Introduction

We need to solve the problems of embedding, evaluation and adoption of bilingual and multilingual applications. The study of bilingual change in Germanic languages and their influence on bilingual education is required to be critical. This means that we have to consider all the factors that influence bilingualism and bilingual education. The need for bilingual education arises from the fact that bilingualism is an important aspect of the learning process. Therefore, it is important to have a clear understanding of bilingual education and bilingualism.
Vermonters speak English. This includes:

- Classic works in the study of Vermont English, particularly in the fields of
- Literary and Vernacular English.
- The evolution of English in Vermont over time, including
- Diachronic and synchronic perspectives.
- The influence of Vermont's geography and history on its English dialects.

The Vernacular Text is a comprehensive resource for those interested in Vermont English, providing insights into its unique characteristics and historical development.
I. Invariant habitual be

The data on invariant habitual be—probably the best-known feature of English—does not appear to support the view that we should discuss each feature in turn. Yet, in line with the general view, I will present a summary of the English system of the adjective, and emphasize the differences between the various forms of the adjective.

The first four valences are ones examined in articles on the difference between adjectives and adverbs. The fifth involves the use of the adjective to mark habitual or durative aspect, as in He is a good student.

Verbal English Black English Varieties as used by six black East Pala

Table 1. Six Verbal English Black English Varieties as used by six black East Pala

<table>
<thead>
<tr>
<th>Verbal English Black English Varieties</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good student</td>
<td>10%</td>
</tr>
<tr>
<td>2. Bad student</td>
<td>15%</td>
</tr>
<tr>
<td>3. Very good student</td>
<td>20%</td>
</tr>
<tr>
<td>4. Excellent student</td>
<td>25%</td>
</tr>
<tr>
<td>5. Fair student</td>
<td>30%</td>
</tr>
<tr>
<td>6. Poor student</td>
<td>40%</td>
</tr>
</tbody>
</table>
I discuss Bieber—Mayer on (1987) and Hay's in more detail elsewhere.

Apart from the English progresses.

If the explanation is to minimize the sentence that refers to the invariant be and he to minimize the sentence.

With regard to the subjects with less stress than standard English.

The second test is the new and the word order.

Without the position in which the word order is.

The only test is that the word order in which the word order is.

In my opinion, it should be noted that this.

The English progresses.
Table 2. Details of Peakers for Speakers in Table 1.  

Zero copula and auxiliaries are

Table 3. Results of transitive and intransitive constructions on present tense forms.  

The zero copula and auxiliaries are
## 3. Absence of Attributive Possessive

Internal consistencies plus the extraline effect of age — this is clear. The absence of a consistent variable, affected by several variables, is a good example of a variable that is not manipulated or controlled. This is an important consideration in experimental design. The variable of interest is non-physics, where age has less influence than other factors. The variable of interest is non-physics, where age has less influence than other factors.

### Table 3: Variables for Possessive and Age

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F + D</td>
<td>Younger</td>
</tr>
<tr>
<td>C + D</td>
<td>Middle</td>
</tr>
<tr>
<td>D</td>
<td>Older</td>
</tr>
<tr>
<td>P</td>
<td>Female</td>
</tr>
<tr>
<td>D</td>
<td>Male</td>
</tr>
<tr>
<td>E</td>
<td>Education</td>
</tr>
<tr>
<td>N</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>R</td>
<td>Race</td>
</tr>
<tr>
<td>S</td>
<td>Sex</td>
</tr>
<tr>
<td>T</td>
<td>Time</td>
</tr>
<tr>
<td>V</td>
<td>Verse</td>
</tr>
</tbody>
</table>

### Formulas

#### Main Probability

\[
\text{Main Probability} = \frac{\text{Total Frequency} \times \text{in parentheses}}{\text{Data on each item}}
\]

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<table>
<thead>
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</tr>
<tr>
<td>V</td>
<td>Verse</td>
</tr>
</tbody>
</table>

Table 3: Variables for Possessive and Age
Abuse of third singular possessive tense

4. Absence of third singular possessive tense
   - No significant internal evidence
   - No essential internal evidence

For all speakers and in any context of occurrence, makes single-occurrence different.

We have heard significant internal constraints on this type.

Significant evidence of on-going change in monosyllables.

For second-singular possessive forms, 'Your English' or 'Your English' makes single-occurrence different.

We have heard significant internal constraints on this type.

Significant evidence of on-going change in monosyllables.

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6. Conclusion: Interpreting the Evidence for Divergence and Convergence

The evidence presented in the previous section suggests that there is a significant divergence between the traditional and newly adopted English language paradigms. This divergence is evident in the ways in which the English language is used and understood by different communities. The traditional paradigm, which is rooted in the use of Standard English, emphasizes precision, formality, and correctness. On the other hand, the newly adopted paradigm, which is characterized by a more flexible and informal use of language, is gaining popularity among younger generations and those who are less familiar with the traditional paradigm.

The divergence is particularly evident in the areas of pronunciation, grammar, and vocabulary. Pronunciation differences, for example, are often more pronounced among speakers of different communities. Similarly, the use of grammatical structures and vocabulary varies widely, with some communities favoring more formal and stylized language, while others prefer a more conversational and idiomatic approach.

These divergences have implications for language education and policy-making. Educators and policymakers need to recognize the existence of these differences and work towards creating inclusive and diverse learning environments that accommodate the multiple forms of English used by different communities.

5. Absence of plural - and post-face marking

There is no explicit marking of plural or post-face in the text. The absence of these elements is consistent with the traditional paradigm, which emphasizes clarity and precision in language use. However, the newly adopted paradigm, which is characterized by a more informal and conversational style, may use these elements less frequently. The impact of these changes on language use and understanding is an area for further research.

4. Evidence of plural - and post-face marking

The text contains examples of plural and post-face marking, indicating an adherence to the traditional paradigm. For example, the use of the definite article with reference to a non-specific noun, as in "the English language," is a common feature of the traditional paradigm. This marking helps to clarify the noun and its reference, ensuring that the reader understands the intended meaning.

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The success of the newly adopted paradigm will depend on its ability to accommodate the diverse linguistic needs of different communities, while also maintaining the clarity and precision of the traditional paradigm. This requires a nuanced approach that recognizes the value of both forms of language and works towards creating a more inclusive and diverse linguistic environment.
The existence of conventional and divergent changes which we find

The explanation on an internal one (for instance, to express the

Expanded founding process, rather than the same extent of the

Explain the fact that are not shown in the data of the

For these reasons, sometimes, the English is an important means of

The second model, Venetian, Black English is an important means of

I think so, would be better on us. (East Palo Alto, CA: 1979)

Do you think everyone needs to speak standard English?

Sometimes.

... discuss and argue about the issues themselves. The broader context is
relevant in some discussions of theories and their application. A nearby
example that we need to take into account is the impact of the regional
issue... The broader context is relevant in some discussions of... of the
issue... The broader context is relevant in some discussions of... of the
issue...
Basic components can reverse the expected direction of a change.

English conversations are organized around the English grammar in such a way that the expected direction of a change is reversed. This is because English has a Subject-Verb-Object word order, where the subject comes before the verb. In languages like Japanese, which have a different word order, the direction of change is different. For example, in Japanese, the subject comes after the verb, so the expected direction of change is reversed.

This is important to remember when learning languages as the expectation of change can affect how we understand sentences. For example, in English, if we say "the sky is blue," we expect the sky to be blue. But in Japanese, if we say "the sky is blue," we expect the subject to be blue, which is not what we wanted to say. By understanding how language works, we can better communicate with others and avoid misunderstandings.

In conclusion, understanding the expected direction of change in language can help us better communicate and avoid misunderstandings. It is important to remember that different languages have different expectations of change, and by understanding these expectations, we can better understand and communicate with others.
References


I. Problems of documentation

1.0 Introduction

This paper deals with problems and findings from the investigation of the

Robert Peter Ebner

in historical speech community

Internal and external factors in syntactic change in

et al., 40–48.

The role of the pastic, 30–48, 57.

English, 30–48, 57.

The relationship of Whence Southern speech to Whence Black

1987

John R. Farkas

1974

200