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Language or Culture? A Tutor's Approach to ESL Appointments

Introduction:

When I first became a Writing Associate at Trinity College, one of my biggest worries was that I did not know enough about the English language to effectively help other writers. As is the case for the majority of students at Trinity, English is my native language. While I am comfortable expressing my thoughts through written English, I am not as comfortable as I would like to be when it comes to explaining why certain aspects of English grammar are the way they are. I first realized how much I had to learn about English grammar when I began studying French in middle school. Although I knew the names of the parts of speech, it was not until I learned about direct and indirect objects, different kinds of pronouns, and the names of verb tenses in French that I realized these constructions also exist in English. When I began studying Russian in college, my experience repeated itself; I learned about aspects of grammar that I never before knew to exist. The study of foreign languages has helped me to understand my native language better. Through it, I became fascinated by the interactions and relationships between languages, and how multilingualism can affect a writer.

In the Writing Center, I have worked with several students whose first language is not English (ESL students). I admire the courage ESL students demonstrate by choosing to study at a university where classes are not taught in their native language. I can imagine the difficulties I would face trying to compose essays in Russian or French at a foreign university. Therefore, I

decided to research how to most effectively help Trinity's ESL students when they visit the Writing Center.

In order to make this project as applicable to the Trinity community as possible, I determined the most prevalent native languages (other than English) among students attending Trinity this semester. I researched the linguistic differences between these native languages and English, and put together resources about these differences that tutors can use to help ESL students understand the English language and improve their writing. The Writing Center at Trinity is already a valuable resource for ESL students, because all the Writing Associates are trained to help ESL students understand American academic culture. However, in order to better aid ESL students who utilize our Writing Center, the Trinity College Writing Associates should be informed about the linguistic differences between common foreign languages and English so that they can incorporate this knowledge into their existing tutoring practices.

Theory:

Before moving into the discussion of foreign language and culture pedagogy, there are several vocabulary terms associated with ESL studies that I will refer to in this paper that must be defined. The idea that one's native language can have an effect on one's use of a second language is known as language transfer theory. In their article "A Case Study on the Effect of Chinese Negative Transfer on English Writing" Meng Guo, Jingxia Liu, and Pingting Chen describe transfer as: "during the learning process of a second language, the learner's mother tongue would show great influence on the acquisition of his or her second language" (1). Luo and Gao elaborate on this concept, stating that positive transfer occurs when a student's knowledge of a native language helps him or her learn a second language, and that negative transfer occurs when a student's knowledge of a native language causes him or her to make

errors in a second language (Luo and Gao 1). Negative transfer, or the previous knowledge that leads a student to make errors, is also known as "interference" (Luo and Gao 1). Luo and Gao, both native speakers of Chinese, assert that the effects of interference usually diminish as students become more proficient with the English language (1).

A language is more than just a system of vocabulary and grammar; a language reflects the values of the culture that develops it. For example, the Korean language emphasizes the use of honorifics, which suggests that honor and respect are important in Korean culture (Shoebottom). Similarly, according to Robert Kaplan in his 1966 article *Cultural Thought Patterns in Intercultural Education*:

> The English language and its related thought patterns have evolved out of the Anglo-European cultural pattern. The expected sequence of thought in English is essentially a Platonic-Aristotelian sequence, descended from the philosophers of ancient Greece and shaped subsequently by Roman, Medieval European, and later Western thinkers." (Kaplan 3)

The idea that languages and cultures have coevolved has been exemplified in the Writing Center. Jui-Chuan Chang, an undergraduate writing tutor at DePaul University, recounts his experience with the interrelation of language and culture in his article "Talking about my omelet: Why and how?" Chang details how a student he worked with in the writing center struggled to describe in the English language a distinctive African dish. There is no one word to describe the dish in English, but the student reported, "it was something that looked like an omelet, but it did not even taste like one. They did not even put eggs in it" (Chang 11). Chang's experience illustrates how language and culture are closely connected—each specific language's vocabulary reflects the objects and actions important to its specific culture. There is no word in the English vocabulary for the African dish that the student sought to describe, because English and the student's native language evolved under the influence of two greatly

different cultures. Therefore, in order to gain a holistic understanding of a foreign language, it is also necessary for students to learn about the foreign culture behind the language.

It is important for tutors in the Writing Center to be aware of cultures other than their own in order for them to better understand their clients' needs. In the late 1960s Robert B. Kaplan, then a professor at the University of Southern California, identified the two approaches that were being taken for ESL teaching: the "prescriptive", which emphasizes correctness in mechanics, and the "descriptive" which emphasizes the understanding of how mechanics work. Kaplan asserts,

> Unfortunately, although both the prescriptivists and the descriptivists have recognized the existence of cultural variation as a factor in second-language teaching, the recognition has so far been limited to the level of the sentence-that is, to the level of grammar, vocabulary, and sentence structure. On the other hand, it has long been known among sociologists and anthropologists that logic per se is a cultural phenomenon as well. (Kaplan 1)

Here, Kaplan points out that different cultures not only use different languages, but also use different systems of logic. The standard logical flow of an academic paper in the United States that seems perfectly normal to a native speaker of English may seem foreign to a native speaker of Chinese, or vice versa. Kaplan goes so far as to argue that culture encompasses not only language and logic, but also rhetoric. He states, "Rhetoric, then, is not universal either, but varies, from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture at a given time" (Kaplan 2). Words in a language are more than words in a language. Words and they ways they function when combined into texts have effects on the reader. Because each language has a unique system of vocabulary and grammar, each language has its own effect, or rhetoric. Rhetoric, culture, and language are inseparably intertwined; therefore, tutors should be familiar with diverse cultures in order to understand the multiple styles of rhetoric present in the writing center.

The study of English as a second language is a relatively young scholarly field, which continues to develop today. According to Rod Ellis, author of *Second Language Acquisition and Language Pedagogy* research into second language acquisition started to become increasingly prevalent in the 1960s (1). Prior to this decade, most second language instruction focused on drills for the memorization of vocabulary and mechanics, and errors were attributed to interference from the student's first language. However, in the 1960s this idea was challenged by others who believed that language instruction should focus on the student as an individual, and that errors should not be attributed to language transfer theory (Ellis 3). In the 1980s, teachers of ESL began to shift their focus towards "the knowledge of the 'rules of speaking' that govern how language is used in socially appropriate ways and how discourse is constructed" (Ellis 7). In other words, teachers began to teach communication rather than memorization. Ellis argues that today there are two types of studies into second language acquisition—those based on theory and those based on application (Ellis 9). The field of ESL studies is constantly growing and changing, and writing tutors are exposed to only a small piece of this conversation through the training materials assigned to them.

The tutor training resources that are available today emphasize the necessity of understanding the diverse cultures that ESL students bring with them to the Writing Center. *The Oxford Guide for Writing Tutors: Practice and Research*, the book currently assigned to all Writing Associates at Trinity College, addresses cultural differences from a theoretical standpoint. The authors, Lauren Fitzgerald and Melissa Ianetta, are careful to define non-native speakers of English in positive terms. They write,

> We prefer the term multilingual writers because although it's less precise than the others, it has more positive connotations; this term reminds us that knowing more about languages is a benefit rather than a deficit. For these writers, operating in more than one language is part of their identities, but because these writers or their families often come

> from non-English-speaking countries and because language always contains cultural aspects, cultural differences may affect their writing and tutoring sessions as well. (Fitzgerald and Ianetta 118)

Fitzgerald and Ianetta emphasize the importance of appreciating other languages and cultures. They recognize that having a first language other than English can have an impact on students, but choose to acknowledge only the positive aspect of this language transfer theory. They accept the idea of positive transfer, but not negative transfer. Fitzgerald and Ianetta's stance makes sense in the respect that a tutor should never view a student's culture as having a negative impact on his or her writing. However, practically speaking, a student's first language is part of his or her culture, and his or her culture can influence how he or she thinks about writing. Tutors at Trinity, as at other schools which use Fitzgerald and Ianetta's textbook, are taught to think about culture and diversity. This is extremely important for the reasons outlined above: language and culture are intertwined, and in order to truly understand one, one must also understand the other. The same applies to teaching: in order to teach American English, one must also teach about American culture.

Culture is extremely important in the Writing Center, and in this respect Trinity is doing an excellent job. However, I return to the idea that language and culture are intertwined. It is necessary to know both, and the current tutor education practices at Trinity do not include any instruction about linguistics. This is most likely for practical reasons. It is unrealistic to hope to train tutors in multiple foreign languages over the course of one semester. Additionally, tutors are capable of helping ESL students even without any background in foreign languages. However, I think that some education about the general differences between common native languages and English could greatly benefit tutors. As they teach English and American culture, they can learn about foreign languages in order to better understand the foreign cultures

of the students they work with. Thus, an appointment in the Trinity Writing Center becomes a give-and-take conversation, rather than a one-sided instructional session.

The Trinity College Community:

According to Katharine Clair, the International Student Advisor at Trinity College, Trinity does not have statistical data about the native languages of the college's student population. However, she states that the Office of International Students and Scholars does have information about the home country of all students. Although it must be taken into consideration that not all students from a certain country are necessarily native speakers of that country's official language, Clair suggests that the data about country of origin would likely correlate with data about native language were it available. Based on Clair's analysis, the most prevalent native language at Trinity College, other than English, is Chinese (Mandarin). The largest number of international students at Trinity are from China, and China is closely followed by Vietnam, then by India, next by Nepal, and finally by South Korea (Claire). Clair explains that she knows all the international students personally, and that although students from India make up a large portion of the international student body, each Indian student speaks a different variety of the many Indian languages. Therefore, it is likely that the most common native languages among Trinity students are Chinese (Mandarin), Vietnamese, Nepali, and Korean (Clair).

This data from the Office of International Students and Scholars correlates with the data that the Trinity College Writing Center collects when students make appointments. According to the Writing Center's **"**System Statistics Report: SEPTEMBER 1, 2015 to DECEMBER 15, 2015", during the Fall 2015 semester 18 clients identified Chinese as their native language. 17 students selected Spanish, and 5 selected Korean. Since the Writing Center began collecting

data about the native languages of its clientele during the fall semester of 2012, the Writing Center has served 57 native speakers of Chinese, 44 native speakers of Spanish, and 26 native speakers of Korean ("System Statistics Report: SEPTEMBER 1, 2012 to DECMEBER 15, 2015"). The Writing Center's data differs from that of the Office of International Students and Scholars in that students who cannot identify their native language on the Writing Center's drop down menu are offered the chance to select "Other". This semester alone, the Writing Center assisted 23 clients who selected "other" for their native language (**"**System Statistics Report: SEPTEMBER 1, 2015 to DECEMBER 15, 2015"). The Writing Center does not currently offer students the opportunity to select Vietnamese, Nepali, or languages spoken in India as their native language despite the fact that a large portion of the international student body at Trinity hails from Vietnam, Nepal, or India. Therefore, it is likely that the large "other" category is mostly composed of speakers of these languages.

Based on this demographic data, Writing Associates at Trinity College could benefit most from learning about the grammatical structures of Chinese (Mandarin), Vietnamese, Nepali, Spanish, and Korean. This grammatical and linguistic knowledge will be helpful to tutors and to ESL students, but tutors must be careful not to take this knowledge too far. For example, It would not be right to assume all speakers of Chinese make the mistakes that some speakers of Chinese make, for each student comes from a very different background. Tutors must be careful not to make assumptions when putting this linguistic knowledge to use. They should use this information about languages as a way to understand an important part of their tutees' cultures, not to generalize or predict the errors an individual tutee might make. Each tutor must be in tune to their students' needs in order to determine when linguistic knowledge might be useful to reference, and when it will not be.

To help tutors in the process of educating themselves and their tutees about the differences between languages, I have prepared a series of handouts. These handouts outline some significant differences between common foreign native languages and English, and contain short explanations about how English grammatical structures work. I envision tutors reading these handouts for their own education. The handouts can be distributed and presented to tutors either at a staff meeting or via e-mail. The handouts are most importantly intended to help ESL students in the Writing Center, so it is my hope that several copies of each hand out will be available in the Writing Center for tutors to show ESL students. If it seems like the concepts outlined on a particular handout are helpful to a student, the student should be able to take the handout with them, or perhaps be able to access a copy online.

Conclusion:

While I am optimistic that this project will have a significant impact on the Writing Center as a whole, there are ways in which it could be improved by further research. For example, I chose which native languages to create resources about based on the Writing Center's data, which is self-recorded by its clientele, and on the Office of International Students and Scholars' data about country of origin. A more accurate gauge of the most common native languages at Trinity College could be achieved by administering a survey of the entire student body. This survey could be undertaken by an interested student in Rhetoric 302 next year, or also by the Trinity College Office of Institutional Research and Planning. My ability to make handouts was also limited by the amount of information available about the most common non-English native languages at Trinity. While I was able to find several sources about Chinese, Korean, Vietnamese, and Spanish, I struggled to find information about Nepali. To take this project further, I would have liked to find out more about Nepali, perhaps from a Linguistics

professor, in order to create a handout to help tutors work with students whose native language is Nepali. I would also be interested in researching which native languages at Trinity were most common when the college was founded, and how these numbers have changed over time.

It is my hope that that in the future, the resources I have created will guide Writing Associates at Trinity College in their efforts to understand the languages, which are part of the cultures, of Trinity's ESL students. As the student population at Trinity grows more diverse, I hope this project will be continued in order to keep up with the growing number of cultural voices present in the Trinity College Writing Center.

A Short Guide to the Differences Between Chinese and English

Articles are an important part of speech in English, but they do not exist in Chinese (Shoebottom).

- Articles are similar to adjectives in that they modify nouns.
- "the" is the definite article. Use "the" when referring to a specific object. It can be used with singular and plural nouns.
  Ex. *My favorite part of Trinity is **the** chapel.*
  ***The** library is **the** best place to study.*
  ***The** printers are in **the** basement.*
- "a"/ "an" is the indefinite article. Use "a"/ "an" for non-specific nouns. Use "a" when the next word in the sentence starts with a consonant sound, and use "an" when the next word in the sentence starts with a vowel sound.
  Ex. *In my dorm room, I have **a** poster.*
  *For breakfast, I ate **an** omelet from Mather.*
  *I wish I had **an** hour longer to work on this History paper.*
- For nouns that cannot be counted, use "the" for specificity. To refer to the noun in general, don't use an article.
  Ex. *In class, I learned **[no article]** information.*
  *Do you have notes about **the** information we learned in class today?*
  (Lynch, Brizee, and Angeli)
- For a more detailed explanation, check out the Perdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/540/01/>

English relies heavily on auxiliary verbs ("helper" verbs) and verb conjugations to make meaning, whereas Chinese relies on adverbs and word order. English also uses verb tenses to convey time, whereas Chinese does not (Shoebottom).

- There are six basic tenses in English: Simple Present, Present Perfect, Simple Past, Past Perfect, Future, and Future Perfect.
  Simple Present: *The Bantams **play** the game.*
  Present Perfect: *The Bantams **have played** the game.*
  Simple Past: *The Bantams **played** the game.*
  Past Perfect: *The Bantams **had played** the game.*
  Future: *The Bantams **will play** the game.*
  Future Perfect: *The Bantams **will have played** the game.*
  (Berry, Brizee, and Angeli, "Sequence of Tenses")
- The three perfect tenses take auxiliary verbs
  Present Perfect: refers to the recent past
  formed by a conjugation of "to have" + past participle
  Past Perfect: refers to actions that start and end in the past

formed by "had" + past participle
Future Perfect: refers to actions that end in the future
formed by "will have" + past participle

- The Present Progressive and the Past Progressive also require auxiliary verbs.
  Present Progressive: refers to an action that is currently taking place, conjugation of
  formed by "to be" + gerund (-ing form of the verb)
  Ex. *I **am studying** for my Economics final.*
  Past Progressive: refers to an action that was taking place at a previous time,
  formed by "was" + gerund
  Ex. *President Berger-Sweeney **was walking** down the Long Walk.*
  (Berry, Brizee, and Angeli, "Verbs with Helpers")
- For a more detailed explanation, check out the Perdue Online Writing Lab:
  https://owl.english.purdue.edu/owl/resource/601/1/

The two languages have different rules about word order (Shoebottom).

- In English, we use inversion of the subject and the verb in order to ask a question. This does not happen in Chinese (Shoebottom).
  Ex. Question: ***Do you** want to eat in Mather?* Answer: *Yes, **I do**.*
- In Chinese, all adjectives and modifiers come before the noun they modify, and adverbs come before verbs. This is not always the case in English, a language in which some modifiers can come after the noun or verb they modify.
  Ex. *The class **that I want to take** meets in Seabury.*
  *I read that chapter **very quickly**.*

In English, you must add a suffix to most nouns to make them plural. In Chinese, you add a suffix only to nouns that refer to people (Guo, Liu, and Chen).

Ex. *There are many squirrel**s** running around campus.*
*In the library, one can find book**s** about almost any subject.*
*Trinity is known for having excellent professor**s**.*

A Short Guide to the Differences Between Vietnamese and English

In English the spelling of a word is often different when one uses it as a different part of speech, whereas in Vietnamese the spelling of the word does not change (Tang 22).

- Ex. noun: information; verb: to inform, adjective: informative
  verb: to charm; adjective: charming

Unlike English, Vietnamese is relatively uninflected. This means that Vietnamese and English do not share the same system of adding letter to signify plurals for nouns and adjectives and tenses for verbs (Tang 22).

Table 1: Common Inflection Patterns

Original word type	**Inflection Rule**	**Examples**
Words ending with a sibilant: **-s/-ss/-sh/-ch/x**. Words ending with the letter **-o**.	Add **-es** in the plural noun or 3rd person singular verb.	bus → buses (n) / busses (v) miss → misses wish → wishes watch → watches fox → foxes potato → potatoes do → does
Words ending consonant - **y**.	Change the **-y** to **ie** before the ending **-s**.	party → parties study → studies cry → cries
Words ending consonant - **y**.	Change the **-y** to **i** before the endings **-ed/-er/-est/-ly**.	try → tried happy → happier easy → easiest
Words ending consonant - **y**.	Do NOT change the **-y** before the ending **-ing**.	carry → carrying try → trying
Words ending vowel **-** **y**.	Do NOT change the **-y**.	buy → buys play → played
Words ending with the letters **-ie**.	Change the **-ie** to a - **y** before the ending **-ing**.	die → dying lie → lying
Verbs ending consonant **-e**.	Omit the **-e** before the ending **-ing**.	ride → riding love → loving write → writing provide → providing
One-syllable words ending *consonant-vowel-consonant*. Two or more syllable words ending *consonant-vowel-consonant* that are stressed on the last syllable.	Double the last consonant before the endings **-ing/-ed/-er/-est**.	hit → hitting stop → stopped wet → wetter fat → fattest begin → beginning prefer → preferred
Two or more syllable words ending *consonant-vowel-consonant* that are stressed on the first syllable.	Do NOT double the last consonant before the endings **-ing/-ed/-er/-est**.	happen → happening visit → visited

Source: Paul Shoebottom, "Inflections," *A Guide to Learning English*, Frankfurt International School, 1996, Web, 7 Dec. 2015.

There are differences between the standard word orders of English and Vietnamese.

- In English adjectives come before nouns, whereas in Vietnamese they come after nouns.
  Ex. *The **strong, fast Bantams** beat the **weak, slow Cardinals** in the football game.*
- When asking questions in English, one inverts the subject and the predicate. This does not occur in Vietnamese.
  Ex. Question: ***Do you** want to eat in Mather?* Answer: *Yes, **I do**.*
  (Tang 22)

A Short Guide to the Differences Between Korean and English

The parts of speech that exist in English do not have exact equivalents in Korean. Articles are an important part of speech in English, but they do not exist at all in Korean (Shoebottom).

- Articles are similar to adjectives in that they modify nouns.
- "the" is the definite article. Use "the" when referring to a specific object. It can be used with singular and plural nouns.
  Ex. *My favorite part of Trinity is **the** chapel.*
  ***The** library is **the** best place to study.*
  ***The** printers are in **the** basement.*
- "a"/ "an" is the indefinite article. Use "a"/ "an" for non-specific nouns. Use "a" when the next word in the sentence starts with a consonant sound, and use "an" when the next word in the sentence starts with a vowel sound.
  Ex. *In my dorm room, I have **a** poster.*
  *For breakfast, I ate **an** egg.*
  *I wish I had **an** hour longer to work on my paper.*
- For nouns that cannot be counted, use "the" for specificity. To refer to the noun in general, don't use an article.
  Ex. *In class, I learn **[no article]** information.*
  *Do you have notes on **the** information we learned in class today?*
- For a more detailed explanation, check out the Perdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/540/01/
  (Lynch, Brizee, and Angeli)

In Korean, it is not necessary to conjugate verbs to agree with the subject of the sentence, whereas in English, conjugation of verbs to achieve subject-verb agreement is essential for effective communication (Shoebottom).

- the conjugation of "to be" looks like this:

I am	*We are*
You are	*[second personal plural is the same as second person singular]*
He/She/It is	*They are*

- the conjugation of "to do" looks like this:

I do	*We do*
You do	*[second personal plural is the same as second person singular]*
He/She/It does	*They do*

- If there is a compound subject connected by "and", use the "they" form of the verb
  Ex. ***The Bantam and the lemon squeezer are** symbols of Trinity.*
- If there is a compound subject connected by "or", use the "he/she/it" form of the verb.
  Ex. ***Me or my friend will** go to the library to find a book.* (Paiz, Berry, and Brizee)

- "The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb" (Paiz, Berry, and Brizee).
  Ex. ***Each has to*** *do his or her own work on the exam.*
- For more information, check out the Perdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/599/01/

In Korean, instead of auxiliary verbs, a series of suffixes are added to a verb to create meaning. Therefore, native speakers of Korean may be less familiar with verb tenses than native speakers of English (Shoebottom).

- There are six basic tenses in English: Simple Present, Present Perfect, Simple Past, Past Perfect, Future, and Future Perfect.
  Simple Present: *The Bantams* ***play*** *the game.*
  Present Perfect: *The Bantams* ***have played*** *the game.*
  Simple Past: *The Bantams* ***play*** *the game.*
  Past Perfect: *The Bantams* ***had played*** *the game.*
  Future: *The Bantams* ***will play*** *the game.*
  Future Perfect: *The Bantams* ***will have played*** *the game.*
  (Berry, Brizee, and Angeli, "Sequence of Tenses")
- The three perfect tenses take auxiliary verbs
  Present Perfect: refers to the recent past
  formed by a conjugation of "to have" + past participle
  Past Perfect: refers to actions that start and end in the past
  formed by "had" + past participle
  Future Perfect: refers to actions that end in the future
  formed by "will have" + past participle
- The Present Progressive and the Past Progressive also require auxiliary verbs.
  Present Progressive: refers to an action that is currently taking place, conjugation of
  formed by "to be" + gerund (-ing form of the verb)
  Ex. *I* ***am studying*** *for my Economics final.*
  Past Progressive: refers to an action that was taking place at a previous time,
  formed by "was" + gerund
  Ex. *President Berger-Sweeney* ***was walking*** *down the Long Walk.*
  (Berry, Brizee, and Angeli, "Verbs with Helpers")
- For a more detailed explanation, check out the Perdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/601/1/

Whereas the standard word order in English is subject-verb-object, the standard word order in Korean in subject-object-verb (Shoebottom).

- Ex. Korean version: ***I coffee like to buy*** *at Peter B's.*
  English version: ***I like to buy coffee*** *at Peter B's.*

A Short Guide to the Differences Between Spanish and English

Spanish and English both have many verb tenses. However, not all Spanish verb tenses have an exact equivalent in English (Shoebottom).

- There are six basic tenses in English: Simple Present, Present Perfect, Simple Past, Past Perfect, Future, and Future Perfect.
  Simple Present: *The Bantams **play** the game.*
  Present Perfect: *The Bantams **have played** the game.*
  Simple Past: *The Bantams **play** the game.*
  Past Perfect: *The Bantams **had played** the game.*
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  (Berry, Brizee, and Angeli, "Verbs with Helpers")
- For a more detailed explanation, check out the Perdue Online Writing Lab:
https://owl.english.purdue.edu/owl/resource/601/1/

In English, adjectives usually precede the nouns they modify, whereas in Spanish the adjectives usually follow the noun they modify (Rafoth 209).

- Ex. *The **strong, fast Bantams** beat the **weak, slow Cardinals** in the football game.*

Whereas one can choose to use a contraction with some English verbs, this option does not exist in Spanish (Coe 96).

- Ex. do not → don't, does not → doesn't
  will not → won't
  was not → wasn't
  are not → aren't

When writing in Spanish, one does not use auxiliary verbs to form questions or negative as one would in English (Coe 99-100).

- Questions: ***Did*** *you visit the bookstore?*
  Does *he want to be a tour guide?*
  Will *you email your professor?*
- Negatives: *They* ***did not*** *read the assignment.*
  Snow ***does not*** *usually fall until January.*
  The professor ***will not*** *read your paper unless you turn it in on time.*

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