use of eye for objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.

Figure 3. Inside the conversational speech, eye contact is maintained.

Speaker

Example 7. Use of eye for objects behind the hearer.

When the speaker is talking about an object behind the hearer and the sound wave from a distant source is received by the ear of an observer who is not facing the sound source, the sound wave reaches the ear of the observer at an angle of 120° from the direction of the sound source.

Technical Note: The angle of reflection is determined by the speed of sound in air and the distance between the sound source and the observer.
Figure 4. Outside the conversational orbit in face-to-face conversation when listening.

Figure 5. Inside and outside of the conversational orbit are consistent with and

Example 1. Tourist guides adopt their audience's perspective, and so do they.

Example 2. Tourist guides adopt their audience's perspective, and so do they.

Example 3. Tourist guides adopt their audience's perspective, and so do they.

Example 4. Tourist guides adopt their audience's perspective, and so do they.

Example 5. Tourist guides adopt their audience's perspective, and so do they.

Example 6. Tourist guides adopt their audience's perspective, and so do they.

Example 7. Tourist guides adopt their audience's perspective, and so do they.

Example 8. Tourist guides adopt their audience's perspective, and so do they.

Example 9. Tourist guides adopt their audience's perspective, and so do they.

Example 10. Tourist guides adopt their audience's perspective, and so do they.

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Example 36. Tourist guides adopt their audience's perspective, and so do they.

Example 37. Tourist guides adopt their audience's perspective, and so do they.

Example 38. Tourist guides adopt their audience's perspective, and so do they.

Example 39. Tourist guides adopt their audience's perspective, and so do they.
The following situation is observed in a supermarket. The dolls are kept away from the speaker. The speaker creates a space around the dolls, keeping them in a safe area. The position of the dolls is important in ensuring that the speaker is not obstructed. In the following example, the speaker is standing behind the dolls, but the speaker's blower is facing the dolls. This is to ensure that the dolls are not obstructed when they are being blown. The speaker is also ensuring that the dolls are not blown away from their position. In the following example, the speaker is standing in front of the dolls, but the speaker's blower is facing the dolls. This is to ensure that the dolls are not blown away from their position. The speaker is also ensuring that the dolls are not obstructed when they are being blown.
Conversational pace-to-pace conversion and side-by-side conversion

Pace-to-pace conversion is a technique used in conversation to facilitate understanding. It involves the speaker and listener standing face-to-face, with their bodies oriented towards each other. This positioning helps to create a sense of connection and engagement between the participants.

Side-by-side conversion, on the other hand, involves the speaker and listener sitting next to each other, facing the same direction. This positioning can be useful in situations where the speaker and listener need to discuss information in a more formal setting.

**Example:**

- **Pace-to-pace conversion:**
  - Speaker and listener stand face-to-face, maintaining eye contact.
  - This type of conversion is often used in informal settings.

- **Side-by-side conversion:**
  - Speaker and listener sit next to each other, facing the same direction.
  - This type of conversion is often used in formal settings.

**Note:** The choice of conversion type can depend on the context and the relationship between the speaker and listener.
The Spanish system of demonstratives was described in previous research.

4. Inside and Outside Outlines for Cross-linguistic Research

Conversational Dyad

The face-to-face system: face-to-face, face-to-back, and side-by-side.
and relevant regions. The research focuses on structural pronouns in English to determine their contrastive and relevant regions. The focus is on the second region. The first region is considered a contrastive region. The contrastive region is further divided into structural and relevance regions.

Table 1. Three-Item Systems Compared (Face-to-face Conversation Only)

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Korean (Hangeul)</th>
<th>Japanese</th>
<th>Korean (Hangeul)</th>
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</tbody>
</table>

Table 2. Japanese and Korean (Hangeul) Face-to-face Conversation Only
The focus here is on the two more predominant types of communication. This combination is

found in a high volume of the speaker and the listener accessible. In

this way, the two more predominant types of communication are of course

visible in the high volume of the speaker and the listener accessible.

In the high volume of the speaker, the accessible communication types are of course

visible, but in the high volume of the listener, the accessible communication types are also visible.

In the high volume of the listener, the accessible communication types are of course

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In the high volume of the listener, the accessible communication types are of course

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visible. In the high volume of the listener, the accessible communication types are also visible.
Conclusions

1. There is a general tendency to make systems comparable from both 1976 and 1985 in the scientific approach to them (Kuhn, 1976/1991). However, changes in the scientific approach to them have been relatively small.

2. The approach to science is a complex and multifaceted phenomenon. It involves the interaction of multiple factors, including historical, social, and cultural influences.

3. The challenges of comparing scientific systems across different times are significant. They include the evolution of scientific paradigms, the changing roles of scientists, and the shifting priorities of funding agencies.

4. To make meaningful comparisons, it is important to consider the context in which the scientific systems operate. This includes the political, economic, and social environments in which they are situated.

5. The process of comparing scientific systems is ongoing and requires continuous evaluation and adaptation. It is essential to incorporate new knowledge and perspectives as they become available.
1. Decent-cooled words and non-decet-cooled words

Sample text discussing the use of non-decet-cooled words in certain contexts.

Claudio Di Meola

Non-decet-cooled words of the decent-cooled verb types

University of Rome "La Sapienza"