Annotation Specification – L1ML

Current as of: Friday, April 4th, 2016

Updated versions will be posted on the L1ML GitHub and updated in the Dropbox. We will send out a message with any updates that L1ML adds to the specification. Please feel free to contact us at any time with any questions or concerns about the specification.

1) Overview of Project

The goal of the L1ML annotation scheme is to highlight salient grammatical errors in second language (L2) speakers of English's writing in order to train an algorithm that will be able to identify the writer's native language (L1). You, as the annotator, will be tasked with marking up these features using the Multimodal Annotation Environment in tandem with the provided Document Type Definition (.dtd) file (as of writing, this file is called L1ML_v1.0.dtd).

L1ML uses data from the TOEFL11 corpus. This corpus takes responses from the open-ended free response of the Test of English as a Foreign Language, a test used to evaluate the level of English proficiency of an L2 English speaker wishing to enter an American university. Prompts for the free response section encourage extemporaneous, independent writing and are non-specific enough as to allow for a wide range of test taker answers (e.g., Prompt 3: *Do you agree or disagree with the following statement? Young people nowadays do not give enough time to helping their communities. Use specific reasons and examples to support your answer.*)

Essays in the TOEFL exam are scored on a scale from 1-5. Our sample of the TOEFL11 corpus only focuses on those essays that scored in the *Medium* proficiency category (i.e., received a score between 2.5-3.5). Each essay is written by L2 speakers of English who have one of 11 possible L1s (Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Spanish, Telugu, and Turkish).

2) Using the TOEFL11 Corpus

We have split the TOEFL11 Corpus from its original size to include only documents that received a score of *Medium*, and have chosen a sample that evenly distributes across the various prompts and languages present in the original corpus. We have further decided, in the interest of getting enough documents to train on, to limit the languages to French, Hindi, Arabic, Chinese, Spanish, Japanese, and Telugu. The list of files, in .csv format, can be found on our GitHub page under the TOEFL11_part folder. Each file provides the name of the file (in ####.txt format), the given prompt number (P1…P8), the writer's native language, as well as their score. The prompts themselves can be found on our Dropbox.

Written text for each prompt should be read by the annotator at least once before reading through the essays in order to contextualize the writers' responses. Prompts and text files will be available in the section of the corpus that we provide.

The corpus that will be used for annotation provides pre-processing in the form of tokenization. This may make the punctuation appear to be spaced unusually – this is expected and should not be considered a fault of the writers of the essays. Some examples of this seemingly awkward spacing include separation of contractions (i.e., "don't" becomes "do n't"), extra spacing of periods and commas ("the end." becomes "the end . "), among others.

3) Tagging Guidelines

Annotating each document will require some linguistic knowledge of various parts of speech and how various words (also known as lexical items – both words will be used interchangeably throughout the text). This document will try to clearly explain the various linguistic phenomena as clearly as possible.

Previous iterations of the L1ML annotation frameworks had "multiple passes" which the annotators needed to do during the mark-up process. Following our annotators' suggestions, we have removed the stipulation for these passes in order to ease the overall cognitive load and simplify the process.

Important Note: The TOEFL is designed to be a test of American English. As such, any use of British or Commonwealth English spelling or grammar (e.g. colour, Ireland are set to win the world cup, etc.) should be annotated following the guidelines below.

Overall Annotation Notes:

1. Approach your annotation of the documents using your judgment as a native speaker of English, reading sentence by sentence. If the sentence does not sound like something a native speaker would say, identify the aspects of that sentence using the frameworks below that make it non-native. *Only examples of errors need to be tagged!*
2. Use the UsageError extent tag to mark up any and all errors that are not captured using this document (such as incorrect word choice, incorrect part of speech, gender errors with pronouns, etc.) but *do not rely too heavily on this tag* – consider other tags first before using UsageError. Despite this, you should not be concerned if many of your tags do end up being UsageError tags. In this way, UsageError is a catch-all for errors not captured by any other tag.
3. **An overall guideline for problems with prepositions and their dependent words as well as noun/determiner issues:** if a preposition or a determiner is *missing*, no link tag is required – simply fill in that the preposition or determiner is incorrect using the MissingX attribute on the noun or dependent word. If a preposition or a determiner is *incorrect* or there is *an extra determiner,* mark that the preposition or determiner is incorrect or extra using the IncorrectX attribute or the ExtraX attribute on the noun or dependent word. Then, link the preposition or determiner to its dependent word or noun, respectively, using the corresponding link tag.

Some linguistic background:

L1ML is seeking to mark up various linguistic errors that occur in the writing of L2 speakers of English with various L1 languages. Consequently, annotating these documents does require some knowledge of various grammatical notions, such as part of speech of a word. The **part of speech** of a word refers to the category of a word depending on how it interacts with other words in the sentence. You probably will recognize some of the parts of speech from elementary or middle school (nouns, verbs, prepositions) while some may be unfamiliar.

Traditional instruction of these parts of speech often uses **semantic criteria** for these categories (i.e., "a noun is a person, place, thing, or idea" or "verbs are words that indicate action, condition, or state of being"). These semantic criteria will be included where appropriate. In addition, however, **distributional criteria** and **category diagnostic tests** will also (and perhaps more helpfully) be included. Distributional criteria refer to the fact that certain categories of words are grouped together by *how they interact with other words in the sentence* (i.e., a sentence's structure, or **syntax**). Category tests are tests that have an omitted word in the sentence. If you as the annotator can insert a word into the sentence to make it a grammatical sentence of English, then the word will fit into that category.

3.1) Nouns, Adjectives, Determiners, and Prepositions

3.1.1) What are nouns?
Nouns are content words that typically refer to a person, place, thing or idea.
Examples: *scones, tea, Brandeis, Ryan, congeniality, chemistry, class*

Nouns will fit into the following "slot" in these category tests --
There is/are no _____ here. (Ex. There are no **tables** here.)

{The/Jim's} _____ is/are uninteresting. (Ex. Jim's **ideas** are uninteresting.)

3.1.2) What are adjectives?
Adjectives give more information about a noun and will describe it. They come right before the noun.
Examples: *blue, friendly, happy, illustrious*

Adjectives will fit in the following "slot" in these category tests --
That/She seems very _____. (Ex. That seems very **difficult**.)

This one is {more _____ / _____-er} than that one is. (Ex. This one is **riper** that that one is.)

Be careful not to confuse adjectives with **noun-noun compounds,** i.e., two nouns that

come together in coordination. The category tests will help out here – a noun will fail the adjectival category tests.
Ex. chemistry class, sheep festival, street parking

Predicative adjectives are adjectives that occur alone after the **copula verb** "to be" (for more information, read the Verbs section below) or **after verbs that express a state of being** (sometimes referred to as linking verbs). Essentially, these are verbs that take an adjective as their argument.

Ex. That painting is **great**.
Ex. Those cherries taste **delicious**.

There will be more complex discussion about arguments in later sections, but we can think of arguments in this way: a given word will *select* for the words that can come after it. After that word, some other lexical items will be able to "work" and sound grammatical, and others will not. For the purposes of our annotation, *we are only focusing on the arguments of nouns, verbs, and adjectives*.

For the purposes of our annotation, *these are the only adjectives that need to be annotated*, and they will only need to be annotated if there is a problem with their preposition argument.

As discussed above, **pronouns** are words that stand in or replace other nouns.
Ex. *He, she, it, they, them, us, we*
Pronouns have **gender** – i.e., they tell us whether the noun refers to a man or a woman, or to an object that does not have gender.
Ex. **He** is very tall. (refers to a living man)
Ex. **She** is very short. (refers to a living woman)
Ex. **It** is very unusual. (refers to a non-living object)

3.1.3) What are determiners?
Determiners are words that modify a noun and help tell us something about the reference of that noun. Determiners will come before the noun, but may have adjectives that come in between them and the noun
Determiners can tell us if we are talking about a specific thing or a kind of that thing (with what we call **articles**): Ex. **A** dog, **The** happy cat, **These** papers, **Those** books

We will also use **determiners** to refer to numbers and quantifiers:

Four dogs, **Few** modes of recourse, **All** Brandeis students.

Determiners also refer to possessives like: **My** cat

We can test for determiners by seeing if the fit in the "slot" in the following category diagnostics –

First, make sure the word fits in none of the following three tests.

It seems to _____ (it/her). [Ex. It seems to **four***** -- ungrammatical]

They want to _____ (it/her) (of/to/for/from/on it/her). [Ex. they want to **any** her*** -- ungram.]

That/She is _____ uninteresting/yellow. [Ex. She is **few** uninteresting** -- doesn't work]

Then, see if the word fits in the following test –

I want _____ yellow one(s). [Ex. I want **every** yellow one.]

Some determiners can only go together with certain nouns. We might need to worry about if the noun is **singular** (i.e., it only refers to one item or collection of items) or **plural** (i.e., refers to more than one item). In this case, we say that the determiners and noun **agree**.

Ex. These dogs run. → Determiner **these** is plural, **dogs** is plural: agreement
Ex. A dogs run** -> Determiner **a** is singular, **dogs** is plural: no agreement, error

3.1.4) What are prepositions?
A **preposition** is a word that describes a relationship between other words in the sentence. It can give us information like location (for example, *on, in, above,* etc.) but can also provide other information, depending on the word.
Ex. *before, after, below, between, at, for, to, on*

Prepositions will fit in the following "slot" in a category test:

Put that book _____the box. [Ex. Put that book **near** the box.]

Here is a letter_____ Patrick. [Ex. Here is a letter **about** Patrick.]

This is a box _____ bananas. [Ex. This is a box **with** bananas.]

I want ___ go to school [Ex. I want **to** go to school.]

You will notice that in the above category tests, not all prepositions will fit in each category. This is because certain *nouns* and *adjectives* will select for various prepositions as their **arguments**.

Ex. Put that **book** *at* the box. [**book** allows for preposition *at* to follow it]

Ex2. Here is a **letter** *at* Patrick* [**letter** does not allow for preposition *at* to follow it]

Ex3. It is **necessary** *for* me [**necessary** selects for *for*]

Ex4. It is **necessary** *with* me* [**necessary** does not allow for preposition *with*]

Without getting too much into the specifics, the most important thing to notice is that these prepositions are *saying something* or *adding to our understanding of the meaning of the noun* or *adjective*. In this way, we will say that the preposition **depends** on the noun or adjective that it adds meaning to. This is **extremely important** for our annotation process, as we will want to tag examples such as Ex2 and Ex4, where there is a problem with a preposition and the word it depends on.

3.1.5) Tagging nouns
Nouns only need to be tagged if there is *some type of error* with a noun or a word related to a noun (as discussed above, with its determiner or with a preposition that depends on it.) This is to say, not all nouns need to be tagged – only the ones that have a corresponding error. For the sake of our annotation, pronouns should be tagged as nouns.
When tagging a noun, no *other determiner or adjective* should be included with the tagging.
Ex. These **car** are used to help control traffic.

However, noun-noun compounds should be tagged together as one noun.
Ex. Our energetic **afternoon linguistics students** seems very interesting.

Nouns can be tagged in several different ways, which are explained below.

3.1.5.1) Nouns with just an extent tag
Nouns should be tagged with just an extent tag if:
-- they have a **preposition** or **determiner** that should be present, but isn't, thus making the sentence ungrammatical. In this case, within the **PrepError** and **DetError** attribute, **MissingPreposition** or **MissingDeterminer** should be chosen, respectively.
Ex. It was **time** go to school. (MissingPreposition)
Ex. I found **transport** I used to be very interesting. (MissingDeterminer)
-- If a noun is not singular but it should be (i.e., in typical speech, it should be singular) the noun should be tagged and the **NotSingular** attribute of **PlError** (Plural Error) should be chosen. (Note: this shouldn't be used for subject verb agreement – see verbs section for more details)
Ex. The French government push people to use common **transports**. (NotSingular)
Ex. They pushes people to use common transport. (NotSingular)
-- If a noun is not plural, but it should be (i.e., in typical speech, it should be plural), the noun should be tagged and the **NotPlural** attribute should be chosen.
Ex. I needed to take some **risk** (NotPlural)

-- If the noun is the subject of a given verb, and the subject and verb do not agree, the noun should be tagged with a noun tag. If there are no other errors, this is all you need to do.

-- If a pronoun has an incorrect gender (i.e., refers to something as a man, a woman, or an inanimate object when it is not), then choose the **Yes** attribute of the GenderError on Nouns. Tag the pronoun only.

Ex. The French government is very powerful. **He** is led by our President. (**Noun – GenderError: Yes**)

Note that these are not mutually exclusive – one or more of these could occur for any given noun.

3.1.5.2) Nouns, Determiners, and Determiner Noun Links
Nouns and their determiners should each be tagged with an extent tag and linked with a corresponding DetNounLink link tag if the following below requirements are true. In addition, if the determiner is incorrect, and it is possible to choose the correct form, choose it from the list provided in the **CorrectForm** attribute. If you can't, type it in using the **OtherCorrectForm** attribute.

When to tag using a noun, determiner, and DetNounLink:
-- There is an extra determiner present when no determiner is required. In this case, the noun should be tagged, the determiner should be tagged and the **ExtraDeterminer** attribute of **DetError** in the noun should be chosen. The two extent tags should be linked by a DetNounLink

Ex. In modern times, *the* **nature** is very precious. (*Determiner,* **Noun – DetError: Extra Determiner,** DetNounLink)

-- There is a determiner, but it does not agree with the given noun. In this case, the noun should be tagged, the determiner should be tagged, and the **IncorrectDeterminer** attribute of **DetError** in the noun should be chosen. The two extent tags should be linked by a DetNounLink. (Note that in this case, you may need to choose NotSingular or NotPlural, depending).

Ex. *These* **alternative** is not useful. (*Determiner*, **Noun – DetError: Extra Determiner,** *DetNounLink)*

IMPORTANT NOTE: For some examples of agreement, it may be difficult to determine if the error is in the determiner or the noun. To decide this, first, try to use the evidence from the sentence to see what the "intended" sentence really was. In the above example, we have two pieces of evidence that the writer intended "alternative" to be singular (the noun alternative is singular, and the copula verb is singular). In this case, the determiner would be incorrect. However, if it is unclear, as in:

Ex2. *These* **alternative** not useful.

In this case, we would fall back and choose the NotPlural attribute of plural error and

say that the determiner is correct. This should be the general heuristic – if you are uncertain, put the error in the noun.

3.1.5.3) Nouns, Prepositions, and PrepositionLinks
Nouns and prepositions should be tagged if a preposition that depends on them is present and it is somehow incorrect with respect to the noun. They should then be linked with a preposition noun tag. (Note on the PrepositionLink tag: the "mother" refers to the word that selects for that preposition, i.e. the word that the preposition depends on)

The following situations could occur:
-- A preposition is present, but it is not necessary. In this case, the preposition would be tagged, the noun it depends on would be tagged, and the **ExtraPreposition** attribute of **PrepError** on the noun would be chosen.
Ex. The car **for** *to* go the city… (**Noun – PrepError: ExtraPreposition**, *Preposition*, PrepositionLink)
-- A preposition is present, but it is not the preposition that the noun would select for. In this case, the noun it depends on would be selected and the **IncorrectPreposition** attribute of **PrepError** on the noun would be chosen. In addition, the preposition would be tagged. If you can, fill in the **CorrectPreposition** field with your intuition of the correct preposition.
Ex. The **car** *at* Waltham is very pretty. (**Noun – PrepError: IncorrectPreposition**, *Preposition*, PrepositionLink)
Note in some cases there can be a determiner that stands on its own to represent an entire noun.
Ex. I bought some books for the kitchen and put **some** *from* the bookshelf.
In this case, we could do a PrepositionLink where the "determiner" is the word that the preposition depends on.

3.1.6) Tagging predicative adjectives with preposition problems
For the adjective tag, only **predicative adjectives** (described above) need to be tagged.
The following are instances where the Adj tag would need to be used:
Adj extent tag alone
-- A predicative adjective selects for a preposition, but that preposition is missing. In this case, the adjective would be tagged with the Adj tag, and the **MissingPreposition** attribute of **PrepError** in the adjective would be selected.
Ex. It seems **obligatory** me to buy a car. (**Adj-- PrepError: MissingPreposition**)

Adj extent tag with preposition tag and PrepositionLink
-- A predicative adjective has a preposition present and it does not need one. In this case, the Adj would be tagged and the **ExtraPreposition** attribute of **PrepError** in the adjective would be selected.

Ex. It looked **necessary** *for* to buy a car. (**Adj – PrepError: ExtraPreposition,** *Preposition,* PrepositionLink)
-- A predicative adjective has a preposition present, but the preposition is not one that the adjective selects for. In this case, the Adj would be tagged and the **IncorrectPreposition** attribute of **PrepError** in the adjective would be selected. If possible, fill in the correct form of the preposition on the CorrectForm field of the preposition.
Ex. It looked **necessary** *at* me to buy a car. (**Adj – PrepError: IncorrectPreposition**, *Preposition,* PrepositionLink)

3.2) Verbs

3.2.1) What are verbs?
Verbs are words that demonstrate action, indicate state, or show an occurrence.
Examples: *walks, jumped, identify, is*

Verbs will fit into the following "slot" in these category tests --
Strip word of -ing, -ed, -en, or -s ending; then insert it here, right after to:
 It seems to _____ (it/her).   (Ex. It seems to **write**.)

They want to _____ (it/her) (of/to/for/from/on it/her). (Ex. They want to **become** it.)

All verbs in English will have a **subject** that goes along with it. A subject is the noun or noun phrase that "does" or "experiences" the action of the verb. In English, a subject will typically come before a verb.
Ex. **Jeff** likes apple pie. (Jeff is the one "experiencing" the liking of apple pie)

A subject needs to be in **agreement** with its verb. Without going into too much detail about the various ways that subjects and verbs can agree, for the purposes of the L1ML annotation, if a subject and verb *seem like they do not match*, this should be marked as a subject-verb agreement error.
Ex. **He* **try** to buy yogurt.

A verb can come in different **forms** in order to agree with the subject.
Ex. I *am* very happy. You *are* very happy. He *tries* to buy yogurt.

Verbs can also have **helping, or auxiliary, verbs** that go along with them. Auxiliary verbs don't express actions, but rather give additional grammatical information about how that action was done (for example, they might give us more information about when the action was done, or whether it was completed or still ongoing). Some examples of auxiliary verbs in English are *have, do, will, be, should, might*.

When marking up a verb phrase, mark a verb as well as the helping verb.

Verbs also encode for **tense**, i.e. when the action of a verb takes place (such as in the past, in the present, or in the future.)
Ex. I *will go* to the store. I *went* to the store. I *have gone* to the store.

Verbs, as in nouns and adjectives, also will *select* for certain words and phrases that come after them. This will especially come into play with prepositions that are dependent on the verb:
Ex. I **bought** a gift *for* Jane. (**verb,** *preposition*)

3.2.2) Tags for verbs
The following goes through various situations for how to tag a verb:

3.2.2.1) Tagging verbs using just an extent tag
Verbs should consume *all auxiliary and main verbs.* Verbs should be tagged with just an extent tag if:
-- If a verb is missing its subject, just the verb should be tagged. The **MissingSubject** field should be changed to Yes.
Ex. **Is** raining. (**Verb: Missing Subject – Yes**)
-- If a verb has a problem with its **tense**, i.e. it is in the past tense but should be in the present, it should be marked with a tense error.
Ex. Yesterday, I **ride** my bike. (**Verb: TenseOrFormError – Tense**)
-- If a verb has an incorrect **form** that doesn't seem to be related to subject-verb agreement or tense, it should be marked with a form error alone.
Ex. I **riding** my bike often. (**Verb: TenseOrFormError – Form**)
-- If a verb should have a preposition, but doesn't, the verb should be tagged and the **MissingPreposition** attribute of **PrepError** should be selected on the verb.
Ex. I **commented** a photo on Facebook. (**Verb: PrepError – MissingPreposition)**

3.2.2.2) Tagging verbs and nouns with Subject-Verb Disagreement
If there is a disagreement in the subject and a verb, the **noun subject** as well as the **verb** should be tagged with a Noun and a Verb tag, respectively. The Verb should be marked with **Form** under the **TenseOrFormError**. Then, the subject and verb should be linked using the **SVDisagreement** link tag.
If a subject is connected by "and", use the disjoint spans tool to tag just the nouns of the subject with ONE tag alone.
Ex. The **boy** *play* often. (**Noun**, *Verb – TenseOrFormError: Form*, SVDisagreement)
Ex. The **boy** and the **girl** *plays* often. (**Noun**, *Verb – TenseOrFormError: Form,* SVDisagreement)

3.2.2.3) Tagging verbs and prepositions
-- If a preposition has been included with a verb that does not need to be included, the **verb** should be tagged with the corresponding **ExtraPreposition** attribute selected on

PrepError. Additionally, the preposition should be tagged, and the Verb and Preposition tags should be linked with a PrepositionLink.
Ex. I will **discuss** *about* climate change. (**Verb: PrepError – ExtraPreposition,** *Preposition*)
-- If a preposition has been included with the verb, but it is the incorrect preposition, the verb should be tagged with the corresponding **IncorrectPreposition** attribute of PrepError. Additionally, the preposition should be tagged, and the Verb and Preposition tags should be linked with a Preposition Link.
Ex. I **bought** a book *to* her. (**Verb: PrepError – IncorrectPreposition,** *Preposition)*

3.2.3) Copula verb "to be" and the MissingCopula tag

The **copula** "to be" links together the subject with a **predicate**: i.e. the part of the sentence that describes additional information about the subject.
Ex. Mary **is** tall.
Ex. The book **has been** interesting.

If the copula is missing in a sentence, *tag the whitespace where it typically would take place.* If you can, fill in the correct copular form.
Ex. The book_interesting. (_ is the area where **MissingCopula** would be tagged)

NOTE that there are other uses of to be that are used with –ing verbs (known as the **progressive**) or with –ed verbs (known as the **passive**). In this case, if these are missing, these should be marked with a TenseOrFormError: Form on the Verb.

3.3) Misspellings and Awkward Punctuation

3.3.1) Misspellings

The extent tag "Misspelling" should consume the character span of the misspelled token (remember, you should not only focus on the misspellings marked by the automatic checker, but also for any misspellings that may not have been caught). It has a required attribute field where annotators must choose from a set of possible options, listed below.

Misspelling Error Attribute: Possible Choices
These choices have been listed in a hierarchical rank. If a spelling error appears to encompass multiple meanings, choose the attribute that comes *first* in the list. (Example: if a word has vowel issues AND is a homophone, label it with the vowel issues attribute).

Additionally, if you are on the fence or uncertain if a misspelling falls into a certain category, *do not* label it as that category and see if another category might be more appropriate. If no category is appropriate, choose the attribute other.

Oddities of or incorrect capitalization is not considered a misspelling.

Vowel Issues: Chosen if the misspelled word has included incorrect vowels or missing vowels.
Ex. A **dack** was quacking. (**Misspelling – MisspellingError: VowelIssues)**
Ex2. My **favrite** food is bananas. (**Misspelling – MisspellingError: VowelIssues)**

Homophone: Chosen if the word has been spelled as a homophone of the intended word.
Ex. I went to the park and saw many people **their**. (**Misspelling – MisspellingError: Homophone**)

Segment Voicing: Chosen if the word has incorrect segment voicing of consonants somewhere in the word. This goes in two directions – i.e., both when the consonant is the voiced version when it should not be, or unvoiced when it should be voiced.
Ex. My daughter attends **sghool** in Waltham. (**Misspelling – MisspellingError: SegmentVoicing**)

Cognate: Chosen if the word is spelled similarly enough to be a **possible** cognate of English in the native speaker's language.
Ex. I live in an **appartement** in New York City. (**Misspelling – MisspellingError: Cognate**)

MissingSpace: Choose if the word should have been spaced into two or more words, but has not been.
Ex. I read a lot in my **dailylife**. (**Misspelling – MisspellingError: MissingSpace**)

Other: Chosen if the spelling mistake fits none of the above categories. *All other categories should be considered first before Other!*
EX. **Teh** game is so fun. (Misspelling – MisspellingError: Other)

3.3.2) Awkward Punctuation

Additionally, you will need to look for punctuation that appears in unnatural places. We have defined this as punctuation such as semi-colons, periods, colons, commas, exclamation points, and question marks that appear in unnatural and ungrammatical places.

3.3.3) Tagging awkward punctuation

Awkward punctuation is an extent tag that should take up the character span of the awkward punctuation. This tag only applies to punctuation that appears in a bizarre or even ungrammatical place.

EX. We. went to the Red Sox game. .: Awkward Punctuation.

<u>Note:</u> As before, if you question or are uncertain if a punctuation is awkward or ungrammatical, *do not mark it.*

3.4) UsageError
For all other errors that are not covered by any other tag, usage errors can be used. This is our catchall tag. There are a few types we have specified for the UsageError type, but there are many, many more than can be included in the scope of this document.

-- If a word seems to be the incorrect part of speech, choose the WrongPOS attribute of the ErrorType on UsageError)
Ex. There are many **technological** advanced cars. (**UsageError – ErrorType: WrongPOS**)
-- If a word has been chosen that seems awkward, bizarre, or unusual for the given situation, mark it with the LexicalError attribute of ErrorType.
Ex. I ride the **transports** in Paris often. (**UsageError – ErrorType: LexicalError**)
-- For all other errors that you see, you may mark them with a UsageError tag with default attribute Other. This could include:
Wrong word order: There are **other many** options. (**UsageError**)