

# Introduction

In this annotation task, you are asked to examine a sentence written by an English language learner, consider one of the errors in it, and provide feedback on the error. The feedback you provide should help the learner understand their error and give an idea of how they might edit the sentence to address it. These annotations may be used to develop writing support or intelligent tutoring systems.

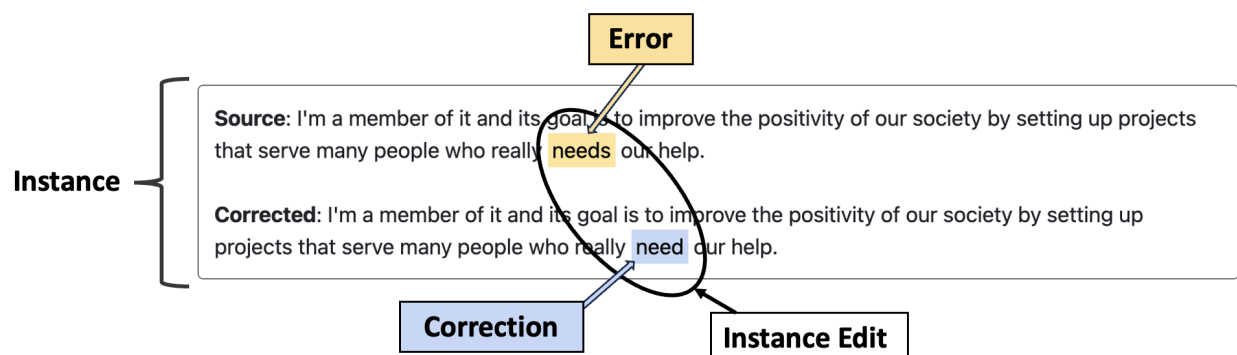
## The Data

The input for you to consider is an **instance**. An instance consists of:

- **Source Text:** The text written by the learner.
  - **Error:** one particular part of the source text is marked as the error in focus. It will be highlighted in yellow.
- **Corrected Text:** A version of the source text where the "error" has been corrected.
  - **Correction:** a change to the source text made by an annotator in a previous task, where the goal was to correct the error. The correction is supposed to improve the sentence by addressing the error. It will be highlighted in blue.

The pair of **error** and **correction** constitute the **instance edit**. You can think of the instance edit as the difference between the two sentences, or the proposed change that is being focused on in your assigned instance.

Here is an example of an instance before annotation:



Your job as an annotator is to do the following six tasks for each instance. Each step has a detailed explanation in the sections below in this document:

# Annotation Tasks

1. Determine whether the data is valid, rejecting if not.
2. Classify the learner's error.
3. Label the error as either "generalizable" or not.
4. Select the area the learner should see as a **Comment Highlight** on their sentence.
5. Write a feedback comment to help the learner understand the error. There are two parts:
  - a. Explanation: What is wrong and why.
  - b. Edit Suggestion: What to do to address the error.
6. Classify your edit suggestion as either a direct correction or a hint.

Here is the above example instance after these tasks have been completed:

**Source:** I'm a member of it and its goal is to improve the positivity of our society by setting up projects that serve many people who really needs our help.

**Corrected:** I'm a member of it and its goal is to improve the positivity of our society by setting up projects that serve many people who really need our help.

Report data issues if applicable. **1**

☐ The "error" is acceptable; correction not necessary.  
☐ The "correction" is invalid or results in an error.  
☐ Both grammatically valid; more context is necessary.  
☐ Data/format issues (e.g., misalignment, odd symbols).

What is the category of this error? **2**

Level 1: Grammar  
Level 2: Subject-Verb Agreement

Is this error generalizable? **3**

☒ Yes ☐ No

Select comment highlight. **4**

☒ Comment Highlight

Explain why this is an error to a student. **5a**

The subject, "people," is plural. However, "needs" can only be used with a singular subject.

Suggest a way to correct this error to a student. **5b**

Change "needs" to a form that goes with a plural subject.

**6** Is the suggestion a direct solution or a hint?

☐ Direct ☒ Hint

## [NONE] Tokens

The error word may appear as [NONE] when the correction consists of inserting one or more words. Similarly, if the correction deletes the error words, the correction may contain [NONE] in their place:

Example 1: [NONE] in a source text's error:

**Source:** For example, people always walk on the right of the road in China. However, Australian rules specify [NONE] citizens drive on the left of the road.

**Corrected:** For example, people always walk on the right of the road in China. However, Australian rules specify that citizens drive on the left of the road.

Example 2: [NONE] in a corrected text's correction:

**Source:** The developed version of all those engines is used in the running vehicles on land, water and air which make our lives faster.

**Corrected:** The developed version of all those engines is used in [NONE] running vehicles on land, water and air which make our lives faster.

These are special tokens that do not actually appear in the learner's writing, and would not be shown in any correction presented to the learner. They are used to keep track of edited words and to provide a broader text area for annotators to highlight.

Note that a comment highlight on a source text can not consist entirely of [NONE], as this token does not exist from the learner's perspective. Comment highlights must extend to adjacent words as well. See "Handling Insertions" in the section on Comment Highlights.

## Copying Examples vs. Original Annotations

You may have noticed that this document is very long. The primary reason is that it contains a large number of annotated examples of each kind of error we target.

You are encouraged to read examples related to your instance. If you can find an example that is sufficiently similar, you can use it as a guide for how to respond. However, since we are annotating several concepts that even experts do not agree on, we invite you to contribute your own perspective as long as you follow the definitions of each term and the "core principles" and formatting requirements for each type of annotation.

Therefore, if you believe strongly based on your experience and expertise that an instance should have a different error type, generalizability, or comment highlight than an existing example, you can annotate accordingly.

The most open-ended annotation is #5, Feedback Content. We welcome original comments. It is permissible to copy comments directly from the examples in this document **if and only if** you believe that the comment is fully appropriate and sufficient for the instance in question. **Make absolutely sure** that quoted words from the example are replaced with equivalent words from the instance you are annotating.

If you believe that an example comment is not sufficient, you are welcome to write your own original feedback comment, provided it meets the "core principles" for feedback content.

## The Annotation Interface

The annotations will be collected online using a web tool referred to as the "annotation interface" in this document.

## Accessing the Interface

Access to the interface is done via a special URL which should end with a long string of random characters. Each annotator will receive a unique access URL.

The URL of the webpage may change in your browser during the annotation process. If you accidentally navigate away or refresh, and find yourself unable to access the tool, please close the tab or window and access the interface again with the original access URL you were given.

## Navigating and Submitting Instances

You can navigate between your assigned instances in two ways:

- The "Move Forward" and "Move Backward" buttons, which move you one instance
- The "go" dialog box on the top menu bar, which allows jumping

The "Move Forward" button acts as a "submit" button, and clicking it will submit any annotations you have made to the displayed instance. **Note that the "Move Backwards" button and "go" button do not submit data.** In-progress annotations may be lost. These navigation options should only be used to travel to other instances to check or edit them.

You can change your annotations for a given instance by navigating to it, making at least one change to one of the fields, and clicking "Move Forward" again.

Note also that the "Move Forward" button triggers several annotation validity checks, which may lead to your submission being denied. Please follow the directions in the resulting alert.

## Reporting Bugs

If you think you have found a bug with the annotation interface, please report them with [this report form](#).

If the bug is limited to one particular data instance, try using the "go" box on the top menu to "skip" annotation by navigating to the instance with a number one higher than the problem instance. Since the "go" box does not submit data, it should allow you to avoid any bugs resulting from data submission issues for that instance.

If the bug affects all instances or prevents access to the tool entirely, check your URL and try various different browsers. If the issue persists, contact us using [the bug report form](#).

## Annotation Tasks

### 1. Accepting or Rejecting Instances

The first decision an annotator should make is whether the instance is valid in the first place. The annotation interface provides a series of non-exclusive checkboxes that, when clicked, reject the instance and report it as flawed. The rest of the annotation fields will be grayed out, and you can skip the instance by clicking the "Move Forward" button.

We define four reasons to reject instances:

1. The "error" in the instance edit is fully acceptable, and the "correction" is not necessary. Often, the meaning of the sentence is the same before and after the edit:

```
source: I like *cooking*.
corrected: I like *to cook*.
rejected: True
```

**source:** It is vital that we think \*of\* our future.  
**corrected:** It is vital we think \*about\* our future.  
**rejected:** True

Note that annotators should also consider annotating with `Style and Register` tags before rejecting instances that are theoretically correct, but are informal, rude, etc.:

**source:** I \*wanna\* go there one day  
**corrected:** I \*want to\* go there one day  
**error\_tag:** `Casual or Informal Language`  
**rejected:** False

Occasionally, a correction is compound, addressing more than one concept at a time. In such cases, if any aspect of the correction is unnecessary, we reject:

**source:** I was going to do my homework, but I \*get\* distracted by fireworks.  
**corrected:** I was going to do my homework, but I \*was\* distracted by fireworks.  
**rejected:** True

The above example would be valid if it were only correcting "get" to "got." It would be rejected as unnecessary if it were only changing "got" to "was." Since the vocabulary choice aspect is unnecessary, the entire compound instance is rejected as unnecessary.

2. The "correction" in the instance edit results in an error, does not fix the original error, or is otherwise invalid:

**source:** I was born the \*[NONE]\* first of October.  
**corrected:** I was born the \*on\* first of October.  
**rejected:** True

**source:** Every morning, some people come the to park and clean. \*[NONE]\* That makes us feel really grateful.  
**corrected:** Every morning, some people come the to park and clean. \*up\* That makes us feel really grateful.  
**rejected:** True

Note that in rejection reason #2, only errors highly connected to the instance edit should be considered. Unrelated issues elsewhere in the sentence are out of scope. In the example above, we are rejecting because of "up" being inserted after the period instead of before it, not because the phrase "come the to park" is still present in the sentence.

- Both sentences are hypothetically acceptable, and further context such as a prior sentence is definitely required to make a judgement. Typically, something about the meaning of the sentence has changed in the edit:

**source:** She **\*had\*** really grown up.  
**corrected:** She **\*has\*** really grown up.  
**rejected:** True

- The data itself seems to have issues such as formatting text loaded incorrectly, highlights in inappropriate locations, a blank sentence, etc.:

**source:** **\*Run\*** every day is good for your health.  
**corrected:** **\*Running\*** every day is good for your health.  
**rejected:** True

**source:** nd-color: #ffe599'>Run</mark> every day is good for your health.  
**corrected:** **\*Running\*** every day is good for your health.  
**rejected:** True

**source:** **\*Run\*** every day is good for your health.  
**corrected:** Running **\*every\*** day is good for your health.  
**rejected:** True

To compare this last example to rejection reason #2, note that in #2, the instance edit is **defined** correctly, but is inadvisable. Here, the instance edit is invalid data in the first place because the edit and correction do not refer to the same place in the text.

## 2. Choosing Error Type

Consider the learner's error and classify it using the typology presented in the "Language Error Typology" section. The typology is hierarchical, so classification is done by selecting tags with successive dropdown menus. Each menu reveals tags from the next level down. The final tag for an instance can be located at Level 2, or Level 3 if the Level 2 tag has subtypes.

See the below figure for an example of the dropdown menu:

## What is the category of this error?

Level 1:

Level 2:

Level 3:

Consider also: Passive Voice

**Note that the error typology is the most complex part of our annotation scheme**, so please consider your categorization very carefully. To mitigate the large number of tags, we try to arrange them logically, and use terms that English teachers would already be somewhat familiar with and which may be aligned with common English language textbook chapter topics.

We encourage annotators to familiarize themselves with the tags by checking the “Language Error Typology” section, first getting an idea of the layout with the “Typology at a Glance” subsection, then looking into any tags that do not seem intuitive. Please feel free to refer to the detailed descriptions any time a tag is under consideration for a given instance.

## Core Principles

- All annotated instances **must** have a terminal tag at Level 2 or 3.
- If you can classify an error to a point, but there is no sufficiently applicable tag at the next level down, there are “Other” tags to use as a fallback (e.g., `Grammar` → `Other Grammar Issue`). Only use these when necessary, after ruling out all existing tags.
- Generally, tag names correspond to the **attempted** construct, not what the learner wrote instead. Some tag names like `Vocabulary Choice` do not follow this pattern, but instead can be understood as “an issue with... (Vocabulary Choice)”
- Any time you are confused about a tag or want to compare multiple tags, check the appropriate listing(s) in the “Detailed Tag List with Examples” section.
- The chosen tag should align well with the “topic” of the feedback you plan to write in step 5. Sometimes, this can help you decide between candidate tags.



- For some simple mechanical issues such as apparent typos, it is possible that a teacher would not choose to write a detailed comment. There are nevertheless tags for such issues, and we annotate such errors in the annotation task.
- If multiple tags can apply to an issue, we choose the one that best describes what the learner has made a mistake with and needs to review or learn. This is often the more specific of a set of candidate tags:

#### Example 1:

**source:** \*Than yesterday today is hotter.\*  
**corrected:** \*Today is hotter than yesterday.\*  
**error\_tag:** `Comparison: Comparative`

- Although the `Word Order` tag theoretically applies, identifying the rules for comparatives is much more informative.

#### Example 2:

**source:** I always try \*that\* be friendly.  
**corrected:** I always try \*to\* be friendly.  
**error\_tag:** `Infinitive`

- Although any word substitution could be called `Vocabulary Choice`, the word being replaced is critical to forming a complementary infinitive. Feedback would likely focus on the way to make this kind of phrase using an infinitive.
- If there are two or more valid interpretations of an instance edit, even after considering all examples and exceptions, choose one and stick to it, since you can only select one error tag. If possible, favor an interpretation that does not require any additional context:

#### Example 3:

**source:** He \*will\* deal with temporarily disabled people who came for a rehabilitation session every other day.  
**corrected:** He \*would\* deal with temporarily disabled people who came for a rehabilitation session every other day.  
**error\_tag:** `Tense: Tense Choice`

- In this especially tricky example, it is legitimately not clear whether the sentence is past tense or a hypothetical (which would be tagged with `Conditional` in our system). In this case, we favor the past tense interpretation because it is a valid option that relies only on this sentence. The hypothetical interpretation requires additional context with e.g., an "if" statement.

## Tag Suggestions

We have observed some common mistakes from our pilot annotation rounds, and built in simple suggestions for certain categories, which we present under the dropdown area when a given tag is chosen. Please take advantage of these.

The tag suggestions point to related but subtly different tags or tags that have potentially counterintuitive exceptions (based on the “exceptions” section of each tag listing). Please take a moment to consider such suggestions and check the description of any suggested categories that you are not sufficiently familiar with.

## 3. Generalizability

The generalizability of an error, related to the similar concept of the “treatability” of an error (see Ferris 1999), is a judgement of whether an error represents a broadly applicable system or rule of language. It is related to an error’s ability to be self-corrected by the learner once brought to their attention.

If the error is “generalizable,” it represents a relatively predictable rule of the language. Examples include subject-verb agreement, standard use of articles, punctuation rules, or the formation of regular endings of nouns and verbs (e.g., -ed in the past tense, -ing for continuous verbs, pluralizing with -s or -es, etc.).

### Example 1: Generalizable Error

**source:** <\*Run\*> every day is good for your health.

**corrected:** \*Running\* every day is good for your health.

**error\_tag:** `Verb Nominalization`

**error\_is\_generalizable:** True

**feedback\_explanation:** “Run” is a verb, so it must be a gerund or infinitive to be the subject.

**feedback\_suggestion:** Try changing “run” to the -ing form.

Note that in the above example, the feedback is applicable to any verb, not just “run.”

Non-generalizable errors are more idiosyncratic, often specific to one lexical item. This includes issues with the exact definitions of words (such as the difference between “see” and “watch”), irregularities such as the past tense of “eat” not being “eated,” and violations of strong collocations or fixed expressions such as phrasal verbs or idioms. Essentially, if the learner has to remember a “vocabulary-level” item of information, the error is likely non-generalizable.

### Example 2: Non-Generalizable Error

**source:** We <put \*down\*> the fire.  
**corrected:** We put \*out\* the fire.  
**error\_tag:** `Phrasal Verb`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Put down" does not fit here.  
**feedback\_suggestion:** Use "put out" to mean "stop a fire."

Finally, in the case of word-level errors, there is a general guideline that errors involving **content words** (verbs, nouns, etc. that contribute meaning) are more likely to be non-generalizable, while errors involving the replacement or omission of **structure words** used in grammatical patterns are more likely to be generalizable.

Consider these examples with the same word, "to":

### Example 3: Non-generalizable Error with the content word "come to"

**source:** We rushed to help the man who fainted, but he wouldn't <come \*[NONE]\* for> several hours.  
**corrected:** We rushed to help the man who fainted, but he wouldn't come \*to\* for several hours.  
**error\_tag:** `Phrasal Verb`  
**error\_is\_generalizable:** False

### Example 4: Generalizable Error with a structure word - "to" with an infinitive:

**source:** I always <try \*[NONE]\* be> nice.  
**corrected:** I always try \*to\* be nice.  
**error\_tag:** `Infinitive`  
**error\_is\_generalizable:** True

## Generalizability and Error Type

In the above introduction to generalizability, we described some broad guidelines by error type, noting that e.g., punctuation errors are often generalizable and phrasal verb errors are often non-generalizable.

These are broad tendencies, not hard rules for each tag. Please evaluate each error on its own merit and consider if it relies on a broader rule or the idiosyncrasies of specific words.

# Generalizability and Directness

Research on instructor feedback has found that teachers are more likely to give hints in response to treatable/generalizable errors, and direct corrections to non-generalizable errors. Some studies also suggest a greater educational impact from feedback following this pattern.

However, the correlation between generalizability and feedback directness is not 100%, so we do not force annotators to align these two annotation types. Please consider each error individually and whether a hint or a direct correction would be more helpful for a learner.

## 4. Comment Highlights

In the annotation task, you are provided with the original sentence with one **instance edit** consisting of an error highlighted in yellow and a correction highlighted in blue:

**source:** History is being \*wrote\* every day.  
**corrected:** History is being \*written\* every day.

These yellow and blue words represent what is actually changed by one "correction" in the sentence, and thus represent one "error" along with the teacher's action towards it.

When showing corrections and feedback to the learner, one approach would be to use the yellow spans as a comment highlight. One can imagine this span being underlined, colored red, and so on to draw the learner's attention.

However, we believe that it may be more beneficial to show wider highlights than these yellow spans sometimes, e.g., to identify the boundaries of a particular grammatical structure or collocation. Therefore, we define a separate span that we call the "Comment Highlight," which we color violet in this document and the annotation interface. Here is the above example with a comment highlight:

**source:** History <is being \*wrote\*> every day.  
**corrected:** History is being \*written\* every day.  
**error\_tag:** `Passive vs. Active Voice`

Note that the comment highlight extends to include the whole grammatical pattern of a passive continuous verb. By including other highly relevant words beyond the error words themselves, we can draw attention to such multi-word patterns.

One of the annotators' tasks is to define this "comment highlight." Detailed guidelines for this can be found below. For now, here are a few core principles:

## Core Principles

- The error word(s) **must** be included in the comment highlight.
- The comment highlight **must** be one contiguous span.
- The comment highlight **must not** consist only of a [NONE] token.
- Extend the highlight to capture the rest of the error words' "lexical unit."
- You may extend the highlight to capture additional words highly relevant to the error.
- Try to extend the highlight no more than a few lexical units beyond the error words.
- Avoid very broad highlights even if there is something relevant but far.
- An insertion of a missing word should be represented by highlighting the tokens on the left and right of the missing word.
- An insertion at the beginning or end of a sentence should be represented by highlighting the first or last token, respectively.

## Word-Level Corrections

Some errors are strictly word-level, such as a spelling mistake or confusing one word for another. In these cases, the error and comment highlights will be the same:

**source:** The new team members told me <\*thier\*> names.

**corrected:** The new team members told me \*their\* names.

**error\_tag:** `Spelling`

## Completing a Lexical Unit

If the error centers on inextricably linked collocations like phrasal verbs or idioms, highlight such that all words in the unit are included:

**source:** There are many strengths, but <on the \*second\* hand>, there are many drawbacks.

**corrected:** There are many strengths, but on the \*other\* hand, there are many drawbacks.

**error\_tag:** `Fixed Expressions`

**source:** I need to <pick \*up it\*>.

**corrected:** I need to pick \*it up\*.

**error\_tag:** `Phrasal Verbs`

It is not necessary to include a determiner or modifier attached to a word unless it is specifically relevant to the error in question:

**source:** The <\*child\* all> went home.  
**corrected:** The \*children\* all went home.  
**error\_tag:** `Plural vs. Singular: Noun Number`

Note how "the" would be the same regardless of the noun's number. It is not a factor in what makes "child" an error. It is thus not included in the comment highlight.

Prepositional phrases may also be fully highlighted when relevant:

**source:** We have solar panels and a place to make compost <\*at\* the garden>.  
**corrected:** We have solar panels and a place to make compost \*in\* the garden.  
**error\_tag:** `Expressions of Place`

## Handling Insertions

When the correction consists of an insertion, a special word **\*[NONE]\*** may appear. The comment highlight can not consist only of this word, since it would be removed before being shown to a learner (resulting in an invalid highlight of length zero). Thus, the comment highlight should be a span of at least two words or punctuation characters representing the items the new word will be inserted between:

**source:** However, they are still ordinary people<, \*[NONE]\* they> make mistakes.  
**corrected:** However, they are still ordinary people, \*and\* they make mistakes.  
**error\_tag:** `Run-on Sentence`

In this example, "and" is inserted between the comma and "they." Since there is no other reason to extend the comment highlight, we choose those two items, resulting in the above highlight.

## Grammatical Patterns

Grammatical issues may require some thought. Here, we see an issue with subject-verb agreement. We highlight both the subject and verb, the minimal set to illustrate an illegal combination:

**source:** <The boy and his friend \*plays\*> together every day.  
**corrected:** The boy and his friend \*play\* together every day.  
**error\_tag:** `Subject-Verb Agreement`

## Valid Long Highlights

If there are multiple related insertions or edits, the comment highlight may extend to cover all of them:

**source:** My favorite saying is, <\*<Strike while the iron is hot.\*>  
**corrected:** My favorite saying is, \*"<Strike while the iron is hot.">  
**error\_tag:** `Quotation`

If the yellow error span itself is long, the comment highlight will be at least the same length. This is common in word order errors as well as in multi-edit cases:

**source:** It's been getting <\*<little by little colder\*>.  
**corrected:** It's been getting \*colder little by little\*.  
**error\_tag:** `Word Order`

**source:** <I woke up, \*I brushed my teeth, I ate breakfast, and I\*> went to work.  
**corrected:** I woke up, \*brushed my teeth, ate breakfast, and\* went to work.  
**error\_tag:** `Stylistic Redundancy`

Issues that affect an entire sentence result in a comment highlight that captures the whole sentence. This is common in `Fragment` categories:

**source:** <\*<While nuclear\*> energy has lower carbon emissions than coal.>  
**corrected:** \*Nuclear\* energy has lower carbon emissions than coal.  
**error\_tag:** `Fragment: Incomplete Thought`

## Long Highlights to Avoid

If the grammatical pattern or lexical unit is separated by long parentheticals, embedded clauses, or just too many intervening words, it is often best to refrain from extending the highlight to the whole structure. In these cases, focusing on the error word is acceptable as a fallback:

**source:** The truth is, that the ideal would be that all people could work in their dream jobs and, of course, <\*<making\*> a lot of money, like for example, Hollywood actors or football players. But that is almost impossible.

**corrected:** The truth is, that the ideal would be that all people could work in their dream jobs and, of course, **\*make\*** a lot of money, like for example, Hollywood actors or football players. But that is almost impossible.

**error\_tag:** `Modal`

In the above example, connecting the comment highlight to include "could" would reduce the informativeness of the feedback.

## Using the Tool to Highlight

The comment highlight is activated by clicking a checkbox in the Annotation interface (see ④ in the Annotation Interface figure near the start of the document and the figure below), then clicking and dragging on the source text.

Select comment highlight.



Comment Highlight

Note that if the Comment Highlight box is unchecked, highlights can not be added or removed.

If the box is checked and the highlight tool is active, you can click an existing highlight to clear it. This might be slightly tricky when the highlight matches a yellow error word, but it is possible.

The tool will perform several checks on comment highlights to make sure they are compliant with our rules. These include having only one highlight, not cutting off words midway, and not highlighting the corrected sentence. If one of these checks causes a problem with a valid highlight, please submit a bug report.

## 5. Feedback Content

After considering the error, annotators must write a metalinguistic feedback comment which explains the error and suggests a potential change to address it. The feedback comment should be as **specific**, **informative**, and **comprehensible** as possible.



In this annotation task, a single "feedback comment" is separated into two distinct halves:

- Explanation: What is wrong and why.
- Edit Suggestion: What to do to address the error.

These are entered into two separate text forms in the annotation interface. These are separated for later experimentation with options such as toggling one or the other in an automated feedback system. By default, you can imagine both combined and shown together as one block.

The individual error tag entries in the Language Error Typology contain many examples of feedback comments written in earlier stages of this work. Annotators are free to observe the writing style and common patterns in those example comments. However, annotators are also invited to use their own expertise or teaching experience to write comments they consider useful for learners, provided they abide by the core principles outlined below:

## Core Principles

- All instances that are not rejected **must** have feedback, even if the error is minor.
- All annotated instances **must** have both an explanation and an edit suggestion.
- The edit suggestion **must** match or at least permit the base data's ground-truth correction for the error.
- Both fields should be as short as possible while providing sufficient information.
- Try to write comments with relatively simple grammar and vocabulary. An exception is made for certain grammatical terms like "past participle." We assume the learner will engage with these, and may be provided with tooltips or links for them.
- Avoid writing example sentences to illustrate your feedback. We already plan to present examples alongside the feedback comments, which will be prepared separately.
- Typically, the explanation should not include an edit suggestion, and the edit suggestion should not explain the error in too much detail.
- The content in each field must be sufficiently independent since the possibility exists that only one of the two would be shown.
- Assuming both fields are shown, the resulting concatenated comment should be coherent and not overly redundant.
- Avoid praise for the learner for trying, or for correct English elsewhere in the text.
- Avoid speculation or commentary about the learner's first language, nationality, or what they are trying to do with the text.
- Be careful with the second person, and avoid uncouched language such as "you are thinking of..." - If second person is appropriate, words like "may" should be considered.

## Open-ended Edit Suggestions

As noted in the core principles for feedback content, the edit suggestion must "match or at least permit" the base data's ground-truth correction for the error.

The default case in this task is that an annotator writes a feedback comment that **matches and leads to** the instance edit's correction. Unless the data is flawed and thus rejected, we assume that the instance edit's correction is the best possibility.

However, it is possible for a given error to have multiple equally valid corrections. In these cases, an annotator can list a few alternatives **if and only if**:

1. The correction in the data is clearly included, **and**
2. The resulting comment is not too long or complex

Comma splices are one common case where it is acceptable to make somewhat open-ended suggestions, since they can often be handled with either a conjunction or a punctuation change:

**source:** That project can never be completed<\*, it\*> is too expensive.

**corrected:** That project can never be completed \*because it\* is too expensive.

**error\_tag:** `Run-on Sentence`

**feedback\_explanation:** This is a run-on sentence. It must be broken up or connected more smoothly.

**feedback\_suggestion:** Consider adding a conjunction here or changing the comma to a semicolon or period.

## Copying Example Comments

It is permissible to copy comments directly from the examples in this document, **if and only if** you believe that the comment is fully appropriate and sufficient for the instance in question.

**Make absolutely sure** that quoted words from the example are replaced with equivalent words from the instance you are annotating.

If you believe that an example comment is not sufficient, you are welcome to write your own original feedback comment, provided it meets the core principles for feedback content.

## 6. Directness

When writing a feedback comment, annotators are asked to consider their own feedback's edit suggestion. Does the edit suggestion tell the learner **exactly what to do**, or is it more of a **hint** that invites the learner to think and try again on their own?

Consider the different feedback strategies between two annotators in the below example:

Annotator 1:

**source:** <If my mom \*was\* here>, she would know what to do.  
**corrected:** If my mom \*were\* here, she would know what to do.  
**error\_tag:** `Conditional`  
**feedback\_explanation:** In this conditional clause, you can't use "was" with "would."  
**feedback\_suggestion:** Change "was" to "were" to follow the rules for a second conditional.  
**feedback\_is\_direct:** True

Annotator 2:

**source:** <If my mom \*was\* here>, she would know what to do.  
**corrected:** If my mom \*were\* here, she would know what to do.  
**error\_tag:** `Conditional`  
**feedback\_explanation:** In this conditional clause, you can't use "was" with "would."  
**feedback\_suggestion:** Change "was" to match a conditional that uses "would."  
**feedback\_is\_direct:** False

Whether a hint or direct feedback is better for a given instance depends on the specifics of the error. It may also depend on factors like learner level and history, which are unfortunately not available in our data. Annotators must use their best judgement for each instance in this task.

Generally, there is a tradeoff between the simplicity and comprehensibility of a direct correction and the deeper processing that a hint invites, which could result in a richer learning experience if engaged with.

## Generalizability and Directness

(Note that similar guidance is given under **3. Generalizability**)

Research on instructor feedback has found that teachers are more likely to give hints in response to treatable/generalizable errors, and direct corrections to non-generalizable errors. Some studies also suggest a greater educational impact from feedback following this pattern.

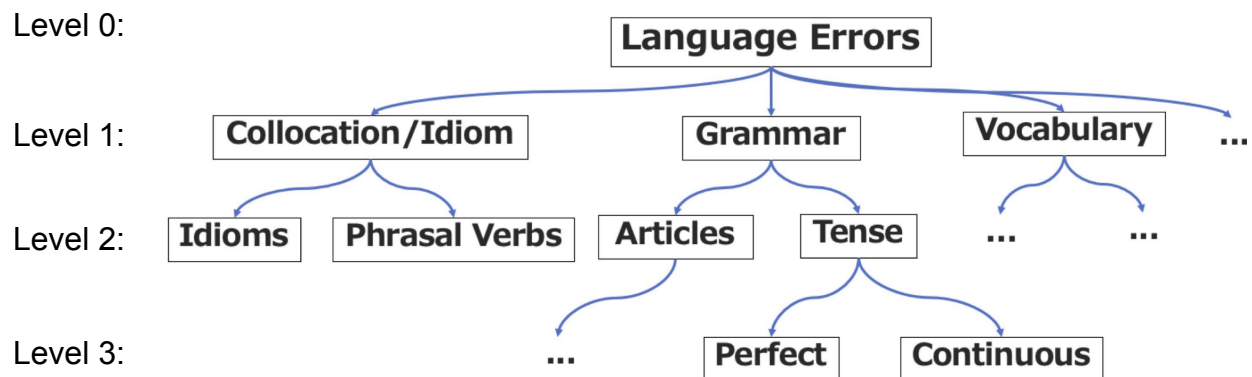
However, the correlation between generalizability and directness is not 100%, so we do not force annotators to align these two annotation types. Please consider each error individually and whether a hint or a direct correction would be more helpful for a learner.

# Language Error Typology

## Overview

Our typology for learner errors is hierarchical, with up to three levels below the top-level root category of “language errors.” We define this “Level 0” to contrast our typology with those that address issues with other dimensions of writing, which would start from different “Level 0” roots.

The below figure illustrates the hierarchical nature of the typology:



Annotators select error tags in a top-down fashion, starting with one of the six tag “collections” such as “Grammar” and “Vocabulary” (Level 1). These contain individual tags (Level 2), which may then have subtags (Level 3). In total, there are 81 tags in the typology at this time.

A quick reference list of all tags can be found in the section “Error Typology at a Glance.”

A far more detailed treatment of each tag can be found in “Detailed Tag List with Examples.”

# Design Principles

The typology is designed to reflect different kinds of “topics” of English learner language errors. Essentially, a tag should help identify the **knowledge gap** that is responsible for the error.

Most tags should be able to be connected with a “grammar point” that can be referred to. In a downstream automated system, there could be a distinct link for each tag, which could be set to a public website or a page in a given electronic textbook.

Note that the typology is not designed to be a perfect model of English grammar. Items in the same grammatical form can be divided across multiple tags (e.g. gerunds are found in both `Verb Nominalization` and `Go + ing`). In other cases, several phenomena are combined into one tag (both infinitives and gerunds are in `Verb Nominalization`; a large variety of “multi-word expressions” are sorted into only a few `Collocation and Idiom` categories).

The granularity of types was defined as a compromise between specificity and ease of use for annotators. We also prioritized alignment with concepts familiar to teachers of English as a second or additional language, such as terms commonly in textbook indices.

## Tag Listings: Format and Fields

Tag names are written with each word capitalized, and are surrounded by backtick (`) characters. **Tag names refer to the attempted or correct structure, not the erroneous version the learner has written.** Tags that do not fit this model, such as `Vocabulary Choice`, are named as if to complete the sentence "This is an error with..."

A tag is defined with a short description, some examples, some exceptions or comparisons to other categories, and potentially some "commentary" in which we may discuss the category.

Each example or exception case for a given tag consists of a gray "example block" containing the following:

- **source:** The sentence as written by the learner. Contains:
  - **error word(s):** Marked with asterisks and highlighted in yellow.
    - Constitute the **error** in the instance edit - the words that must be changed
  - **comment highlight:** Marked with **<** and **>** in text, which are highlighted in violet.
    - Represents the span that will be highlighted for the learner to see
    - Always includes the error words. May extend further.
- **corrected:** A correction for the sentence. Contains:
  - **suggested word(s):** Marked with asterisks and highlighted in blue.
    - Constitute the **correction** from the instance edit

- **error\_tag:** The tag or category name from our typology that best applies to the error
- An example feedback comment. The feedback is divided into two parts:
  - **feedback\_explanation:** Identifies what is wrong and why.
  - **feedback\_suggestion:** Tells the learner what to do to fix the issue.
- Some example blocks may also contain the fields **error\_is\_generalizable** or **feedback\_is\_direct**, which serve as examples for annotation tasks #3 and #6.

Here is an example block for the `Conditional` category:

**source:** <If my mom **\*was\*** here>, she would know what to do.  
**corrected:** If my mom **\*were\*** here, she would know what to do.  
**error\_tag:** `Conditional`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** In this conditional clause, you can't use "was" with "would."  
**feedback\_suggestion:** Check which type of conditional you want to use, and change the tense of the verb.  
**feedback\_is\_direct:** False

As this research is still in progress, not all example blocks are fully filled out.

## Typology at a Glance

Text in parentheses are notes/examples, not part of tag names.

Check the "Detailed Tag List with Examples" section to learn more about a given tag and see a collection of examples and exceptions for it.

Starting at Level 2, tags are alphabetized within their group, except for "Other" tags, which are always placed at the bottom of their respective lists.

### Language

- **Vocabulary:**
  - Part-of-Speech Confusion (e.g. "surprised" vs. "surprising")
  - Vocabulary Choice (i.e. Wrong Word)
  - Other Vocabulary Issue
- **Collocation and Idiom:**
  - Fixed Expressions (e.g., "spill the beans," "as a matter of fact")

- General Collocations (e.g., "do" vs. "make" a mistake; "flock of horses")
- Phrasal Verbs
- Verb + Preposition + Argument (e.g., "smile to" vs "smile at")
- Other Collocation Issue
- **Grammar:**
  - Adverbs of Degree (e.g. "very," "too," "so")
  - Articles/Determiners
    - Articles/Determiners: Articles with Exceptional Words (e.g., "home," "school," "dinner")
    - Articles/Determiners: Definite vs. Indefinite Article
    - Articles/Determiners: Determiner-Noun Agreement
    - Articles/Determiners: Indefinite Article Choice
    - Articles/Determiners: Missing/Unnecessary Article
    - Articles/Determiners: Other Determiner Error
  - Comparison
    - Comparison: Comparative
    - Comparison: Equivalence
    - Comparison: Superlative
  - Causative (e.g., make + person + action)
  - Conditional
  - Conjunction ("and," "but," etc.)
  - Ditransitive Verbs (e.g., "give a gift to him")
  - Dummy Subject (e.g., "it is important that...")
  - Expressions of Place (e.g., "at" vs. "on" the beach)
  - Expressions of Time (e.g., "while," "during," "since")
  - Go + ing
  - Imperative/Let's
  - Infinitive
  - Modal (e.g., "should," "would")
  - Negative Formation
  - Participle (e.g., "bored" vs. "boring")
  - Passive vs. Active Voice
  - Plural vs. Singular
    - Plural vs. Singular: Noun Countability
    - Plural vs. Singular: Noun Number
  - Possessive
  - Prepositions:
    - Prepositions: Cause (e.g., "due to," "because of")
    - Prepositions: Means/Agent
    - Prepositions: Status (e.g., "like," "as")
    - Prepositions: Other
  - Pronoun Antecedent
  - Purpose Clause

- Quantifier
  - Question Formation
  - Relative Clause
  - Result Clause
  - Subject-Verb Agreement
  - Tense:
    - Tense: Continuous Aspect (e.g., “be... -ing”)
    - Tense: Future Formation
    - Tense: Past Formation
    - Tense: Perfect (e.g., “have never”)
    - Tense: Tense Choice (present/past/future)
  - That Clause
  - Verb Nominalization
  - Word Order
  - Other Grammar Issue
- **Punctuation, Spelling, and Mechanics:**
    - Capitalization (proper nouns, etc.)
    - Colons
    - Commas
    - Contractions
    - Hyphenation
    - Parentheses
    - Quotation
    - Run-on Sentence
    - Semicolon
    - Spacing (e.g., “police woman” → “policewoman”)
    - Spelling
    - Terminal Punctuation
    - Other Punct/Mechanics Issue
- **Coherence and Cohesion:**
    - Fragment
      - Fragment: Incomplete Thought
      - Fragment: Missing Object
      - Fragment: Missing Subject
      - Fragment: Missing Verb
    - Grammatical Redundancy
    - Incomprehensible
    - Transition (e.g., “However,” “Furthermore,” etc.)
    - Other Coherence/Cohesion Issue
- **Style and Register:**
    - Archaic or Formal Language



- Casual or Informal Language
- Potentially Rude/Insensitive
- Stylistic Redundancy
- Other Style and Register Issue

## Detailed Tag List with Examples

### Vocabulary

#### Part-of-Speech Confusion

---

Cases where the correct and incorrect versions of a word share a common headword or "base." Typically, the learner can fix it by changing the derivational form of the word, e.g. by adding or removing a suffix. Note that pure inflectional changes (e.g., to infinitive or gerund) are not handled by this tag but by specific grammatical categories such as `Verb Nominalization` (see "exceptions" below).

##### Examples:

Includes noun-to-adjective:

**source:** We live in a <\*peace\*> world.  
**corrected:** We live in a \*peaceful\* world.  
**error\_tag:** `Part-of-Speech Confusion`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The word "peace" is a noun, but we need an adjective to modify a noun like "world."  
**feedback\_suggestion:** Change "peace" to an adjective like "peaceful."  
**feedback\_is\_direct:** True

Includes adjective-to-adverb:

**source:** I was <\*incredible\*> happy.  
**corrected:** I was \*incredibly\* happy.  
**error\_tag:** `Part-of-Speech Confusion`  
**error\_is\_generalizable:** True

**feedback\_explanation:** The word "incredible" is an adjective, but we need an adverb to modify an adjective like "happy."

**feedback\_suggestion:** Change "incredible" to an adverb like "incredibly."

**feedback\_is\_direct:** True

Includes verb-to-noun when the edit involves a change in derivation (but not a change to a gerund or infinitive):

**source:** He had a nice <\*suggest\*> about that issue.

**corrected:** He had a nice \*suggestion\* about that issue.

**error\_tag:** `Part-of-Speech Confusion`

**error\_is\_generalizable:** True

**feedback\_explanation:** The word "suggest" is a verb, but we need a noun here.

**feedback\_suggestion:** Change "suggest" to a noun like "suggestion."

**feedback\_is\_direct:** True

## Exceptions:

When a verb is used in place of a noun by converting it to a gerund or infinitive, use the `Verb Nominalization` tag:

**source:** <\*Run\*> every day is good for your health.

**corrected:** \*Running\* every day is good for your health.

**error\_tag:** `Verb Nominalization`

**error\_is\_generalizable:** True

**feedback\_explanation:** "Run" is a verb, so you can't use it as the subject.

**feedback\_suggestion:** Change "run" to a noun by using the -ing form.

**feedback\_is\_direct:** False

## Vocabulary Choice

---

When a word is incorrectly used in place of another for reasons not specified elsewhere in the typology. This includes the confusion of semantically similar words (e.g. "watch" vs. "see"), homophones (e.g. "there" vs "their"), other superficially similar words ("life" vs. "lifetime"), and words with no particular connection.

When the difference between two words depends on a subtle spelling difference, annotators should use their judgement when differentiating between this category and `Spelling`. As a

general guideline, if the learner wrote a real word, use `Vocabulary Choice` unless the learner's word is extraordinarily rare or otherwise unlikely to be intentional.

### Examples:

Includes words that are semantically similar, but can not be exchanged:

**source:** You will <\*watch\*> the most breathtaking view.  
**corrected:** You will \*see\* the most breathtaking view.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Watch" is used for things that move or change. "See" is better for enjoying a view.  
**feedback\_suggestion:** Consider using "see" instead.  
**feedback\_is\_direct:** True

Includes superficially similar words that may share a common root, but can be considered separate vocabulary items with different meanings:

**source:** I can't imagine my <\*lifetime\*> without friends.  
**corrected:** I can't imagine my \*life\* without friends.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Lifetime" means the length of one's life, which does not seem appropriate here.  
**feedback\_suggestion:** Consider using "life" instead.  
**feedback\_is\_direct:** True

**source:** Suitable <\*dressing\*> comes across as effective and reliable.  
**corrected:** Suitable \*dress\* comes across as effective and reliable.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Dressing" means a sauce for salad, which does not seem appropriate here.  
**feedback\_suggestion:** Consider using "dress" instead.  
**feedback\_is\_direct:** True

Includes confusion of words that sound similar or identical, or which have related meanings (e.g., "infer" vs. "imply"). Common offenders include whether/weather, there/their/they're, to/too/two, lose/loose, affect/effect, insure/ensure, principle/principal, etc.

**source:** The students raised <\*they're\*> hands.  
**corrected:** The students raised \*their\* hands.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It seems you may want to use "their" instead of "they're" here. These are commonly confused words. "They're" means "they are," while "their" means "belonging to them."  
**feedback\_suggestion:** Use "their" instead of "they're" in this case.  
**feedback\_is\_direct:** True

**source:** These changes <\*effect\*> us all.  
**corrected:** These changes \*affect\* us all.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It seems you may want to use "affect" instead of "effect" here. These are commonly confused words. "Effect" means "result," while "affect" means "to influence."  
**feedback\_suggestion:** Use "affect" instead of "effect" in this case.  
**feedback\_is\_direct:** True

### Exceptions:

When the words are different conjugated/derived forms of the same word, consider `Part of Speech Confusion`. However, observe that in some of the `Vocabulary Choice` examples above, the errors and corrections may be similar in appearance, but are different words entirely.

**source:** We live in a <\*peace\*> world.  
**corrected:** We live in a \*peaceful\* world.  
**error\_tag:** `Part-of-Speech Confusion`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The word "peace" is a noun, but we need an adjective to modify a noun like "world."  
**feedback\_suggestion:** Change "peace" to an adjective like "peaceful."  
**feedback\_is\_direct:** True

## Collocation and Idiom

## Fixed Expressions

---

Used for multi-word expressions that are relatively set, accepting few or no substitutions. These may be relatively literal expressions such as "in other words," or more metaphorical idioms such as "spill the beans" or "raining cats and dogs." The latter often have meanings that are not clearly connected to the constituent words.

Includes invariant sayings and proverbs like "kill two birds with one stone."

### Examples:

**source:** <Just **\*a\*** case>, we should be careful this time.  
**corrected:** Just **\*in\*** case, we should be careful this time.  
**error\_tag:** `Fixed Expressions`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** The correct phrasing for this expression is "just in case."  
**feedback\_suggestion:** Change "just a case" to "just in case."  
**feedback\_is\_direct:** True

**source:** There are many strengths, but <on the **\*second\*** hand>, there are many drawbacks.  
**corrected:** There are many strengths, but on the **\*other\*** hand, there are many drawbacks.  
**error\_tag:** `Fixed Expressions`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** The correct phrasing for this expression is "on the other hand."  
**feedback\_suggestion:** Change "on the second hand" to "on the other hand."  
**feedback\_is\_direct:** True

### Exceptions:

The line between fixed expressions and more general collocations can be blurry. Use this tag for cases where an expression is especially fixed or its meaning is difficult to guess based on constituent words (e.g. "kick the bucket," "bite the bullet").

Phrasal verbs use their own category, `Phrasal Verbs`. Consider using that tag for cases involving verb and particle combinations that have idiomatic meaning.

As a fixed expression can contain any number of other grammatical constructs, it is possible for an error of another type to be embedded in the expression. In this case, use the `Fixed Expressions` tag if the expression itself is violated (particularly via lexical errors such as word omissions or substitution), and the other potential tag when the expression is fully recognizable, but contains some morphological or syntactic error. Compare the following two cases:

**source:** Running a business was difficult at first, but we kept calm and carried **\*[NONE]\*** with it.  
**corrected:** Running a business was difficult at first, but we kept calm and carried **\*on\*** with it.  
**error\_tag:** `Fixed Expressions`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** The correct phrase is "keep calm and carry on."  
**feedback\_suggestion:** Add "on" to complete the phrase.  
**feedback\_is\_direct:** True

**source:** Running a business was difficult at first, but we **<\*keeped\*>** calm and carried on with it.  
**corrected:** Running a business was difficult at first, but we **\*kept\*** calm and carried on with it.  
**error\_tag:** `Tense: Past Formation`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Keeped" is not the past tense form of "keep." It has an irregular past form.  
**feedback\_suggestion:** Change "keeped" to "kept."  
**feedback\_is\_direct:** True

In the latter case, the expression is correctly assembled on a lexical level, and the learner's knowledge gap lies instead with the behavior of the word "keep."

## General Collocations

---

Errors concerning pairings of words that tend to occur together, such that replacing one of them with a similar word sounds unnatural.

This category includes collocation combinations not governed by other tags such as `Fixed Expressions`, `Phrasal Verbs`, and `Verb + Preposition + Argument`

### Examples:

**source:** I **<\*did\*** a mistake and bought an extra ticket.  
**corrected:** I **\*made\*** a mistake and bought an extra ticket.  
**error\_tag:** `General Collocations`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It does not sound natural to use "did" with "mistake."  
**feedback\_suggestion:** Try "make" instead of "did."

**feedback\_is\_direct:** True

**source:** I <\*wash\* my teeth> every night.  
**corrected:** I \*brush\* my teeth every night.  
**error\_tag:** `General Collocations`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It does not sound natural to use "wash" with "teeth."  
**feedback\_suggestion:** Try "brush" instead of "wash."  
**feedback\_is\_direct:** True

**source:** A <\*flock\* of wolves> lives in the national park.  
**corrected:** A \*pack\* of wolves lives in the national park.  
**error\_tag:** `General Collocations`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It does not sound natural to use "flock" with "wolves."  
**feedback\_suggestion:** Try "pack" instead of "flock."  
**feedback\_is\_direct:** True

## Phrasal Verbs

---

Phrasal verbs are a combination of a verb and a particle (which can be an adverb, adverbial particle, or preposition). They combine to form a single lexical item, the meaning of which is often different from that of the base verb.

Use this tag for errors with word order, incorrect pairings, and omissions of one of the constituent words in a phrasal verb.

### Examples:

Includes incorrect pairings and omissions of one of the constituent words in a phrasal verb:

**source:** We <put \*down\*> the fire.  
**corrected:** We put \*out\* the fire.  
**error\_tag:** `Phrasal Verbs`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Put down" does not fit here.  
**feedback\_suggestion:** Use "put out" to mean "stop a fire."  
**feedback\_is\_direct:** True

Includes word order issues involving phrasal verbs, particularly when based on the separability of the phrasal verb:

**source:** I need to <pick \*up it\*>.  
**corrected:** I need to pick \*it up\*.  
**error\_tag:** `Phrasal Verbs`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** If the object of the phrasal verb "pick up" is a pronoun like "it," it must come between the verb and particle.  
**feedback\_suggestion:** Change the word order to verb + pronoun + particle.  
**feedback\_is\_direct:** False

**source:** We need to <watch \*them out for\*>.  
**corrected:** We need to watch \*out for them\*.  
**error\_tag:** `Phrasal Verbs`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Watch out for" is an inseparable phrasal verb, so the object must come after it.  
**feedback\_suggestion:** Change the word order to verb + particle(s) + object.  
**feedback\_is\_direct:** False

### Exceptions:

If the phrasal verb itself is properly composed, but has an error with its tense, mood, number, etc., use the corresponding tag for that issue:

**source:** I <have never \*gave\* up> in my life.  
**corrected:** I have never \*given\* up in my life.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When describing experiences or whether something ever happened, use the present perfect tense (have/has + past participle of the verb).  
**feedback\_suggestion:** Change "gave" to the past participle to form the present perfect here.  
**feedback\_explanation:** When describing experiences or whether something ever happened, use the present perfect tense (have/has + past participle of the verb).  
**feedback\_suggestion:** Change "{error\_word}" to the past participle to form the present perfect here.  
**feedback\_is\_direct:** False



If there is an error with a verb and preposition pair that do not form a phrasal verb per se, such as a verb that must connect to an object with a particular preposition, use the `Verb + Preposition + Argument` category instead:

**source:** I like to <listen \*at\* music>.  
**corrected:** I like to listen \*to\* music.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Listen" needs a different preposition to connect to its object.  
**feedback\_suggestion:** Change "at" to "to."  
**feedback\_is\_direct:** True

Generally, use `Verb + Preposition + Argument` when the primary meaning of the verb is preserved (the core meaning of "listen" and "listen to" is the same; the latter has simply become transitive), and `Phrasal Verb` for when the meaning of the combination is new or not especially predictable from the constituent words.

## Verb + Preposition + Argument

---

This tag is applied to verb and participle pairing errors that do not occur as part of a phrasal verb or fixed expression. It includes cases in which a verb connects to an object with a specific preposition, including many prepositional verbs.

For missing or unnecessary prepositions in this category, it is often the case that the transitivity of the verb is a factor. Consider "I'm listening" (intransitive, no need for a preposition) vs. "I'm listening to music" (transitive and thus requires "to").

This tag does not apply to uses of "to" and "for" with the indirect objects of ditransitive verbs. See Exceptions below, or the `Ditransitive Verbs` tag listing.

### Examples:

Includes cases in which there is an error with a preposition necessary to link a verb to one of its arguments (e.g., a direct object), but the learner has omitted it or used a different preposition:

**source:** I like to <listen \*at\* music>.  
**corrected:** I like to listen \*to\* music.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Listen" needs a different preposition to connect to its object.

**feedback\_suggestion:** Change "at" to "to."  
**feedback\_is\_direct:** True

**source:** I <agree \*[NONE]\* him>.  
**corrected:** I agree \*with\* him.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Agree" needs a preposition to connect to its object.  
**feedback\_suggestion:** Add "with" between "agree" and "him" to connect them.  
**feedback\_is\_direct:** True

Includes cases in which a preposition is used with a verb that does not require one:

**source:** We <discussed \*about\* the issue>.  
**corrected:** We discussed \*[NONE]\* the issue.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Discuss" does not need a preposition to connect to its object.  
**feedback\_suggestion:** Remove "about."  
**feedback\_is\_direct:** True

Includes issues with prepositions used with verbs that employ an object complement or similar construction. If part of an established class such as resultatives or attributives, the pattern may be generalizable:

**source:** They <named her \*as\* Agatha>.  
**corrected:** They named her \*[NONE]\* Agatha.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using the verb "name," you can use the pattern "name + (person/thing) + (something)."  
**feedback\_suggestion:** Remove "as," which is unnecessary here.  
**feedback\_is\_direct:** True

**source:** He <painted the barn \*to\* red>.  
**corrected:** He painted the barn \*[NONE]\* red.  
**error\_tag:** `Verb + Preposition + Argument`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using the verb "paint," you can use the pattern "paint + (something) + (color)."

**feedback\_suggestion:** Remove "to," which is unnecessary here.  
**feedback\_is\_direct:** True

### Exceptions:

Errors involving phrasal verbs should use the `Phrasal Verb` tag instead. The difference may be difficult to determine sometimes, as even dictionaries and academics do not always agree on the exact definition of a phrasal verb.

When in doubt, use the `Phrasal Verb` tag for cases in which the meaning of the verb + preposition unit is not easily predictable from the constituent words, and especially if the feedback will comment on this meaning:

**source:** We <put \*down\*> the fire.  
**corrected:** We put \*out\* the fire.  
**error\_tag:** `Phrasal Verbs`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Use the phrasal verb "put out" to mean "extinguish." Think of "put" + "out" as one set.  
**feedback\_suggestion:** Change "down" to "out" to make this into the correct phrasal verb.  
**feedback\_is\_direct:** True

Furthermore, this tag does not apply if the preposition is not "attached" to the verb or used to connect it to the object. Some prepositions that follow verbs do not form a collocation with the verb per se, and are simply starting a prepositional phrase to add information to the sentence:

**source:** I'll leave <\*at\* Tuesday morning>.  
**corrected:** I'll leave \*on\* Tuesday morning.  
**error\_tag:** `Expressions of Time`  
**error\_is\_generalizable:** False

In this case, the preposition is not connected to the verb "leave" and does not connect it to an object. The `Expressions of Time` tag should be used.

When the issue lies with a preposition used for the indirect object of a ditransitive verb, use the more specific `Ditransitive Verbs` category:

**source:** I told the <story \*[NONE]\* him>.  
**corrected:** I told the story \*to\* him.  
**error\_tag:** `Ditransitive Verbs`  
**error\_is\_generalizable:** True

**feedback\_explanation:** When using a ditransitive verb such as "tell," and the indirect object is after the direct object, include a preposition before the indirect object.

**feedback\_suggestion:** Add "to" before "him."

**feedback\_is\_direct:** True

## Grammar

### Adverbs of Degree

---

Errors concerning various words to express degree or extent, including qualifiers and intensifiers.

Common examples include "too," "very," "quite," "fairly," "rather," "sort of," "pretty," and "somewhat."

#### Examples:

Includes the error of applying a quantifier where an adverb of degree should be used:

**source:** It's <\*many\* hot> outside today.

**corrected:** It's \*very\* hot outside today.

**error\_tag:** `Adverbs of Degree`

**error\_is\_generalizable:** True

Includes omission of an adverb of degree:

**source:** Is she really <angry \*[NONE]\* to> do that?

**corrected:** Is she really angry \*enough\* to do that?

**error\_tag:** `Adverbs of Degree`

**error\_is\_generalizable:** True

Includes inappropriate use of an adverb of degree:

**source:** It was <\*so\* hot> to go outside.

**corrected:** It was \*too\* hot to go outside.

**error\_tag:** `Adverbs of Degree`

**error\_is\_generalizable:** True

Includes word order issues relating specifically to the placement of such words:

**source:** I <\*a great deal love him\*>.

**corrected:** I \*love him a great deal\*.

**error\_tag:** `Adverbs of Degree`

**error\_is\_generalizable:** True

## Articles/Determiners: Articles with Exceptional Words

---

Use this tag when an article must be added or removed based on the idiosyncrasies of a word or small group of words. Examples include "school," "work," "home," "prison," the names of languages, meals, and means of transport.

This category also includes the use of articles with proper nouns.

### Examples:

**source:** She goes to <\*the\* work> by train.

**corrected:** She goes to \*[NONE]\* work by train.

**error\_tag:** `Articles/Determiners: Articles with Exceptional Words`

**error\_is\_generalizable:** False

**feedback\_explanation:** Some nouns do not use articles. Some common examples are "work," "school," or "home" when you talk about them in your daily life.

**feedback\_suggestion:** Remove the article "the."

**feedback\_is\_direct:** True

**source:** I like to <listen to \*[NONE]\* radio>.

**corrected:** I like to listen to \*the\* radio.

**error\_tag:** `Articles/Determiners: Articles with Exceptional Words`

**error\_is\_generalizable:** False

Includes cases where a proper noun prescribes a certain article:

**source:** He was the president <of \*[NONE]\* United States>.

**corrected:** He was the president of \*the\* United States.

**error\_tag:** `Articles/Determiners: Articles with Exceptional Words`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** You are missing the article "the" before "United States." Many formal country names include "the."  
**feedback\_suggestion:** Add "the" before "United States."  
**feedback\_is\_direct:** True

## Articles/Determiners: Definite vs. Indefinite Article

---

Errors in selecting the proper article, when the issue lies in whether or not the article is definite.

**source:** I really want <\*the\* pet dog> for my birthday!  
**corrected:** I really want \*a\* pet dog for my birthday!  
**error\_tag:** `Articles/Determiners: Definite vs. Indefinite Article`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** You should use a different article here. "Pet dog" is not specific, so it should use an indefinite article.  
**feedback\_suggestion:** Change "the" to "a" to refer to something that is not specific.  
**feedback\_is\_direct:** True

Includes article errors involving the switch from indirect when introducing an entity to direct when referring to it later in the text:

**source:** I saw a snake and a mouse in the cage earlier, but now only <\*a\* snake> is left.  
**corrected:** I saw a snake and a mouse in the cage earlier, but now only \*the\* snake is left.  
**error\_tag:** `Articles/Determiners: Definite vs. Indefinite Article`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Use "a" when you introduce something for the first time and "the" when you refer to it again.  
**feedback\_suggestion:** Change "a" to "the" here to clarify the reference.  
**feedback\_is\_direct:** True

## Articles/Determiners: Determiner-Noun Agreement

---

This tag describes errors in which the determiner can not match with a noun due to agreement issues such as noun number.

## Examples:

Includes use of the singular articles "a" or "an" with plural nouns:

**source:** She decorated the rooms with **<\*a\* flowers>**.  
**corrected:** She decorated the rooms with **\*[NONE]\*** flowers.  
**error\_tag:** `Articles/Determiners: Determiner-Noun Agreement`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The singular indefinite article "a" can not be used with plural nouns.  
**feedback\_suggestion:** Remove the article "a" or consider an alternative like "some."  
**feedback\_is\_direct:** True

Includes demonstratives that reflect noun plurality, such as "this" and "that:"

**source:** **<\*That\* rules>** are very unfair.  
**corrected:** **\*Those\*** rules are very unfair.  
**error\_tag:** `Articles/Determiners: Determiner-Noun Agreement`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "That" is used for singular nouns, but "rules" is a plural noun.  
**feedback\_suggestion:** Change "that" to a form that goes with a plural noun.  
**feedback\_is\_direct:** False

## Exceptions:

If the mismatched determiner is a quantifier, use the `Quantifier` tag:

**source:** I think **<\*all\* writer>** has their own unique voice.  
**corrected:** I think **\*every\*** writer has their own unique voice.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "All" is used with plural nouns, but "writer" is singular here.  
**feedback\_suggestion:** Change "all" to an alternative such as "every" or "each."  
**feedback\_is\_direct:** True

## Articles/Determiners: Indefinite Article Choice

---

Errors concerning the cases in which to use "a" or "an."

**source:** I had <\*a\* apple> with my lunch.  
**corrected:** I had \*an\* apple with my lunch.  
**error\_tag:** `Articles/Determiners: Indefinite Article Choice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** You used "a" before "apple," but it should be "an." This is because "apple" starts with a vowel sound.  
**feedback\_suggestion:** Change "a" to "an" here.  
**feedback\_is\_direct:** True

## Articles/Determiners: Missing/Unnecessary Article

---

Covers general cases where an article must be added or removed for reasons not covered by other article categories.

### Examples:

Includes omission of a necessary article:

**source:** <\*Situation\*> has greatly changed in recent years.  
**corrected:** \*The situation\* has greatly changed in recent years.  
**error\_tag:** `Articles/Determiners: Missing/Unnecessary Article`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** To talk about a specific situation, a definite article is necessary.  
**feedback\_suggestion:** Add "the" before "situation."  
**feedback\_is\_direct:** True

Includes cases where an article should be omitted. May contain an explanation depending on the type of word involved, which may involve abstract nouns, mass nouns, generic nouns, uncountable nouns, etc. as appropriate:

**source:** <\*The age\*> is no guarantee of wisdom.  
**corrected:** \*[NONE] Age\* is no guarantee of wisdom.  
**error\_tag:** `Articles/Determiners: Missing/Unnecessary Article`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Age" is an abstract noun, so it does not need an article here.  
**feedback\_suggestion:** Remove the article "the."  
**feedback\_is\_direct:** True



Includes cases when an article is in an illegal combination with other determiners:

**source:** <My \*the\* house> is very big.  
**corrected:** My \*[NONE]\* house is very big.  
**error\_tag:** `Articles/Determiners: Missing/Unnecessary Article`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Articles like "the" can not be combined with possessives like "my."  
**feedback\_suggestion:** Remove "the" to correct the sentence.  
**feedback\_is\_direct:** True

### Exceptions:

Consider the other article categories before applying this one.

If a word is an exceptional case such as "home" or "work," use the `Articles/Determiners: Articles with Exceptional Words` category instead:

**source:** She goes to <\*the\* work> by train.  
**corrected:** She goes to \*[NONE]\* work by train.  
**error\_tag:** `Articles/Determiners: Articles with Exceptional Words`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Some nouns do not use articles. Some common examples are "work," "school," or "home" when you talk about them in your daily life.  
**feedback\_suggestion:** Remove the article "the."  
**feedback\_is\_direct:** True

In the case of an indefinite article used with a plural, use `Articles/Determiners: Determiner-Noun Agreement`:

**source:** She decorated the rooms with <\*a\* flowers>.  
**corrected:** She decorated the rooms with \*[NONE]\* flowers.  
**error\_tag:** `Articles/Determiners: Determiner-Noun Agreement`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The singular indefinite article "a" can not be used with plural nouns.  
**feedback\_suggestion:** Remove the article "a" or consider an alternative like "some."  
**feedback\_is\_direct:** True

### Articles/Determiners: Other Determiner Error

---

Use this tag for errors involving a determiner that can not be described by any other article or determiner tag.

In early annotation experiments, one case that was given this tag is a "Missing Determiner" error that is not limited to any specific type of determiner, and thus can not fit under tags like `Articles/Determiners: Missing/Unnecessary Article` or `Possessive`:

**source:** His advice helped me to increase the sales <of \*[NONE]\* main> e-retail partners.  
**corrected:** His advice helped me to increase the sales of \*our\* main e-retail partners.  
**error\_tag:** `Articles/Determiners: Other Determiner Error`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** You need a determiner here - a word to clarify which main e-retail partners you are talking about.  
**feedback\_suggestion:** Add a determiner (such as "the," "my," "our," etc.) before "main e-retail partners."  
**feedback\_is\_direct:** True

### Exceptions:

The current determiner categories do not include quantifiers or possessives, which are handled in their own categories outside of the `Article/Determiner` subtree. While many of these words serve as determiners, not all do, leading to the decision to place them directly under `Grammar`. If a determiner error involves such a word, annotators are encouraged to consider these two categories before selecting the `Articles/Determiners: Other Determiner Error` tag.

## Comparison: Comparative

---

Includes both regular and irregular comparatives, including confusion between the two.

### Examples:

**source:** Today is <\*more hot\*> than yesterday.  
**corrected:** Today is \*hotter\* than yesterday.  
**error\_tag:** `Comparison: Comparative`  
**error\_is\_generalizable:** True

Issues with "than" and other words necessary for comparative constructions are tagged `Comparison: Comparative` as well:

**source:** Baseball is more popular <\*above\*> curling.  
**corrected:** Baseball is more popular \*than\* curling.  
**error\_tag:** `Comparison: Comparative`  
**error\_is\_generalizable:** True

Word order issues are tagged `Comparative` if the misunderstanding is specifically about the order necessary for a comparative:

**source:** <\*Than yesterday today is hotter.\*>  
**corrected:** \*Today is hotter than yesterday.\*  
**error\_tag:** `Comparison: Comparative`  
**error\_is\_generalizable:** True

## Comparison: Equivalence

---

Includes issues with constructions like "as... as..." and "not as... as."

### Examples:

**source:** I am not <as strong \*that\*> I used to be.  
**corrected:** I am not as strong \*as\* I used to be.  
**error\_tag:** `Comparison: Equivalence`  
**error\_is\_generalizable:** True

**source:** My brother is <\*same tall\*> my father.  
**corrected:** My brother is \*as tall as\* my father.  
**error\_tag:** `Comparison: Equivalence`  
**error\_is\_generalizable:** True

### Exceptions:

Do not confuse this with measurements like "as much as five hundred," would be handled under `Quantifier`

Some uses of "as" are covered in `Prepositions: Status` Check whether the use of "as" on questions is establishing an equal or unequal comparison before applying this category.

## Comparison: Superlative

---

Issues with superlative constructions, including -est, irregular superlatives, and related words.

### Examples:

**source:** Lilies are the <\***beautifullest**\*> flowers.  
**corrected:** Lilies are the **\*most beautiful\*** flowers.  
**error\_tag:** `Comparison: Superlative`  
**error\_is\_generalizable:** False

Includes issues with prepositions and other words necessary for superlative constructions:

**source:** The third brother <is **\*[NONE]\*** tallest of the three>.  
**corrected:** The third brother is **\*the\*** tallest of the three.  
**error\_tag:** `Comparison: Superlative`  
**error\_is\_generalizable:** True

(Note that the above is not considered an article error.)

**source:** The third brother is <the tallest **\*in\*** the three>.  
**corrected:** The third brother is the tallest **\*of\*** the three.  
**error\_tag:** `Comparison: Superlative`  
**error\_is\_generalizable:** True

## Causative

---

Constructions such as make + PERSON + ACTION. "Have" and "get" are also common.

### Examples:

Includes constructions that normally require the base form of a verb. Relevant cases include when a verb must change to the base form or when unnecessary words must be removed:

**source:** I'll <have my mom **\*to\*** get> us.  
**corrected:** I'll have my mom **\*[NONE]\*** get us.

**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "have" to describe causing another to do an action, the pattern "have + person/thing + verb (base form)" is used.  
**feedback\_suggestion:** Remove "to" to make this satisfy the causative pattern.  
**feedback\_is\_direct:** False

**source:** We must <make restaurants **\*banning\***> smoking.  
**corrected:** We must make restaurants **\*ban\*** smoking.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "make" to describe causing another to do an action, the pattern "make + person/thing + verb (base form)" is used.  
**feedback\_suggestion:** Change the verb "banning" to the base form to satisfy the causative pattern.  
**feedback\_is\_direct:** False

**source:** The incident changed him, <making **\*that\*** him have> a new outlook.  
**corrected:** The incident changed him, making **\*[NONE]\*** him have a new outlook.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "make" to describe causing another to do an action, the pattern "make + person/thing + verb (base form)" is used.  
**feedback\_suggestion:** Remove "that" to make this satisfy the causative pattern.  
**feedback\_is\_direct:** False

Includes constructions taking the to-infinitive:

**source:** I <got my friend **\*[NONE]\*** pay> for us both.  
**corrected:** I got my friend **\*to\*** pay for us both.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "get" to describe causing another to do an action, the pattern "get + person/thing + verb (to-infinitive)" is used.  
**feedback\_suggestion:** Change the verb to the to-infinitive to satisfy the causative pattern.  
**feedback\_is\_direct:** False

Includes constructions which call for past participles:

**source:** I paid to <have my house **\*clean\***> by professionals.

**corrected:** I paid to have my house \*cleaned\* by professionals.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "have" to describe causing something to be acted upon by another, the pattern "have + person/thing + verb (past participle)" is used.  
**feedback\_suggestion:** Change the verb "clean" to the past participle to satisfy the causative pattern.  
**feedback\_is\_direct:** False

Note that the above example is NOT a `Passive vs. Active Voice` error.

Includes omission of an object in a causative:

**source:** I love coaching young athletes and <helping \*[NONE]\* grow> as people.  
**corrected:** I love coaching young athletes and helping \*them\* grow as people.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "helping" to describe helping another with an action, the pattern "helping + person/thing + verb (base form)" is used.  
**feedback\_suggestion:** Be sure to include the word for who or what is being helped.  
**feedback\_is\_direct:** False

## Conditional

---

This category encompasses all conditionals (0, 1st, 2nd, and 3rd). It includes issues with any words that establish conditionals, such as "if," "whether," "unless," and "supposing".

### Examples:

Includes verb tense issues preventing proper formation of any given conditional:

**source:** If the Sun disappeared, everyone <\*will\* freeze>.  
**corrected:** If the Sun disappeared, everyone \*would\* freeze.  
**error\_tag:** `Conditional`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Will be" is incorrect here because you are talking about a hypothetical situation, which needs a second conditional.  
**feedback\_suggestion:** Use the pattern "if... (past simple verb), ... would + (base form verb)" for hypothetical or imagined situations.

**feedback\_is\_direct:** False

**source:** <If my mom \*was\* here>, she would know what to do.  
**corrected:** If my mom \*were\* here, she would know what to do.  
**error\_tag:** `Conditional`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** In this conditional clause, you can't use "was" with "would."  
**feedback\_suggestion:** Check which type of conditional you want to use, and change the tense of the verb.  
**feedback\_is\_direct:** False

Includes changing "was" to "were" in the 2nd conditional:

**source:** <If my mom \*was\* here>, she would know what to do.  
**corrected:** If my mom \*were\* here, she would know what to do.  
**error\_tag:** `Conditional`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** In this conditional clause, you can't use "was" with "would."  
**feedback\_suggestion:** Check which type of conditional you want to use, and change the tense of the verb.  
**feedback\_is\_direct:** False

Includes words that introduce conditionals, such as "if," "whether," "unless," and "supposing":

**source:** She looks <as \*[NONE]\* she's> about to cry.  
**corrected:** She looks as \*if\* she's about to cry.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "As" is not used to compare an actual and hypothetical situation.  
**feedback\_suggestion:** Add "if" to make this into "as if."

## Conjunction

---

Use this tag for issues with conjunctions like "and" or "but." Includes omission and misuse.

Note that this category has a large variety of exceptions for cases where a conjunction is added, changed, or removed to resolve other grammatical issues, such as conditionals and result clauses. Please read the examples and exceptions carefully.

## Examples:

Includes cases where a coordinating conjunction is misused or omitted when linking multiple nouns into a compound subject or object:

**source:** I have <Sunday \*[NONE]\* Monday> off every week.  
**corrected:** I have Sunday \*and\* Monday off every week.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** True

**source:** Today's dinner is fish, soup<, \*[NONE]\* bread>.  
**corrected:** Today's dinner is fish, soup, \*and\* bread.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** True

Includes incorrect words or omissions when a conjunction would be appropriate:

**source:** That laptop model is powerful <\*[however]\*> expensive.  
**corrected:** That laptop model is powerful \*but\* expensive.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** False

**source:** I'm banned from that stadium <\*[for]\*> I tried to fight the mascot.  
**corrected:** I'm banned from that stadium \*because\* I tried to fight the mascot.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** False

Includes correlative conjunctions like "both... and," "not only... but also...," or "either... or:"

**source:** My mom told me I could <either go to college \*and\* get a job>.  
**corrected:** My mom told me I could either go to college \*or\* get a job.  
**error\_tag:** `Conjunction`  
**error\_is\_generalizable:** True

## Exceptions:

Conjunctive adverbs like "then" or "accordingly" are handled with `Transition`.

Comma splices, which can often be addressed by adding a conjunction, are handled with the `Run-on Sentence` tag:



**source:** That project can never be completed<\*,\* it> is too expensive.  
**corrected:** That project can never be completed \*because\* it is too expensive.  
**error\_tag:** `Run-on Sentence`  
**error\_is\_generalizable:** True

Do not confuse conjunctions like "because" with prepositional phrases like "because of" which take a noun phrase. These are handled with the `Prepositions: Cause` tag.

**source:** I was late <because \*[NONE]\* the snow>.  
**corrected:** I was late because \*of\* the snow.  
**error\_tag:** `Prepositions: Cause`  
**error\_is\_generalizable:** True

For issues with "either," "neither," "nor," and "not... or" used with negatives, use `Negative Formation`:

**source:** <\*Either he or she can't\*> do it.  
**corrected:** \*Neither he nor she can\* do it.  
**error\_tag:** `Negative Formation`  
**error\_is\_generalizable:** True

When "so" is used as a subordinating conjunction to express result, use the `Result Clause` tag:

**source:** It started raining<, \*[NONE]\* we> took the bus back.  
**corrected:** It started raining, \*so\* we took the bus back.  
**error\_tag:** `Result Clause`  
**error\_is\_generalizable:** True

Certain conjunctions of time or place are handled with `Expressions of Time` or `Expressions of Place`:

**source:** She always stopped to check her makeup <\*and\*> leaving.  
**corrected:** She always stopped to check her makeup \*before\* leaving.  
**error\_tag:** `Expressions of Time`  
**error\_is\_generalizable:** False

When a writer starts a sentence with "and" or "but," which some consider improper in writing, we tag it as `Casual or Informal Language` to emphasize that it should be changed to another phrase such as "However," or "In addition:"

**source:** <\*But\*> there are drawbacks to this approach.  
**corrected:** \*However,\* there are drawbacks to this approach.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Avoid starting a sentence with "but."  
**feedback\_suggestion:** Consider an alternative like "However," to introduce the next idea.  
**feedback\_is\_direct:** True

## Ditransitive Verbs

---

Concerns errors with ditransitive verbs, which take two objects. Common examples include "give," "tell," "show," "introduce," and "send."

This category covers the misuse of prepositions with these verbs and word order issues, particularly those stemming from improperly implemented dative shifts.

### Examples:

When the indirect object is missing a preposition:

**source:** I told the <story \*[NONE]\* him>.  
**corrected:** I told the story \*to\* him.  
**error\_tag:** `Ditransitive Verbs`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using a ditransitive verb such as "tell," and the indirect object is after the direct object, include a preposition before the indirect object.  
**feedback\_suggestion:** Add "to" before "him."  
**feedback\_is\_direct:** True

Includes incorrect use of a preposition with the indirect object when using double object word order:

**source:** She <told \*to\* her brother> the secret.  
**corrected:** She told \*[NONE]\* her brother the secret.  
**error\_tag:** `Ditransitive Verbs`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using the verb "tell," you can use the pattern "tell + (person/thing) + (something)."  
**feedback\_suggestion:** Remove "to," which is unnecessary here.

**feedback\_is\_direct:** True

Includes the use of double object constructions with ditransitive verbs that do not employ it, and must be used with prepositional phrases instead:

**source:** I <explained \*him the problem\*>.

**corrected:** I explained \*the problem to him\*.

**error\_tag:** `Ditransitive Verbs`

**error\_is\_generalizable:** True

**feedback\_explanation:** If you use "explain" as a ditransitive verb, you can't use this word order.

**feedback\_suggestion:** Change this to follow the pattern "explain + (something) + to + (someone)."

**feedback\_is\_direct:** False

### Exceptions:

A missing object or indirect object is handled with the `Fragment: Missing Object` tag:

**source:** I <lent my friend \*[NONE]\*>.

**corrected:** I lent my friend \*money\*.

**error\_tag:** `Fragment: Missing Object`

When a preposition is missing before an object or direct object, consider carefully whether to use this tag or the `Phrasal Verb` or `Verb + Preposition + Argument` tags listed under `Collocations and Idiom`. Consider the underlying type of verb and why the preposition is required.

### Commentary:

Annotators may expect there to be a tag like `Prepositions: with Indirect Objects`, but such cases are handled by the `Ditransitive Verbs` tag at this time.

## Dummy Subject

---

Issues with constructions such as "It is important that..." or "It is necessary to..."

Includes weather-based phrases as well.

### Examples:

**source:** <It \*[NONE]\* important> that we do all our homework.  
**corrected:** It \*is\* important that we do all our homework.  
**error\_tag:** `Dummy Subject`  
**error\_is\_generalizable:** True

**source:** It is good for <students \*[NONE]\* have> a part-time job.  
**corrected:** It is good for students \*to have\* a part-time job.  
**error\_tag:** `Dummy Subject`  
**error\_is\_generalizable:** True

**source:** It is necessary that we <\*[will]\*> go there.  
**corrected:** It is necessary that we \*[NONE]\* go there.  
**error\_tag:** `Dummy Subject`  
**error\_is\_generalizable:** True

**source:** <\*[There]\* is> really hot in here.  
**corrected:** \*It\* is really hot in here.  
**error\_tag:** `Dummy Subject`  
**error\_is\_generalizable:** True

## Expressions of Place

---

This tag covers errors with expressions of place, typically propositional phrases or adverbs.

### Examples:

Includes preposition errors relating to position and location, including on, in, under, by, into, to, and from.

**source:** We have solar panels and a place to make compost <\*[at]\* the garden>.  
**corrected:** We have solar panels and a place to make compost \*in\* the garden.  
**error\_tag:** `Expressions of Place`  
**error\_is\_generalizable:** False

**source:** I put my bag <\*[down]\* the table>.  
**corrected:** I put my bag \*under\* the table.

**error\_tag:** `Expressions of Place`  
**error\_is\_generalizable:** False

Includes adverbs of place:

**source:** Is there an ATM <\*near\*>?  
**corrected:** Is there an ATM \*nearby\*?  
**error\_tag:** `Expressions of Place`  
**error\_is\_generalizable:** False

### Exceptions:

Many prepositions common in this category can also be attached to phrasal or prepositional verbs. Compare this category carefully with the `Phrasal Verb` and `Verb + Preposition + Argument` categories. The prepositional phrases in `Expressions of Place` tend to be independent of the specific verb (e.g., any number of things can happen or be "in the garden").

## Expressions of Time

---

Issues with expressing points in time or ranges of time. These can involve prepositional phrases, conjunctions related to time, or longer phrases such as "in the meantime."

### Examples:

Includes prepositions used when expressing points or ranges of time:

**source:** <\*In\* Wednesdays and Fridays>, I have swimming lessons.  
**corrected:** \*On\* Wednesdays and Fridays, I have swimming lessons.  
**error\_tag:** `Expressions of Time`

**source:** <\*Two weeks after\*>, I'll visit Rome.  
**corrected:** \*In two weeks\*, I'll visit Rome.  
**error\_tag:** `Expressions of Time`

**source:** <\*While\* summer>, it gets very hot.  
**corrected:** \*During\* summer, it gets very hot.  
**error\_tag:** `Expressions of Time`

**source:** I have been playing football <\*from\* I was five years old>.  
**corrected:** I have been playing football \*since\* I was five years old.  
**error\_tag:** `Expressions of Time`

Includes certain conjunctions such as "before":

**source:** She always stopped to check her makeup <\*and\* leaving.  
**corrected:** She always stopped to check her makeup \*before\* leaving.  
**error\_tag:** `Expressions of Time`

### Exceptions:

Does not include "then," "next," or "finally," in a sequential story, which are handled with the `Transition` tag:

**source:** I went to school, <\*next\* I went straight home.  
**corrected:** I went to school, \*then\* I went straight home.  
**error\_tag:** `Transition`

## Go + ing

---

Includes common errors with phrases such as "go swimming" and "go shopping."

### Examples:

Includes confusion between the gerund and infinitive:

**source:** We <went \*bowl\*> last weekend.  
**corrected:** We went \*bowling\* last weekend.  
**error\_tag:** `Go + ing`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** After "go," use the -ing form of verbs to describe activities.  
**feedback\_suggestion:** Change "bowl" to make this fit the pattern of "go -ing."  
**feedback\_is\_direct:** False

Includes extraneous use of "to":

**source:** I will <go \*to\* shopping> after work.  
**corrected:** I will go \*[NONE]\* shopping after work.  
**error\_tag:** `Go + ing`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** After "go," use the -ing form of verbs to describe activities.  
**feedback\_suggestion:** Remove "to" to make this fit the pattern of "go -ing."  
**feedback\_is\_direct:** True

## Imperative/Let's

---

### Examples:

Includes direct commands and requests, both positive and negative:

**source:** <Please \*to\* pass> the salt.  
**corrected:** Please \*[NONE]\* pass the salt.  
**error\_tag:** `Imperative/Let's`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** In imperative sentences (commands or requests), the verb should be in the base form, not the to-infinitive.  
**feedback\_suggestion:** Change "to pass" to the base form.  
**feedback\_is\_direct:** False

**source:** <Don't \*smoking\*> in restaurants.  
**corrected:** Don't \*smoke\* in restaurants.  
**error\_tag:** `Imperative/Let's`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** In imperative sentences (commands or requests), the verb should be in the base form, not the -ing form.  
**feedback\_suggestion:** Change "smoking" to the base form.  
**feedback\_is\_direct:** False

Includes phrases with "let's":

**source:** <Let's \*playing\*> soccer.  
**corrected:** Let's \*play\* soccer.  
**error\_tag:** `Imperative/Let's`  
**error\_is\_generalizable:** True

**feedback\_explanation:** To make a suggestion with "let's," use the pattern "let's + verb (base form)."

**feedback\_suggestion:** Change "playing" to the base form.

**feedback\_is\_direct:** False

## Infinitive

---

Used for a variety of infinitive issues not covered by other tags.

### Examples:

Includes complementary infinitives:

**source:** I'm <planning \*[NONE]\* go> there later this year.

**corrected:** I'm planning \*to\* go there later this year.

**error\_tag:** `Infinitive`

**error\_is\_generalizable:** True

**feedback\_explanation:** "Planning" needs a to-infinitive (to + base form of the verb) here, but "go" is the wrong form.

**feedback\_suggestion:** Add "to" before "go" to make this a to-infinitive.

**feedback\_is\_direct:** True

**source:** <Learning \*playing\*> the guitar is difficult.

**corrected:** Learning \*to play\* the guitar is difficult.

**error\_tag:** `Infinitive`

**error\_is\_generalizable:** True

**feedback\_explanation:** "Learning" needs a to-infinitive (to + base form of the verb) here, but "playing" is the wrong form.

**feedback\_suggestion:** Change "playing" to the base form to fix this infinitive.

**feedback\_is\_direct:** False

**source:** The price <appears \*[NONE]\* falling>.

**corrected:** The price appears \*to be\* falling.

**error\_tag:** `Infinitive`

**error\_is\_generalizable:** True

**feedback\_explanation:** Words like "seem" and "appear" can not connect to an -ing verb directly.

**feedback\_suggestion:** Use the infinitive "to be" as a connector.



**feedback\_is\_direct:** True

Note that while these infinitives are being used as direct objects, we favor the "Infinitive" tag over "Verb Nominalization".

Includes phrases like "easy to do" and "happy to see":

**source:** I'm <happy \*that\* see you>.  
**corrected:** I'm happy \*to\* see you.  
**error\_tag:** `Infinitive`  
**error\_is\_generalizable:** True

"How to" phrases when the infinitive is malformed:

**source:** I know <how \*[NONE]\* bake> a cake.  
**corrected:** I know how \*to\* bake a cake.  
**error\_tag:** `Infinitive`  
**error\_is\_generalizable:** True

The pattern "too \_\_\_ to \_\_\_":

**source:** This bank is <too big \*for\* fail>.  
**corrected:** This bank is too big \*to\* fail.  
**error\_tag:** `Infinitive`  
**error\_is\_generalizable:** True

## Exceptions:

Infinitives encountered in the following phenomena have their own tags:

Infinitives used to express purpose are tagged with `Purpose Clause`:

**source:** I went there <just \*for\* see him>.  
**corrected:** I went there just \*to\* see him.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True

Infinitives used or misused in causative constructions are tagged with `Causative`:

**source:** I <got my friend \*[NONE]\* pay> for us both.  
**corrected:** I got my friend \*to\* pay for us both.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True

**feedback\_explanation:** When using "get" to describe causing another to do an action, the pattern "get + person/thing + verb (to-infinitive)" is used.

**feedback\_suggestion:** Change the verb to the to-infinitive to satisfy the causative pattern.

**feedback\_is\_direct:** False

Infinitives used as nouns, but not used as common complements, are tagged with `Verb Nominalization`. This mostly includes infinitives as subjects:

**source:** As I always say, <"\*[NONE]\* eat> well is to live well."

**corrected:** As I always say, "\*to\* eat well is to live well."

**error\_tag:** `Verb Nominalization`

**error\_is\_generalizable:** True

Infinitive issues with dummy subject constructions use the `Dummy Subject` tag:

**source:** It is <important \*[NONE]\* exercise> every day.

**corrected:** It is important "\*to\* exercise every day.

**error\_tag:** `Dummy Subject`

**error\_is\_generalizable:** True

When a modal phrase includes "to" plus the base form of the verb (e.g., "be able to + verb"), use the `Modal` tag instead of `Infinitive`:

**source:** In the end, I was <able to \*came\*> to the event.

**corrected:** In the end, I was able to "\*come\*" to the event.

**error\_tag:** `Modal`

**error\_is\_generalizable:** True

**feedback\_explanation:** The modal phrase "able to" must be followed by the base form of the verb, not the past tense.

**feedback\_suggestion:** Change "came" to the base form of the verb.

**feedback\_is\_direct:** False

## Modal

---

Covers issues with words like "can," "could," "may," "might," "must," "shall," "should," "will," and "would" when used to express such concepts as ability, possibility, necessity, and obligation. Includes modal-like compounds (sometimes called modal-phrases) such as "have to," "able to," and "had better" as well.

### Examples:

Includes cases where the modal is poorly formed:

**source:** We <\*would\* better> start over.  
**corrected:** We \*had\* better start over.  
**error\_tag:** `Modal`  
**error\_is\_generalizable:** True

Includes errors with verbs following a modal, such as the violation of the pattern of a modal followed by the base form of a verb:

**source:** In the end, I was <able to \*came\*> to the event.  
**corrected:** In the end, I was able to \*come\* to the event.  
**error\_tag:** `Modal`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The modal phrase "able to" must be followed by the base form of the verb, not the past tense.  
**feedback\_suggestion:** Change "came" to the base form of the verb.  
**feedback\_is\_direct:** False

**source:** It <might \*to\* rain> tomorrow.  
**corrected:** It might \*[NONE]\* rain tomorrow.  
**error\_tag:** `Modal`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Modals like "should," "can," "must," and "might" must use the base form of the verb, not the to-infinitive.  
**feedback\_suggestion:** Change the verb to the base form.  
**feedback\_is\_direct:** False

**source:** We <must \*doing\*> our best every day.  
**corrected:** We must \*do\* our best every day.  
**error\_tag:** `Modal`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Modals like "should," "can," "must," and "might" must use the base form of the verb, not the -ing form.  
**feedback\_suggestion:** Change the verb to the base form.  
**feedback\_is\_direct:** False

Includes cases where the modal is omitted:

**source:** Since they are bad for the environment, I think <we \*[NONE]\* ban> plastic straws  
**corrected:** Since they are bad for the environment, I think we \*should\* ban plastic straws  
**error\_tag:** `Modal`  
**error\_is\_generalizable:** True

These kinds of omissions are very context-sensitive, so use the rest of the text and your own judgement when labeling missing words like "should" or "must."

### Exceptions:

Modals are used in many grammatical constructions, so be careful to consider other tags such as `Conditional` when they are a more specific way to describe the issue.

**source:** If I were you, <I \*will\* be happy>.  
**corrected:** If I were you, I \*would\* be happy.  
**error\_tag:** `Conditional`  
**error\_is\_generalizable:** True

Tag as `Conditional`, not `Modal`

## Negative Formation

---

Use `Negative Formation` for errors with negative forms or word order in negative expressions.

Includes issues with words like "neither," and "nor."

### Examples:

**source:** <We \*[NONE]\* not need> to do that.  
**corrected:** We \*do\* not need to do that.  
**error\_tag:** `Negative Formation`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Use "do/does + not" to make a verb negative in the present tense.  
**feedback\_suggestion:** Add "do" to fix this negative.  
**feedback\_is\_direct:** True

**source:** A train is usually faster than a bus, but <\*no\*> always.  
**corrected:** A train is usually faster than a bus, but \*not\* always.  
**error\_tag:** `Negative Formation`

**error\_is\_generalizable:** True

Includes issues with "either," "neither," "nor," and "not... or"

**source:** <\*Either of them can't\*> do it.  
**corrected:** \*Neither of them can\* do it.  
**error\_tag:** `Negative Formation`  
**error\_is\_generalizable:** True

Note that although these words may be coordinating conjunctions, this does not use the `Conjunction` tag.

Includes poorly formed negatives involving any other grammatical construction, given that the issue lies in the negative itself rather than the other construction:

**source:** He <\*no had ever\*> seen the ocean in person.  
**corrected:** He \*had never\* seen the ocean in person.  
**error\_tag:** `Negative Formation`  
**error\_is\_generalizable:** True

Note that this is not tagged as `Tense: Perfect` - the past perfect is properly selected, but improperly made negative.

**source:** She told me <\*to not\* do> it.  
**corrected:** She told me \*not to\* do it.  
**error\_tag:** `Negative Formation`  
**error\_is\_generalizable:** True

Note that the above is not tagged as `Infinitive`

### Exceptions:

If there is a poorly formed negative clause using another grammar point such as a conditional, consider whether the error is based on the use of the negative, or on the formation of that particular grammar point.

Double negatives are handled with the `Grammatical Redundancy` tag.

Errors with words like "none of" are handled with `Quantifier`

## Participle

---

Errors with verbs in participle form, primarily used to modify a noun.

This category includes some common cases of misuse of different adjective-like participle forms of one word, such as excited/exciting or boring/bored.

### Examples:

Includes issues where a present participle should be used:

**source:** In some restaurants, we can see <teenagers \*works\*> as waitstaff.  
**corrected:** In some restaurants, we can see teenagers \*working\* as waitstaff.  
**error\_tag:** `Participle`  
**error\_is\_generalizable:** True

**source:** The story is about <people \*don't be\* honest> with each other.  
**corrected:** The story is about people \*not being\* honest with each other.  
**error\_tag:** `Participle`  
**error\_is\_generalizable:** True

Includes participles used in combination with a verb, such as “come running.”

**source:** He <came \*run\*> when we called for him.  
**corrected:** He came \*running\* when we called for him.  
**error\_tag:** `Participle`  
**error\_is\_generalizable:** True

Includes issues with past participles used as adjectives:

**source:** Next, we add the <\*beated\* eggs> to the cake.  
**corrected:** Next, we add the \*beaten\* eggs to the cake.  
**error\_tag:** `Participle`  
**error\_is\_generalizable:** False

Includes confusion of -ing and -ed adjectives formed from the same base:

**source:** He is so <\*exciting\*> to meet you.  
**corrected:** He is so \*excited\* to meet you.  
**error\_tag:** `Participle`  
**error\_is\_generalizable:** False

**feedback\_explanation:** "Exciting" is used for something that causes excitement, while "excited" describes a feeling. For words like this, "-ing" describes the cause of a feeling and "-ed" describes the feeling itself.

**feedback\_suggestion:** Change "exciting" to "excited."

**feedback\_is\_direct:** True

## Exceptions:

While both often involve the -ing form, do not confuse this with gerund-based errors, most of which should be tagged with `Verb Nominalization` or `Go + ing`

Issues with past participles related to passive constructions should be tagged as `Passive vs. Active Voice`:

**source:** I couldn't believe I was <being \*beated\*> by a beginner!

**corrected:** I couldn't believe I was being \*beaten\* by a beginner!

**error\_tag:** `Passive vs. Active Voice`

**error\_is\_generalizable:** True

Issues with past participles in causative constructions are to be tagged with `Causative`:

**source:** I paid to <have my house \*clean\*> by professionals.

**corrected:** I paid to have my house \*cleaned\* by professionals.

**error\_tag:** `Causative`

**error\_is\_generalizable:** True

Issues with progressive tenses using -ing endings should be tagged with `Tense: Continuous Aspect`

## Passive vs. Active Voice

---

### Examples:

Includes issues with the verb "to be" in passive constructions:

**source:** This <tower \*[NONE]\* built> 900 years ago.

**corrected:** This tower \*was\* built 900 years ago.

**error\_tag:** `Passive vs. Active Voice`

**error\_is\_generalizable:** True

**feedback\_explanation:** This sentence seems to be passive, but you are missing the be verb. The passive can be made with the be verb + a past participle.  
**feedback\_suggestion:** Add a be verb to form the passive.  
**feedback\_is\_direct:** False

Includes issues with participles in passives as well:

**source:** History <is being \*wrote\*> every day.  
**corrected:** History is being \*written\* every day.  
**error\_tag:** `Passive vs. Active Voice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Being wrote" seems to be in the passive voice here, but "wrote" has the wrong form. The passive can be made with the be verb + a past participle.  
**feedback\_suggestion:** Change "wrote" to the past participle to fix this passive.  
**feedback\_is\_direct:** False

Note that the above supersedes a `Participle` tag.

**source:** I <was \*bite\*> by a snake.  
**corrected:** I was \*bitten\* by a snake.  
**error\_tag:** `Passive vs. Active Voice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Was bite" seems to be in the passive voice here, but "bite" has the wrong form. The passive can be made with the be verb + a past participle.  
**feedback\_suggestion:** Change "bite" to the past participle to fix this passive.  
**feedback\_is\_direct:** False

Includes passive word order and formation issues:

**source:** Whenever <\*it was talked about that topic\*>, there was an argument.  
**corrected:** Whenever \*that topic was talked about\*, there was an argument.  
**error\_tag:** `Passive vs. Active Voice`  
**error\_is\_generalizable:** True

### Exceptions:

Prepositions of agency or means are common with passive constructions. Use `Passive vs. Active Voice` when the error is in forming the passive verb itself, and `Prepositions: Means/Agent` when the agent is improperly designated.

**source:** I was <bitten \*of\* a snake>.



**corrected:** I was bitten **\*by\*** a snake.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** True

## Plural vs. Singular: Noun Countability

---

For cases when an error with a noun's number specifically relies on the countability of the noun in question. This often applies to abstract or mass nouns such as "water" or "advice."

Annotators are advised to compare this closely to the more general `Plural vs. Singular: Noun Number` category. This category will mostly include:

1. Pluralization of an abstract, mass, or otherwise uncountable noun
2. Cases where there is credible evidence that a learner mistakenly thinks that a countable noun is abstract/mass.

When in doubt, consider whether it seems productive to mention countability or link a countability resource, as opposed to merely advising that a noun be made plural/singular.

### Examples:

Includes cases where a plural form is used for an uncountable noun:

**source:** We have **<\*stuffs\*>** to do.  
**corrected:** We have a lot of **\*stuff\*** to do.  
**error\_tag:** `Plural vs. Singular: Noun Countability`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Stuff" is not a countable noun that can be made plural.  
**feedback\_suggestion:** Use a singular form to talk about the amount of stuff.  
**feedback\_is\_direct:** False

**source:** I always get **<\*advices\*>** from my friends.  
**corrected:** I always get **\*advice\*** from my friends.  
**error\_tag:** `Plural vs. Singular: Noun Countability`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Advice" is not a countable noun that can be made plural.  
**feedback\_suggestion:** Use a singular form to talk about the amount of advice.  
**feedback\_is\_direct:** False

Includes cases where there is credible evidence that a learner mistakenly thinks that a countable noun is abstract/mass:

**source:** When deciding whether to have a car, you should consider expenses like gas, insurance, and parking <\*cost\*>.  
**corrected:** When deciding whether to have a car, you should consider expenses like gas, insurance, and parking \*costs\*.  
**error\_tag:** `Plural vs. Singular: Noun Countability`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Cost" is a countable noun in this context, and can not be used in the singular when speaking in general terms.  
**feedback\_suggestion:** Change "cost" to be plural.  
**feedback\_is\_direct:** False

### Exceptions:

Noun countability issues may occur alongside `Quantifier` issues. Use the label that better describes which words need to be changed:

**source:** We have <\*many\* stuff> to do.  
**corrected:** We have \*a lot of\* stuff to do.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** True

Use the `Plural vs. Singular: Noun Number` tag for number mistakes that do not depend on the countability of the noun:

**source:** I think that all <\*student\*> should be in a school club.  
**corrected:** I think that all \*students\* should be in a school club.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Student" is singular here, but you seem to be talking about more than one.  
**feedback\_suggestion:** Change "student" to be plural.  
**feedback\_is\_direct:** False

## Plural vs. Singular: Noun Number

---

Singular/plural issues not governed by noun countability or subject-verb agreement. Annotators are encouraged to compare this category to those two in order to prevent confusion.

### Examples:

Includes failure to use the singular or plural when appropriate. Typically, some context such as a preceding determiner will establish the necessary grammatical number:

**source:** I have <five \*cat\*>.  
**corrected:** I have five \*cats\*.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Cat" is singular here, but you seem to be talking about more than one.  
**feedback\_suggestion:** Change "cat" to be plural.  
**feedback\_is\_direct:** False

**source:** <Every \*months\*>, I buy a new bus pass.  
**corrected:** Every \*month\*, I buy a new bus pass.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** After "every," it is necessary to use the singular form of a noun.  
**feedback\_suggestion:** Change "months" to the singular.  
**feedback\_is\_direct:** False

Includes failure to use a plural when discussing a general case:

**source:** <\*The person\*> who have kids need to be careful with money.  
**corrected:** \*People\* who have kids need to be careful with money.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "The person" is singular here, but you seem to be talking about a general case. Using a plural is more appropriate.  
**feedback\_suggestion:** Change "the person" to be plural.  
**feedback\_is\_direct:** False

Includes issues with the formation of plurals:

**source:** The <\*dog's\*> are running in the park.  
**corrected:** The \*dogs\* are running in the park.  
**error\_tag:** `Plural vs. Singular: Noun Number`

**error\_is\_generalizable:** True  
**feedback\_explanation:** Apostrophes are used for possession, not plurals.  
**feedback\_suggestion:** Remove the apostrophe to correctly pluralize "dog."  
**feedback\_is\_direct:** True

Includes formation of irregular plurals:

**source:** Many <\*childs\*> are playing in the park.  
**corrected:** Many \*children\* are playing in the park.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Child" does not use the typical -s/-es plural rules. It is an irregular noun.  
**feedback\_suggestion:** Use the correct plural form, "children."  
**feedback\_is\_direct:** True

### Exceptions:

Use `Plural vs. Singular: Noun Countability` when the error can be clearly connected to the countability of the noun:

**source:** We have <a lot of \*stuffs\*> to do.  
**corrected:** We have a lot of \*stuff\* to do.  
**error\_tag:** `Plural vs. Singular: Noun Countability`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Stuff" is not a countable noun that can be made plural.  
**feedback\_suggestion:** Use a singular form to talk about the amount of stuff.  
**feedback\_is\_direct:** False

There may be cases where other grammatical patterns or collocations call for a particular noun to be plural or singular. In these cases, use the associated tag for that pattern:

**source:** I go to school <by \*cars\*>.  
**corrected:** I go to school by \*car\*.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** When using "by" with a noun to describe how something is done, it is necessary to use the singular version of the noun.  
**feedback\_suggestion:** Change "cars" to be singular.  
**feedback\_is\_direct:** False

## Possessive

---

Use this category to mark errors with the possessive, including apostrophe and s, possessive pronouns, and genitive or part-of-whole constructions with "of."

### Examples:

Includes failure to use a possessive:

**source:** Nobody supported <the \*boy\*> ambitions.  
**corrected:** Nobody supported the \*boy's\* ambitions.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When something belongs to something else, it is necessary to use a possessive.  
**feedback\_suggestion:** Change "boy" to a possessive form to show who the ambitions belong to.  
**feedback\_is\_direct:** False

Includes issues with apostrophes and s:

**source:** The CEO controls much of the <\*company's\*> decision-making.  
**corrected:** The CEO controls much of the \*company's\* decision-making.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** The possessive of a singular noun like "company" is formed by adding an apostrophe + s.  
**feedback\_suggestion:** Move the apostrophe before the s to fix this possessive.  
**feedback\_is\_direct:** True

**source:** The <\*athlete's\*> uniforms all featured the flags of their countries.  
**corrected:** The \*athletes'\* uniforms all featured the flags of their countries.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems this should be a plural possessive, but an apostrophe + s ending is only used for the singular of "athlete."  
**feedback\_suggestion:** To make this a plural possessive, move the apostrophe to the end of the word, after the s.  
**feedback\_is\_direct:** True

**source:** This is my **<\*moms\*>** coat.  
**corrected:** This is my **\*mom's\*** coat.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True

Includes possession and part-of-whole relationships using the preposition "of:"

**source:** Studying is the main task **<\*to\* students>**.  
**corrected:** Studying is the main task **\*of\*** students.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True

**source:** My passion for music is an important **<part \*[NONE]\* my>** life.  
**corrected:** My passion for music is an important part **\*of\*** my life.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True

Includes possessive pronouns and words like "mine," "ours," "theirs," and its.

**source:** **<\*It's\*>** speed is unmatched among land animals.  
**corrected:** **\*Its\*** speed is unmatched among land animals.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** False

### Exceptions:

If a possessive form with 's is mistakenly used instead of a plural -s, we treat it as a failure to properly form a plural. Use the `Plural vs. Singular: Noun Number` tag.

**source:** The **<\*dog's\*>** are running in the park.  
**corrected:** The **\*dogs\*** are running in the park.  
**error\_tag:** `Plural vs. Singular: Noun Number`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Apostrophes are used for possession, not plurals.  
**feedback\_suggestion:** Remove the apostrophe to correctly pluralize "dog."  
**feedback\_is\_direct:** True

### Prepositions: Cause

---

Errors with prepositional phrases such as "because of," "on account of," or "due to." These are generally paired with noun phrases.

### Examples:

Includes confusion between prepositions of cause and similar conjunctions:

**source:** I was late <because \*[NONE]\* the snow>.  
**corrected:** I was late because \*of\* the snow.  
**error\_tag:** `Prepositions: Cause`  
**error\_is\_generalizable:** False

### Exceptions:

If the error is resolved by leaving the preposition as-is and changing something else in the sentence, use a tag that describes that change instead. A common case is changing a clause to a noun phrase to use with a preposition of cause:

**source:** Due to <\*he lifted\*> weights every day, he became strong.  
**corrected:** Due to \*lifting\* weights every day, he became strong.  
**error\_tag:** `Verb Nominalization`  
**error\_is\_generalizable:** True

## Prepositions: Means/Agent

---

When an error is made with a preposition to indicate means, agent, manner, or instrument.

The most common cases are "by" and "with," but possibilities include "on," "in," "from," and "via" as well.

### Examples:

Includes error with the necessary preposition:

**source:** I was <bitten \*of\* a snake>.  
**corrected:** I was bitten \*by\* a snake.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** True

**source:** They were <lured \*by\* promises> of wealth.  
**corrected:** They were lured \*with\* promises of wealth.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** False

**source:** I learned <much \*[NONE]\* that experience>.  
**corrected:** I learned much \*from\* that experience.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** False

**source:** I am writing a book <\*with\* Japanese>.  
**corrected:** I am writing a book \*in\* Japanese.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** False

**source:** These days, I do all my writing <\*by\* my computer>.  
**corrected:** These days, I do all my writing \*on\* my computer.  
**error\_tag:** `Prepositions: Means/Agent`  
**error\_is\_generalizable:** False

May include errors with other associated words when they must be in a particular form to be used in a prepositional phrase expressing means or agent:

**source:** I go to school <by \*cars\*>.  
**corrected:** I go to school by \*car\*.  
**error\_is\_generalizable:** False  
**error\_tag:** `Prepositions: Means/Agent`  
**feedback\_explanation:** When using "by" with a noun to describe how something is done, it is necessary to use the singular version of the noun.  
**feedback\_suggestion:** Change "cars" to be singular.  
**feedback\_is\_direct:** False

### Exceptions:

Prepositions of agency or means are common with passive constructions. Use `Passive vs. Active Voice` when the error is in forming the passive verb itself, and `Prepositions: Means/Agent` when the agent is improperly formed.

**source:** I <was \*bite\*> by a snake.



**corrected:** I was **\*bitten\*** by a snake.

**error\_tag:** `Passive vs. Active Voice`

**error\_is\_generalizable:** True

**feedback\_explanation:** "Was bite" seems to be in the passive voice here, but "bite" has the wrong form. The passive can be made with the be verb + a past participle.

**feedback\_suggestion:** Change "bite" to the past participle to fix this passive.

**feedback\_is\_direct:** False

## Prepositions: Status

---

Errors with prepositions to express a status or condition, when not covered elsewhere. Includes "as," "like," and certain uses of "on" and "in."

### Examples:

**source:** The world was **<\*of\* chaos>**.

**corrected:** The world was **\*in\*** chaos.

**error\_tag:** `Prepositions: Status`

**source:** He is **<\*no\* hope>** at this point.

**corrected:** He is **\*without\*** hope at this point.

**error\_tag:** `Prepositions: Status`

**source:** I think of her **<\*to be\* a sister>**.

**corrected:** I think of her **\*as\*** a sister.

**error\_tag:** `Prepositions: Status`

**source:** The drums sounded **<\*as\* thunder>**.

**corrected:** The drums sounded **\*like\*** thunder.

**error\_tag:** `Prepositions: Status`

### Exceptions:

If the status in question involves space or time, consider the `Expressions of Place` or `Expressions of Time` tags. These contain many prepositional phrases.

When considering errors with "as," be aware of "as... as" constructions in `Quantifier` and `Comparison: Equivalence`

## Prepositions: Other

---

Before choosing this category, be sure to consider `Ditransitive Verbs`, `Expressions of Place`, `Expressions of Time`, `Possessive`, `Purpose Clause`, `Quantifier`, and `Collocation and Idiom` categories that involve prepositions or particles that resemble prepositions, which include a large number of phrasal and prepositional verbs.

If none of these categories are applicable, select `Prepositions: Other`

## Pronoun Antecedent

---

Issues where a pronoun's antecedent is unclear or where agreement is violated.

### Examples:

Includes agreement issues with number, gender, and case:

**source:** The committee has made <\*their\*> decision.

**corrected:** The committee has made \*its\* decision.

**error\_tag:** `Pronoun Antecedent`

**error\_is\_generalizable:** True

**feedback\_explanation:** "Their" is used for plural nouns, but "the committee" is singular.

**feedback\_suggestion:** Change "their" to a different pronoun that matches the noun better.

**feedback\_is\_direct:** False

**source:** Dogs are "man's best friend," so we should always take care of <\*it\*>.

**corrected:** Dogs are "man's best friend," so we should always take care of \*them\*.

**error\_tag:** `Pronoun Antecedent`

**feedback\_explanation:** "It" seems to refer to the noun "dogs," but "dogs" is plural. The two do not agree in number.

**error\_is\_generalizable:** True

**feedback\_suggestion:** Change "it" to a different pronoun that matches the noun better.

**feedback\_is\_direct:** False

**source:** My mom can be harsh sometimes, but I know <\*he\*> loves me.  
**corrected:** My mom can be harsh sometimes, but I know \*she\* loves me.  
**error\_tag:** `Pronoun Antecedent`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** If "he" refers to "mom," consider if it matches the noun's gender correctly.  
**feedback\_suggestion:** Use "he/his/him" for masculine nouns, "she/her" for feminine nouns, and "it/its" for objects and ideas.  
**feedback\_is\_direct:** False

Includes broader cases where one pronoun is a better fit than another:

**source:** We reviewed the proposal and decided to implement <\*that\*> immediately.  
**corrected:** We reviewed the proposal and decided to implement \*it\* immediately.  
**error\_tag:** `Pronoun Antecedent`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** If you want to talk about "the proposal" again here, "that" is not the best choice. "That" is used for something specific that feels far away, but "the proposal" is already clear here.  
**feedback\_suggestion:** Change "that" to the personal pronoun "it" to make this more clear.  
**feedback\_is\_direct:** True

**source:** The question is whether the plan is acceptable, and I am going to talk about <\*it\*>.  
**corrected:** The question is whether the plan is acceptable, and I am going to talk about \*that\*.  
**error\_tag:** `Pronoun Antecedent`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "It" might not be very clear here. "It" sounds like it might refer to something mentioned in another sentence. "That" is more appropriate for something you just introduced.  
**feedback\_suggestion:** Consider changing "it" to "that."  
**feedback\_is\_direct:** True

## Purpose Clause

---

Includes use of "to," "for," and "so," "so that," "in order to," and others to express purpose.

**Examples:**

**source:** She worked hard <\*for\* to make> a lot of money.  
**corrected:** She worked hard \*[NONE]\* to make a lot of money.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True

Includes constructions like "(noun) to (verb)", such as "somebody to love":

**source:** It was hard to find a <place \*for\* park>.  
**corrected:** It was hard to find a place \*to\* park.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When describing the right place for something, the correct construction is "a place to + verb (base form)."  
**feedback\_suggestion:** Change "for" to "to" to fix the infinitive here.  
**feedback\_is\_direct:** True

Includes issues with verb forms following the above terms:

**source:** This is a bowl <for \*eat\*> ramen.  
**corrected:** This is a bowl for \*eating\* ramen.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True

**source:** I'll do my best <\*for\* remember> that.  
**corrected:** I'll do my best \*to\* remember that.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** You can't use "for remember" to express purpose. Purpose clauses typically use a phrase with a to-infinitive or a that clause.  
**feedback\_suggestion:** Consider changing "for" to "to" to change this into a to-infinitive.  
**feedback\_is\_direct:** True

Includes redundancies and other malformations of purpose clauses:

**source:** <\*So that to\* reach> our goal on time, we must do our best.  
**corrected:** \*To\* reach our goal on time, we must do our best.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True

**source:** <\*In purpose to\* reach> our goal on time, we must do our best.  
**corrected:** \*In order to\* reach our goal on time, we must do our best.  
**error\_tag:** `Purpose Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "In purpose to" is not a valid way to form a purpose clause in English.  
**feedback\_suggestion:** Edit this to use a standard purpose clause phrase such as "to," "in order to," and "so as to."  
**feedback\_is\_direct:** False

## Quantifier

---

Errors concerning various words to express quantity, extent, or relationship to a group.

Includes words such as "some," "a lot of," "much," "many," "enough," and so on. Often, there is a mismatch between these words and the countability of a noun. Use `Quantifier` when the noun seems correct and the quantifier should change.

This category also includes what might be more formally referred to as distributives ("all," "both," "half," "each," etc.) as well as numbers and ordinals.

### Examples:

**source:** I think <\*all\* writer> has their own unique voice.  
**corrected:** I think \*every\* writer has their own unique voice.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "All" is used with plural nouns, but "writer" is singular here.  
**feedback\_suggestion:** Change "all" to an alternative such as "every" or "each."  
**feedback\_is\_direct:** True

**source:** I spend <\*many\* time> practicing the piano.  
**corrected:** I spend \*a lot of\* time practicing the piano.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Many" can only be used with countable nouns, but "time" is not countable.  
**feedback\_suggestion:** Use another quantifier to express the amount, such as "a lot of."  
**feedback\_is\_direct:** True

**source:** I spend <a lot \*[NONE]\* time> practicing the piano.  
**corrected:** I spend a lot \*of\* time practicing the piano.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "A lot" is always followed by "of" when talking about the amount of a noun like "time."  
**feedback\_suggestion:** Change "a lot" to "a lot of."  
**feedback\_is\_direct:** True

Includes phrases such as "most," "most of," "all the," and "all of":

**source:** <Most \*[NONE]\* the countries> in the world signed the agreement.  
**corrected:** Most \*of\* the countries in the world signed the agreement.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** False

Includes confusion between words like "other" and "another":

**source:** Smoking can cause lung cancer, stroke, and <\*another\* diseases>.  
**corrected:** Smoking can cause lung cancer, stroke, and \*other\* diseases.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Another" can only be used with singular nouns, but "diseases" is plural here.  
**feedback\_suggestion:** Change "another" to "other."  
**feedback\_is\_direct:** True

**source:** We have many <\*others\* things> to worry about.  
**corrected:** We have many \*other\* things to worry about.  
**error\_tag:** `Quantifier`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Others" is a pronoun that can not be combined with a noun. You may be confusing it with the determiner "other."  
**feedback\_suggestion:** To talk about a different group of something, use "other" + plural noun.  
**feedback\_is\_direct:** True

Includes phrases with "almost" and "nearly" when used to express quantity:

**source:** <Almost \*no people\*> think so.  
**corrected:** Almost \*nobody\* think so.  
**error\_tag:** `Quantifier`

**error\_is\_generalizable:** False

### Exceptions:

There are some quantifier patterns that are theoretically acceptable in many contexts, but are informal. Examples include "tons," "lots of," and various others. For these, we tag with `Casual or Informal Language`

**source:** I lived there for <a couple \*[NONE]\* years>.

**corrected:** I lived there for a couple \*of\* years.

**error\_tag:** `Casual or Informal Language`

**error\_is\_generalizable:** False

**feedback\_explanation:** "A couple years" may sound informal. In texts like essays, "a couple" should be followed by "of" when talking about the amount of something countable like "years."

**feedback\_suggestion:** Change "a couple" to "a couple of."

**feedback\_is\_direct:** True

## Question Formation

---

### Examples:

Includes word order issues relating to questions:

**source:** Why <\*we must\* study such boring topics?

**corrected:** Why \*must we\* study such boring topics?

**error\_tag:** `Question Formation`

**error\_is\_generalizable:** True

Includes incorrect or missing words:

**source:** It's hot out, <\*doesn't\* it>?

**corrected:** It's hot out, \*isn't\* it?

**error\_tag:** `Question Formation`

**error\_is\_generalizable:** False

Includes issues with indirect questions:

**source:** She was asking when <\*will the event begin\*>.  
**corrected:** She was asking when \*the event will begin\*.  
**error\_tag:** `Question Formation`  
**error\_is\_generalizable:** True

This supersedes the `Word Order` tag.

## Relative Clause

---

Cases in which a learner made an error employing a relative clause.

### Examples:

Includes issues with the relative pronoun, including omission of a necessary pronoun:

**source:** She is the only <person \*[NONE]\* believed> me.  
**corrected:** She is the only person \*who\* believed me.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems you are using a relative clause to explain more about the cities or highlight something about them. However, you are missing the relative pronoun.  
**feedback\_suggestion:** Add a relative pronoun to introduce the relative clause.  
**feedback\_is\_direct:** False

Includes use of an invalid pronoun in a relative clause:

**source:** We made \$50,000 this year, <\*it\*> is double the amount from last year.  
**corrected:** We made \$50,000 this year, \*which\* is double the amount from last year.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a relative clause to explain more about something. You can't use "it" here - a relative pronoun is needed instead.  
**feedback\_suggestion:** Change "it" to a relative pronoun.  
**feedback\_is\_direct:** False

**source:** This is the table <\*what\* I bought> yesterday.  
**corrected:** This is the table \*that\* I bought yesterday.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True



Note that potential run-on sentences that are resolved with relative clauses are marked with this tag, not `Run-on Sentence`:

**source:** There was a girl <\*her\*> favorite food was cake.  
**corrected:** There was a girl \*whose\* favorite food was cake.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a relative clause to explain more about someone. You can't use "her" here - a relative pronoun is needed instead.  
**feedback\_suggestion:** Change "her" to a relative pronoun.  
**feedback\_is\_direct:** False

Includes word ordering issues in relative clauses:

**source:** He tried on <the \*he bought clothes\*>.  
**corrected:** He tried on the \*clothes he bought\*.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True

## Result Clause

---

Use the `Result Clause` tag for errors expressing results with phrases like "so," "so... that" or "such... that."

### Examples:

**source:** He was <\*too\* sad that> the only thing he could do was cry.  
**corrected:** He was \*so\* sad that the only thing he could do was cry.  
**error\_tag:** `Result Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** If an adjective is very intense and leads to a result, use a result clause with "so... that."  
**feedback\_suggestion:** Change "too" to "so" to fix this result clause.  
**feedback\_is\_direct:** True

**source:** It was <\*so\* a hot day that> you could fry an egg on your car.  
**corrected:** It was \*such\* a hot day that you could fry an egg on your car.  
**error\_tag:** `Result Clause`

**error\_is\_generalizable:** True

**source:** It started raining<, \*[NONE]\* we> took the bus back.

**corrected:** It started raining, \*so\* we took the bus back.

**error\_tag:** `Result Clause`

**error\_is\_generalizable:** True

### Exceptions:

`Result Clause` excludes phrase-level resultative structures such as “paint the barn red,” which are handled elsewhere based on the nature of the error. Here is an example using `Verb + Preposition + Argument` to address an unnecessary preposition with a resultative:

**source:** He < painted the barn \*to\* red>.

**corrected:** He painted the barn \*[NONE]\* red.

**error\_tag:** `Verb + Preposition + Argument`

**error\_is\_generalizable:** True

**feedback\_explanation:** When using the verb "paint," you can use the pattern "paint + (something) + (color)."

**feedback\_suggestion:** Remove "to," which is unnecessary here.

**feedback\_is\_direct:** True

## Subject-Verb Agreement

---

Errors in which the subject of a sentence and the associated verb do not match in number or case.

Applies to pronouns as well as general noun phrases.

### Examples:

Includes cases where the verb should change:

**source:** <Public transport \*pollute\*> less than cars.

**corrected:** Public transport \*pollutes\* less than cars.

**error\_tag:** `Subject-Verb Agreement`

**error\_is\_generalizable:** True

**feedback\_explanation:** The subject, "public transport," is third-person singular. The verb must be in a different form to match with it.

**feedback\_suggestion:** Change "pollute" to a form that goes with a third-person singular subject.

**feedback\_is\_direct:** False

**source:** <The boy and his friend \*plays\*> together every day.

**corrected:** The boy and his friend \*play\* together every day.

**error\_tag:** `Subject-Verb Agreement`

**error\_is\_generalizable:** True

**feedback\_explanation:** "The boy and his friend" is a compound subject and thus plural. However, "plays" can only be used with a singular subject.

**feedback\_suggestion:** Change "plays" to a form that goes with a plural subject.

**feedback\_is\_direct:** False

Includes cases where the noun should change:

**source:** <\*Her\* is> my good friend.

**corrected:** \*She\* is my good friend.

**error\_tag:** `Subject-Verb Agreement`

**error\_is\_generalizable:** False

**feedback\_explanation:** "Her" can not be the subject of a sentence.

**feedback\_suggestion:** Use a subject pronoun instead.

**feedback\_is\_direct:** False

Includes cases in which it is unclear which word should change. Note that in the annotation task, you will be presented with one particular correction. Generally, rather than prescribe that specific correction, try to write a somewhat open-ended feedback comment that informs the learner of the issue and suggests changing either the subject or verb:

**source:** <The \*students works\*> after school.

**corrected:** The \*students work\* after school.

**error\_tag:** `Subject-Verb Agreement`

**error\_is\_generalizable:** True

**feedback\_explanation:** Your subject and verb do not agree in number.

**feedback\_suggestion:** Change one to make them match.

**feedback\_is\_direct:** False

## Tense: Continuous Aspect

---

Issues with continuous aspect in various tenses. Includes failure to use a continuous aspect, malformed continuous constructions, and use of continuous aspect when a non-continuous form would have been appropriate.

### Examples:

Includes omissions of the verb "to be" in a continuous construction:

**source:** <I \*[NONE]\* eating> dinner now.  
**corrected:** I \*am\* eating dinner now.  
**error\_tag:** `Tense: Continuous Aspect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** To talk about something that is happening now, use the present continuous tense with "be + ing."  
**feedback\_suggestion:** Add a form of the verb "to be."  
**feedback\_is\_direct:** False

Includes failure to use the -ing form in a continuous construction:

**source:** She <was \*run\*> very fast.  
**corrected:** She was \*running\* very fast.  
**error\_tag:** `Tense: Continuous Aspect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** To talk about something that is happening now, use the present continuous tense with "be + ing."  
**feedback\_suggestion:** Change your verb to the -ing form.  
**feedback\_is\_direct:** False

Includes use a continuous construction, or an attempt at such, when a non-continuous construction is appropriate:

**source:** Before eating, we <\*gathering\*> around the dinner table and pray.  
**corrected:** Before eating, we \*gather\* around the dinner table and pray.  
**error\_tag:** `Tense: Continuous Aspect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When describing something you usually do, use the simple present, not the present continuous.  
**feedback\_suggestion:** Change "gathering" to the simple present form (the base form of the verb).

**feedback\_is\_direct:** False

### Exceptions:

If the error is not in the use or formation of the continuous, another tense category may be better:

**source:** I can't call you tomorrow because I <\*was\* traveling> then.  
**corrected:** I can't call you tomorrow because I \*will be\* traveling then.  
**error\_tag:** `Tense: Tense Choice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems like this will happen in the future, but you are using the present tense.  
**feedback\_suggestion:** Try changing "was" to the future tense.  
**feedback\_is\_direct:** False

In the above example, the continuous aspect was chosen properly, but the verb was in a past tense instead of a future tense. `Tense: Tense Choice` is the more appropriate error tag.

## Tense: Future Formation

---

Issues with forming futures, including using "will" or "shall."

### Examples:

Includes errors with the verb form in the future:

**source:** He <will \*goes\*> to the store tomorrow.  
**corrected:** He will \*go\* to the store tomorrow.  
**error\_tag:** `Tense: Future Formation`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using the future tense with "will," the pattern "will + verb (base form)" is used.  
**feedback\_suggestion:** Change "goes" to the base form.  
**feedback\_is\_direct:** False

Includes omission of "will:"

**source:** <We \*[NONE]\* see> how it turns out.

**corrected:** We **\*will\*** see how it turns out.  
**error\_tag:** `Tense: Future Formation`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When talking about the future, the pattern "will + verb (base form)" is used.  
**feedback\_suggestion:** Add "will" to form the future here.  
**feedback\_is\_direct:** True

### Exceptions:

When the specific tense to use is future perfect or future continuous, consider other tense categories such as `Tense: Continuous Aspect` and `Tense: Perfect`. Use the tag that best describes the specific concept the learner made an error with.

## Tense: Past Formation

---

Issues with forming past tenses, such as adding -d or -ed, or with irregular past tense forms.

**source:** After school, I **<\*goed\*>** home.  
**corrected:** After school, I **\*went\*** home.  
**error\_tag:** `Tense: Past Formation`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Goed" is not the past tense form of "go." It has an irregular past form.  
**feedback\_suggestion:** Change "goed" to "went."  
**feedback\_is\_direct:** True

**source:** We **<\*use\* to go>** there every day.  
**corrected:** We **\*used\*** to go there every day.  
**error\_tag:** `Tense: Past Formation`  
**error\_is\_generalizable:** True

### Exceptions:

When the specific tense to use is past perfect or past continuous, consider other tense categories such as `Tense: Continuous Aspect` and `Tense: Perfect`. Use the tag that best describes the specific concept the learner made an error with.

## Tense: Perfect

---

Issues with perfect tenses, such as "have ever/have never" constructions.

Includes past, present, and future perfect formation issues.

### Examples:

Omission of have/has:

**source:** <I \*[NONE]\* never eaten> Thai curry.  
**corrected:** I \*have\* never eaten Thai curry.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When describing experiences or whether something ever happened, use the present perfect tense (have/has + past participle of the verb).  
**feedback\_suggestion:** Add "have" before "eaten" to form the present perfect here.  
**feedback\_is\_direct:** True

Incorrect formation of a verb in a perfect:

**source:** She <has \*play\*> basketball for ten years.  
**corrected:** She has \*played\* basketball for ten years.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When you talk about something that started in the past and continues until now, it is necessary to use the present perfect tense (have/has + past participle of the verb).  
**feedback\_suggestion:** Change "play" to the past participle to form the present perfect here.  
**feedback\_is\_direct:** False

**source:** I <have never \*gave\* up> in my life.  
**corrected:** I have never \*given\* up in my life.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When describing experiences or whether something ever happened, use the present perfect tense (have/has + past participle of the verb).  
**feedback\_suggestion:** Change "gave" to the past participle to form the present perfect here.  
**feedback\_is\_direct:** False

When both cases apply:

**source:** <He \*is\* > my friend for many years.  
**corrected:** He \*has been\* my friend for many years.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When you talk about something that started in the past and continues until now, it is necessary to use the present perfect tense.  
**feedback\_suggestion:** Change "is" to follow the present perfect pattern of "have/has + past participle of the verb."  
**feedback\_is\_direct:** False

Includes the past perfect:

**source:** By the time I arrived, <they \*[NONE]\* finished> all the food.  
**corrected:** By the time I arrived, they \*had\* finished all the food.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When we talk about two past events, we use "had" before the verb of the earlier event. This is called the past perfect tense.  
**feedback\_suggestion:** Add "had" before "finished" to form the past perfect here.  
**feedback\_is\_direct:** True

Includes the confusion between different perfect tenses:

**source:** I <\*have\* never seen> a koala before I went to Australia.  
**corrected:** I \*had\* never seen a koala before I went to Australia.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When we talk about two past events, we use "had" before the verb of the earlier event. This is called the past perfect tense.  
**feedback\_suggestion:** Change "has" to "had" to fix this past perfect verb.  
**feedback\_is\_direct:** True

## Tense: Tense Choice

---

Errors concerning whether the verb should be past, present, or future tense.

### Examples:

**source:** He <\*win\* > a gold medal in the last Olympics.



**corrected:** He **\*won\*** a gold medal in the last Olympics.  
**error\_tag:** `Tense: Tense Choice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems like this happened in the past, but you are using the present tense.  
**feedback\_suggestion:** Try changing "win" to the past tense.  
**feedback\_is\_direct:** False

**source:** I can't call you tomorrow because I **<\*was\* traveling>** then.  
**corrected:** I can't call you tomorrow because I **\*will be\*** traveling then.  
**error\_tag:** `Tense: Tense Choice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems like this will happen in the future, but you are using the present tense.  
**feedback\_suggestion:** Try changing "was" to the future tense.  
**feedback\_is\_direct:** False

**source:** I believe that to improve public health, clean water **<should \*have been\*>** available to all.  
**corrected:** I believe that to improve public health, clean water should **\*be\*** available to all.  
**error\_tag:** `Tense: Tense Choice`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Should have been" is used to talk about the past, but it seems like this sentence is about how things should be now or in the future.  
**feedback\_suggestion:** Change "should have been" to "should be" to talk about the present or future.  
**feedback\_is\_direct:** True

## Exceptions:

When the specific tense to use is perfect or continuous, consider other tense categories such as `Tense: Continuous Aspect` and `Tense: Perfect`.

Consider the following case in which the learner mixes the present perfect and past perfect. It is more important to mention the rules for the past perfect than to contrast past and present:

**source:** I **<\*have\* never seen>** a koala before I went to Australia.  
**corrected:** I **\*had\*** never seen a koala before I went to Australia.  
**error\_tag:** `Tense: Perfect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When we talk about two past events, we use "had" before the verb of the earlier event. This is called the past perfect tense.

**feedback\_suggestion:** Change "has" to "had" to fix this past perfect verb.  
**feedback\_is\_direct:** True

## That Clause

---

### Examples:

Includes cases where a that clause should have been used, but was not:

**source:** I agree <\*with\*> the rule is unfair.  
**corrected:** I agree \*that\* the rule is unfair.  
**error\_tag:** `That Clause`  
**error\_is\_generalizable:** True

**source:** I suggest <\*them to\*> apply next year.  
**corrected:** I suggest \*that they\* apply next year.  
**error\_tag:** `That Clause`  
**error\_is\_generalizable:** True

Includes misuse as well:

**source:** <As we know \*that\*> it is very expensive to raise children.  
**corrected:** As we know\*, it is very expensive to raise children.  
**error\_tag:** `That Clause`  
**error\_is\_generalizable:** True

Many that clauses can omit the word "that," without constituting an error, but not all. In such cases, use this tag for omissions:

**source:** <\*He\* won> his very first tournament is really impressive.  
**corrected:** \*That he\* won his very first tournament is really impressive.  
**error\_tag:** `That Clause`  
**error\_is\_generalizable:** True

**source:** The law <specifies \*[NONE]\* people> drive on the left side of the road.  
**corrected:** The law specifies \*that\* people drive on the right side of the road.  
**error\_tag:** `That Clause`

**error\_is\_generalizable:** False

**feedback\_explanation:** The word "specify" needs "that" to connect to its complement clause.

**feedback\_suggestion:** Add the word "that" after "specify" to complete the that-clause.

**feedback\_is\_direct:** True

### Exceptions:

If there is a dummy subject construction (e.g., "It is important that..."), favor the `Dummy Subject` tag:

**source:** It is necessary that we <\*<will\*> go there.

**corrected:** It is necessary that we \*[NONE]\* go there.

**error\_tag:** `Dummy Subject`

**error\_is\_generalizable:** True

If the issue concerns a result clause (so <adjective> that <result>), use the `Result Clause` tag:

**source:** He was <\*<too\*> sad that> the only thing he could do was cry.

**corrected:** He was \*so\* sad that the only thing he could do was cry.

**error\_tag:** `Result Clause`

**error\_is\_generalizable:** True

**feedback\_explanation:** If an adjective is very intense and leads to a result, use a result clause with "so... that."

**feedback\_suggestion:** Change "too" to "so" to fix this result clause.

**feedback\_is\_direct:** True

## Verb Nominalization

---

Covers errors when a verb is being used as a noun, e.g., as the subject or object of a clause, especially when the verb must be changed to a gerund or infinitive.

### Examples:

Includes cases calling for a gerund with -ing:

**source:** <\*<Run\*> every day is good for your health.

**corrected:** \*Running\* every day is good for your health.

**error\_tag:** `Verb Nominalization`

**error\_is\_generalizable:** True  
**feedback\_explanation:** "Run" is a verb, so you can't use it as the subject.  
**feedback\_suggestion:** Change "run" to a noun by using the -ing form.  
**feedback\_is\_direct:** False

**source:** She is <good at \*communicate\*>.  
**corrected:** She is good at \*communicating\*.  
**error\_tag:** `Verb Nominalization`  
**error\_is\_generalizable:** True

**source:** There are many possibilities for running around and <\*to\* training> yourself.  
**corrected:** There are many possibilities for running around and \*[NONE]\* training yourself.  
**error\_tag:** `Verb Nominalization`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It seems this is supposed to be the gerund form of the verb "train." Gerunds are the same as the -ing form of a verb. You don't need additional words like "to."  
**feedback\_suggestion:** Remove the unnecessary "to."  
**feedback\_is\_direct:** True

Includes cases calling for a to-infinitive when there is a clear noun role, such as an infinitive as a subject:

**source:** As I always say, <\*[NONE]\* eat> well is to live well."  
**corrected:** As I always say, "to\* eat well is to live well."  
**error\_tag:** `Verb Nominalization`  
**error\_is\_generalizable:** True

**source:** His dream <is \*[NONE]\* live> on every continent.  
**corrected:** His dream is \*to\* live on every continent.  
**error\_tag:** `Verb Nominalization`  
**error\_is\_generalizable:** True

## Exceptions:

When the change from verb to noun is best accomplished by a change in derivation to the headword (e.g., adding suffixes) instead of a switch to gerund or infinitive, use the `Part-of-Speech Confusion` tag:

**source:** He had a nice <\*suggest\*> about that issue.  
**corrected:** He had a nice \*suggestion\* about that issue.

**error\_tag:** `Part-of-Speech Confusion`  
**error\_is\_generalizable:** True

Complementary infinitives used as direct objects are tagged with the `Infinitive` tag:

**source:** <Learning \*playing\*> the guitar is difficult.  
**corrected:** Learning \*to play\* the guitar is difficult.  
**error\_tag:** `Infinitive`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Learning" needs a to-infinitive (to + base form of the verb) here, but "playing" is the wrong form.  
**feedback\_suggestion:** Change "playing" to the base form to fix this infinitive.  
**feedback\_is\_direct:** False

## Word Order

---

Cases when word order should be changed for reasons not covered elsewhere.

### Examples:

**source:** It's been getting <\*little by little colder\*>.  
**corrected:** It's been getting \*colder little by little\*.  
**error\_tag:** `Word Order`  
**error\_is\_generalizable:** True

Includes violations of SVO order:

**source:** I <\*piano play\*> every day.  
**corrected:** I \*play piano\* every day.  
**error\_tag:** `Word Order`  
**error\_is\_generalizable:** True

### Exceptions:

If a word order issue occurs with a particular grammatical structure, that structure's tag should be prioritized.

# Punctuation, Spelling, and Mechanics

## Capitalization

---

Includes capitalization at the beginning of a sentence.

Includes capitalization of proper nouns, acronyms, and initialisms.

**source:** I like to watch <\*tv\*>.  
**corrected:** I like to watch \*TV\*.  
**error\_tag:** `Capitalization`  
**error\_is\_generalizable:** False

**source:** I want to visit <\*germany\*> one day.  
**corrected:** I want to visit \*Germany\* one day.  
**error\_tag:** `Capitalization`  
**error\_is\_generalizable:** False

## Colons

---

For issues with the use of colons.

### Examples:

Includes errors starting a list with a colon:

**source:** There are four inner <planets \*[\*NONE]\* Mercury>, Venus, Earth, and Mars.  
**corrected:** There are four inner planets\*.\* Mercury, Venus, Earth, and Mars.  
**error\_tag:** `Colons`  
**error\_is\_generalizable:** True

Includes mistaken use of a colon:

**source:** I want to eat<\*. \*> cake, cookies, and chips.  
**corrected:** I want to eat \*[\*NONE]\* cake, cookies, and chips.  
**error\_tag:** `Colons`

**error\_is\_generalizable:** True

## Commas

---

Used for cases in which a comma must be added or removed from a sentence, with the exception of comma splices.

### Examples:

Includes the proper use of commas after introductory phrases:

**source:** When I came <home \*[NONE]\* my> dog ran to meet me.  
**corrected:** When I came home\*,\* my dog ran to meet me.  
**error\_tag:** `Commas`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** A comma is needed after introductory phrases to separate them from the main clause.  
**feedback\_suggestion:** Add a comma after "home."  
**feedback\_is\_direct:** True

Includes errors with commas used before coordinating conjunctions:

**source:** We wanted to go to the <beach \*[NONE]\* but> it was raining.  
**corrected:** We wanted to go to the beach\*,\* but it was raining.  
**error\_tag:** `Commas`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using a conjunction like "but" to connect two independent clauses, a comma is needed at the end of the first clause.  
**feedback\_suggestion:** Add a comma after "beach."  
**feedback\_is\_direct:** True

Includes a missing comma before a non-restrictive clause:

**source:** First up was <Jane \*[NONE]\* the> strongest hitter on the team.  
**corrected:** First up was Jane\*,\* the strongest hitter on the team.  
**error\_tag:** `Commas`  
**error\_is\_generalizable:** True

**feedback\_explanation:** Use a comma to separate explanations or extra information from the rest of the sentence.

**feedback\_suggestion:** Add a comma after "Jane."

**feedback\_is\_direct:** True

Includes the use of commas with restrictive clauses (especially with "that"):

**source:** We need a car<\*,\*> that has four-wheel drive.

**corrected:** We need a car \*[NONE]\* that has four-wheel drive.

**error\_tag:** `Commas`

**error\_is\_generalizable:** True

**feedback\_explanation:** When introducing important information about a noun with "that," a comma is not needed.

**feedback\_suggestion:** Remove the comma to connect the noun to the information about it.

**feedback\_is\_direct:** False

Includes issues where a comma separates a subject from the verb, the verb from an object, or a preposition and its object (except in the case of compound nouns separated by commas):

**source:** The committee designated<\*,\*> three recipients for the award.

**corrected:** The committee designated \*[NONE]\* three recipients for the award.

**error\_tag:** `Commas`

**error\_is\_generalizable:** True

**feedback\_explanation:** There should not be a comma between the verb and its direct object.

**feedback\_suggestion:** Remove the comma to make the sentence flow better.

**feedback\_is\_direct:** True

### Exceptions:

When a comma is used to separate two distinct thoughts, but a semicolon, new sentence, or coordinating conjunction would be better, use the `Run-on Sentence` tag:

**source:** That project can never be completed<\*, it\*> is too expensive.

**corrected:** That project can never be completed\*. It\* is too expensive.

**error\_tag:** `Run-on Sentence`

**error\_is\_generalizable:** True

In the case of non-restrictive clauses, many are also relative clauses. Use this tag when the error is limited to the use of a comma specifically. Use the `Relative Clause` tag when the relative clause itself is malformed.



## Contractions

---

Use this tag for errors related to the formation and use of contractions.

Contractions typically involve auxiliaries, pronouns, and the verb "to be," with an apostrophe marking the location of the omission.

### Examples:

Includes omission of an apostrophe in a contraction:

```
source: <*Shes*> ready to go.  
corrected: *She's* ready to go.  
error_tag: `Contractions`  
error_is_generalizable: False  
feedback_explanation: "Shes" is not short for "she is." You are missing an apostrophe.  
feedback_suggestion: Add an apostrophe to change "shes" to "she's."  
feedback_is_direct: False
```

Includes incorrect placement of an apostrophe:

```
source: It <*is'nt*> that sunny today.  
corrected: It *isn't* that sunny today.  
error_tag: `Contractions`  
error_is_generalizable: False  
feedback_explanation: When making a contraction with the word "not," the apostrophe must be between the "n" and "t."  
feedback_suggestion: Move the apostrophe to the appropriate location.  
feedback_is_direct: False
```

Includes attempted contraction of an invalid word combination:

```
source: I <*am'nt*> ready to go yet.  
corrected: I *am not* ready to go yet.  
error_tag: `Contractions`  
error_is_generalizable: False  
feedback_explanation: "Am not" can not be combined into a contraction.  
feedback_suggestion: Use the words "am not" separately.  
feedback_is_direct: True
```

## Exceptions:

While they both often involve apostrophes, do not confuse these for errors involving apostrophes with s to indicate possession, which use the `Possessives` tag:

**source:** This is my **<\*moms\*>** coat.  
**corrected:** This is my **\*mom's\*** coat.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** True

**source:** **<\*It's\*>** speed is unmatched among land animals.  
**corrected:** **\*Its\*** speed is unmatched among land animals.  
**error\_tag:** `Possessive`  
**error\_is\_generalizable:** False

Errors that are ultimately due to subject-verb agreement, tense issues, etc. are tagged under the appropriate grammar category:

**source:** **<\*I isn't\*>** going.  
**corrected:** **\*I'm not\*** going.  
**error\_tag:** `Subject-Verb Agreement`  
**error\_is\_generalizable:** True

In this example, the fact that there are contractions is secondary to the fact that the underlying verb was incorrectly chosen.

## Hyphenation

---

Includes a lack of a required hyphen or an unnecessary hyphen:

**source:** I think all students should have a **<\*part time\*>** job.  
**corrected:** I think all students should have a **\*part-time\*** job.  
**error\_tag:** `Hyphenation`  
**error\_is\_generalizable:** False

**source:** I am a **<\*25 year old\*>** girl.  
**corrected:** I am a **\*25-year-old\*** girl.

**error\_tag:** `Hyphenation`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** When using age as an adjective before a noun, hyphens are needed between the number, "year," and "old."  
**feedback\_suggestion:** Add hyphens between each word to make this "25-year-old."  
**feedback\_is\_direct:** True

## Parentheses

---

Applies to errors concerning the use of parentheses.

### Examples:

Includes unmatched parentheses:

**source:** Her pets are Bosco <(a lizard \*[NONE]\*,> and Mirna (a snake).  
**corrected:** Her pets are Bosco (a lizard\*), and Mirna (a snake).  
**error\_tag:** `Parentheses`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Make sure that each opening parenthesis has a matching closing parenthesis.  
**feedback\_suggestion:** Add a closing parenthesis at the location you want to end this parenthetical.  
**feedback\_is\_direct:** False

Includes the use of other kinds of brackets when parentheses would be appropriate:

**source:** It has been said <\*[though I forget by whom]\*> that well done is better than well said.  
**corrected:** It has been said \*(though I forget by whom)\* that well done is better than well said.  
**error\_tag:** `Parentheses`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** It is proper to use parentheses (the symbols "(" and ")") instead of square brackets "[" and "]" to add extra information to a sentence.  
**feedback\_suggestion:** Change the square brackets to parentheses.  
**feedback\_is\_direct:** True

Includes cases where the parenthetical section is grammatically critical or otherwise not removable from the sentence:

**source:** He wanted to buy <\*(a new jacket)\*>, but he didn't have enough money.  
**corrected:** He wanted to buy \*a new jacket\*, but he didn't have enough money.  
**error\_tag:** `Parentheses`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Parentheses are used for optional information, but the information here is necessary to complete the sentence.  
**feedback\_suggestion:** Remove the parentheses.  
**feedback\_is\_direct:** True

Includes the use of a period in a parenthetical contained within another sentence:

**source:** I like watching movies <(especially comedies\*.\*)> and reading books.  
**corrected:** I like watching movies (especially comedies\*[NONE]\*) and reading books.  
**error\_tag:** `Parentheses`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** A period can not be used inside parentheses unless the parenthetical is its own standalone sentence.  
**feedback\_suggestion:** Remove the period here.  
**feedback\_is\_direct:** True

## Quotation

---

Includes cases where quotation marks should be used, but were omitted:

**source:** My favorite saying is, <\*Strike while the iron is hot.\*>  
**corrected:** My favorite saying is, \*"Strike while the iron is hot."\*  
**error\_tag:** `Quotation`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This seems to be a direct quote, but you are not using quotation marks.  
**feedback\_suggestion:** Add quotation marks around the quoted text.  
**feedback\_is\_direct:** True

Includes cases where punctuation is not placed within quotation marks:

**source:** My favorite saying is, "Strike while the iron is hot<\*.\*)>  
**corrected:** My favorite saying is, "Strike while the iron is hot\*."\*  
**error\_tag:** `Quotation`  
**error\_is\_generalizable:** True

**feedback\_explanation:** Punctuation marks like periods and commas must be inside of quotation marks.

**feedback\_suggestion:** Move the punctuation inside the quotes.

**feedback\_is\_direct:** False

Includes cases where quotation marks are misapplied:

**source:** I like the variety of <\*"fresh"\*> vegetables there.

**corrected:** I like the variety of \*fresh\* vegetables there.

**error\_tag:** `Quotation`

**error\_is\_generalizable:** True

**feedback\_explanation:** Quotation marks are mostly for things other people say, not emphasis. Using them like this can seem negative or doubtful.

**feedback\_suggestion:** Remove the quotes around "fresh."

**feedback\_is\_direct:** True

Includes use of incorrect symbols when quoting, including nested quotes:

**source:** She said, "Let's watch <\*"Metropolis"\*> at the local theater tomorrow."

**corrected:** She said, "Let's watch \*"Metropolis"\* at the local theater tomorrow."

**error\_tag:** `Quotation`

**error\_is\_generalizable:** True

**feedback\_explanation:** If there is a quote inside of another quote, use double quotes (") for the outside and single quotes (') for the inside.

**feedback\_suggestion:** Change the inside quotes to single quotes.

**feedback\_is\_direct:** False

## Run-on Sentence

---

For errors where a longer sequence should be split into multiple sentences. This includes comma splices as well as more general cases where multiple clauses are concatenated in an uncontrolled manner. This tag is generally not used for cases where a run-on sentence is resolved with a relative clause (see Exceptions).

In the case of comma splices, they can often be addressed by converting the comma into a full stop or connecting the two clauses with a conjunction. Due to the nature of the annotation task, one or the other will be presented as the edit. However, the annotator is free to write something more open-ended which permits the edit, but does not present it as the only option.

If a run-on sentence should clearly be divided at a particular point, as with a comma splice, highlight that area. Otherwise, highlight a long "run-on" sequence and comment about the need to break it up.

### Examples:

Includes comma splices, such as when a comma should be replaced with a period and the beginning of a new sentence:

**source:** That project can never be completed<\*, it\*> is too expensive.  
**corrected:** That project can never be completed\*. It\* is too expensive.  
**error\_tag:** `Run-on Sentence`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a run-on sentence. It must be broken up or connected more smoothly.  
**feedback\_suggestion:** Consider adding a conjunction here or changing the comma to a semicolon or period.  
**feedback\_is\_direct:** False

**source:** Fur coats are not <ethical \*they\*> should be banned.  
**corrected:** Fur coats are not ethical\*. They\* should be banned.  
**error\_tag:** `Run-on Sentence`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a run-on sentence. It must be broken up or connected more smoothly.  
**feedback\_suggestion:** Consider adding a conjunction here or changing the comma to a semicolon or period.  
**feedback\_is\_direct:** False

Includes cases where a conjunction can be used to link the clauses and resolve the comma splice:

**source:** That project can never be completed<\*, it\*> is too expensive.  
**corrected:** That project can never be completed \*because it\* is too expensive.  
**error\_tag:** `Run-on Sentence`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a run-on sentence. It must be broken up or connected more smoothly.  
**feedback\_suggestion:** Consider adding a conjunction here or changing the comma to a semicolon or period.  
**feedback\_is\_direct:** False

**source:** However, they are still ordinary people<, \*[NONE]\* they> make mistakes.  
**corrected:** However, they are still ordinary people, \*and\* they make mistakes.  
**error\_tag:** `Run-on Sentence`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a run-on sentence. It must be broken up or connected more smoothly.  
**feedback\_suggestion:** Consider adding a conjunction here or changing the comma to a semicolon or period.  
**feedback\_is\_direct:** False

## Exceptions:

If the instance edit shows a potential run-on sentence being resolved with a relative clause, we favor the `Relative Clause` tag:

**source:** There was a girl < \*her\* > favorite food was cake.  
**corrected:** There was a girl \*whose\* favorite food was cake.  
**error\_tag:** `Relative Clause`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This is a relative clause to explain more about someone. You can't use "her" here - a relative pronoun is needed instead.  
**feedback\_suggestion:** Change "her" to a relative pronoun.  
**feedback\_is\_direct:** False

Note that this could also be resolved by splitting the sentence into two, but we focus on the relative clause grammar. This gives the learner a chance to learn or review that topic, which may potentially be more valuable than just notifying them of a run-on sentence.

## Semicolon

---

For unnecessary use of a semicolon, or to suggest that one be used.

Includes errors with separating list members that themselves contain commas:

**source:** I have lived in Munich, Germany<\*, New York, USA,\*> and Tokyo, Japan.  
**corrected:** I have lived in Munich, Germany\*; New York, USA;\* and Tokyo, Japan.  
**error\_tag:** `Semicolon`  
**error\_is\_generalizable:** True

**feedback\_explanation:** When making a list, use a semicolon (";") to separate items that have commas.

**feedback\_suggestion:** Change the commas that separate each item into semicolons.

**feedback\_is\_direct:** True

Includes other cases where a different punctuation mark should be used:

**source:** Growing up<\*,\*> I was very frail.

**corrected:** Growing up\*,\* I was very frail.

**error\_tag:** `Semicolon`

**error\_is\_generalizable:** True

## Spacing

---

Includes spacing issues that split compound words or join words that should be separate:

**source:** I was helped by a friendly <\*police woman\*>.

**corrected:** I was helped by a friendly \*policewoman\*.

**error\_tag:** `Spacing`

**error\_is\_generalizable:** False

**feedback\_explanation:** A space is not necessary in "police woman."

**feedback\_suggestion:** Remove the space to join these into a single word.

**feedback\_is\_direct:** True

Includes spacing errors surrounding punctuation as well.

## Spelling

---

Includes typos and other general issues with the spelling of words.

**source:** It's nice to meet <\*yo\*>.

**corrected:** It's nice to meet \*you\*.

**error\_tag:** `Spelling`

**error\_is\_generalizable:** False



**feedback\_explanation:** This word may be misspelled.  
**feedback\_suggestion:** Did you mean "you?"  
**feedback\_is\_direct:** True

**source:** The new team members told me <\*thier\*> names.  
**corrected:** The new team members told me \*their\* names.  
**error\_tag:** `Spelling`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** This word may be misspelled.  
**feedback\_suggestion:** Did you mean "their?"  
**feedback\_is\_direct:** True

### Exceptions:

When the spelling issue stems from mixing up two similar words, which may be homophones, use the `Vocabulary Choice` tag instead:

**source:** The students raised <\*they're\*> hands.  
**corrected:** The students raised \*their\* hands.  
**error\_tag:** `Vocabulary Choice`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** It seems you may want to use "their" instead of "they're" here. These are commonly confused words. "They're" means "they are," while "their" means "belonging to them."  
**feedback\_suggestion:** Use "their" instead of "they're" in this case.  
**feedback\_is\_direct:** True

## Terminal Punctuation

---

For errors where a sentence does not end with a legal terminal punctuation mark such as a period, question mark or exclamation mark.

### Examples:

Includes omissions of legal terminal punctuation:

**source:** I believe everyone should have at least one plant in their <home \*[NONE]\*>  
**corrected:** I believe everyone should have at least one plant in their home\*.\*

**error\_tag:** `Terminal Punctuation`  
**error\_is\_generalizable:** True

Includes illegal combinations such as two periods, or issues stemming from punctuation and quote combinations:

**source:** I like reading mysteries, thrillers, horror stories, comedies, romances, <etc.\*.\*>  
**corrected:** I like reading mysteries, thrillers, horror stories, comedies, romances, etc.\*[NONE]\*  
**error\_tag:** `Terminal Punctuation`  
**error\_is\_generalizable:** True

**source:** We passed the time by singing "Who Stole the Cookies from the Cookie Jar<?"\*.\*>  
**corrected:** We passed the time by singing "Who Stole the Cookies from the Cookie Jar?"\*[NONE]\*  
**error\_tag:** `Terminal Punctuation`  
**error\_is\_generalizable:** True

### Exceptions:

When punctuation is not placed within quotation marks, use the `Quotation` category:

**source:** My favorite saying is, <\*Strike while the iron is hot.\*>  
**corrected:** My favorite saying is, \*"Strike while the iron is hot."\*  
**error\_tag:** `Quotation`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This seems to be a direct quote, but you are not using quotation marks.  
**feedback\_suggestion:** Add quotation marks around the quoted text.  
**feedback\_is\_direct:** True

Contrast with the above example ending with '?'.', which is tagged `Terminal Punctuation` for having both a question mark and a period.

## Coherence and Cohesion

## Fragment: Incomplete Thought

---

For cases in which a sentence represents only one half of a multi-part thought process, or is missing multiple important factors such as a subject and verb.

In the annotation task, you will be presented with one particular correction. Generally, rather than prescribe that specific correction, try to write a somewhat open-ended feedback comment that informs the learner of the issue and suggests completing the sentence.

`Fragment: Incomplete Thought` comments should generally highlight the whole sentence or clause to which they apply.

### Examples:

**source:** <\*Many\* duties at home and at work.>  
**corrected:** \*I have\* many duties at home and at work.  
**error\_tag:** `Fragment: Incomplete Thought`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This seems to be a sentence fragment.  
**feedback\_suggestion:** Add something to complete the idea, or connect this sentence to another one nearby.  
**feedback\_is\_direct:** False

**source:** <\*While nuclear\* energy has lower carbon emissions than coal.>  
**corrected:** \*Nuclear\* energy has lower carbon emissions than coal.  
**error\_tag:** `Fragment: Incomplete Thought`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This seems to be a sentence fragment.  
**feedback\_suggestion:** Add something to complete the idea, connect this sentence to another one nearby, or edit the sentence to be independent.  
**feedback\_is\_direct:** False

## Fragment: Missing Object

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When a sentence is lacking a necessary object, causing it to be fragmentary.

As with other fragment categories, there may be many possibilities for corrections. In the annotation task, you will be presented with one particular correction. Generally, rather than

prescribe that specific correction, try to write a somewhat open-ended feedback comment that informs the learner of the issue and suggests adding an object.

### Examples:

Use this tag when a sentence contains a transitive verb which requires a direct object, but the object is omitted:

**source:** Jane really <needs \*[NONE]\*.>  
**corrected:** Jane really needs \*help\*.  
**error\_tag:** `Fragment: Missing Object`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This sentence is missing an object.  
**feedback\_suggestion:** Think about what is "needed" and add a word to complete the thought.  
**feedback\_is\_direct:** False

Includes indirect objects when the sentence context establishes their necessity. Includes open cases as well as cases with a fairly clear corrected:

**source:** We gave a nice present <to \*[NONE]\*.>  
**corrected:** We gave a nice present to \*her\*.  
**error\_tag:** `Fragment: Missing Object`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This sentence is missing an object.  
**feedback\_suggestion:** Think about what is "needed" and add a word to complete the thought.  
**feedback\_is\_direct:** False

**source:** Since it was her birthday, we <\*gave \*[NONE]\* a present\*>.  
**corrected:** Since it was her birthday, we gave \*her\* a present.  
**error\_tag:** `Fragment: Missing Object`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** This sentence is missing an object.  
**feedback\_suggestion:** Think about what is "needed" and add a word to complete the thought.  
**feedback\_is\_direct:** False

### Exceptions:

When a missing object is crucial to forming a grammatical pattern, tag for that pattern:

**source:** I love coaching young athletes and <helping \*[NONE]\* grow> as people.  
**corrected:** I love coaching young athletes and helping \*them\* grow as people.  
**error\_tag:** `Causative`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** When using "helping" to describe helping another with an action, the pattern "helping + person/thing + verb (base form)" is used.  
**feedback\_suggestion:** Be sure to include the word for who or what is being helped.  
**feedback\_is\_direct:** False

## Fragment: Missing Subject

---

Errors concerning a missing subject.

As with other fragment categories, there may be many possibilities for corrections. In the annotation task, you will be presented with one particular correction. Generally, rather than prescribe that specific correction, try to write a somewhat open-ended feedback comment that informs the learner of the issue and suggests adding a subject.

**source:** <\*Went\*> home after work yesterday.  
**corrected:** \*I went\* home after work yesterday.  
**error\_tag:** `Fragment: Missing Subject`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Your sentence is missing a subject. Who went home?  
**feedback\_suggestion:** Add a subject to complete the sentence.  
**feedback\_is\_direct:** False

## Fragment: Missing Verb

---

When a sentence is lacking a main verb necessary to be grammatically complete.

As with other fragment categories, there may be many possibilities for corrections. In the annotation task, you will be presented with one particular correction. Generally, rather than prescribe that specific correction, try to write a somewhat open-ended feedback comment that informs the learner of the issue and suggests adding a verb.

**Examples:**

Includes open cases with no definite corrected:

**source:** <We all \*[NONE]\* the table.>  
**corrected:** We all \*cleaned\* the table.  
**error\_tag:** `Fragment: Missing Verb`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** An English sentence must contain a verb.  
**feedback\_suggestion:** Add a verb to complete the thought.  
**feedback\_is\_direct:** False

Includes examples where the verb to use is fairly clear from context. A suggestion can optionally be made in these cases:

**source:** <Canada \*[NONE]\* a> very big country.  
**corrected:** Canada \*is\* a very big country.  
**error\_tag:** `Fragment: Missing Verb`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** An English sentence must contain a verb.  
**feedback\_suggestion:** Add a form of the word "to be" (am, is are, was, etc.) to complete the thought.  
**feedback\_is\_direct:** False

### Exceptions:

If the missing verb is part of a broader construction, such as an auxiliary verb or helping verb, use the tag representing the incomplete structure:

**source:** <I \*[NONE]\* eating> dinner now.  
**corrected:** I \*am\* eating dinner now.  
**error\_tag:** `Tense: Continuous Aspect`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** To talk about something that is happening now, use the present continuous tense with "be + ing."  
**feedback\_suggestion:** Add a form of the verb "to be."  
**feedback\_is\_direct:** False

While "to be" is indeed missing, it is better to address this as an issue with constructing "am eating."

## Grammatical Redundancy

---

Use this tag for errors with multiple redundant subjects, objects, function words, etc. that result in a grammatically invalid sentence. This includes double negatives and other incompatibly repeated grammatical constructions.

### Examples:

Includes double negatives:

**source:** I <didn't see \*nobody\*> I knew at the party.  
**corrected:** I didn't see \*anybody\* I knew at the party.  
**error\_tag:** `Grammatical Redundancy`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** Avoid using two negatives in the same clause. This creates a "double negative." In English, one negative is enough.  
**feedback\_suggestion:** Change one of the negative words to a non-negative version.  
**feedback\_is\_direct:** False

Includes pronouns used when the antecedent is available:

**source:** <Baseball \*it's\*> the most exciting sport.  
**corrected:** Baseball \*is\* the most exciting sport.  
**error\_tag:** `Grammatical Redundancy`  
**error\_is\_generalizable:** True  
**feedback\_explanation:** "Baseball" is already the subject, so you do not need the pronoun "it."  
**feedback\_suggestion:** Remove the unnecessary "it."  
**feedback\_is\_direct:** True

### Exceptions:

If the redundancy does not constitute a grammatical error, consider the `Stylistic Redundancy` tag under `Style and Register`:

**source:** It was the best in the <whole \*entire\*> world.  
**corrected:** It was the best in the whole \*[NONE]\* world.  
**error\_tag:** `Stylistic Redundancy`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Whole" and "entire" mean the same thing. You only need one here.

**feedback\_suggestion:** Consider deleting one of these words.

**feedback\_is\_direct:** False

**source:** When Laura entered the house, <\*Laura\*> was surprised to see the new furniture.

**corrected:** When Laura entered the house, \*she\* was surprised to see the new furniture.

**error\_tag:** `Stylistic Redundancy`

**error\_is\_generalizable:** True

## Incomprehensible

---

Use the `Incomprehensible` tag when the meaning of a sentence or clause is not apparent.

A sentence whose meaning is very difficult to discern should be marked with the `Incomprehensible` tag, even if it is theoretically complete. A fragmentary sentence should use a `Fragment` tag for an idea that is potentially clear, but incomplete. However, if we can not easily guess the purpose at all, use `Incomprehensible`.

Use this tag only when you would be inclined to write a comment specifically about the fact that a sentence is hard to parse or understand. If there are particular concrete errors to comment on, such as a pronoun with an unclear antecedent, please use the appropriate tag for that phenomenon (e.g., `Pronoun Antecedent`)

### Commentary:

Potentially problematic. This can incorporate one or more other, potentially identifiable errors. On the other hand, there is inevitably a point where even human teachers have no idea what a learner is trying to express and may say something to that effect.

## Transition

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Concerns issues with transition words, including emphasis ("In particular"), cause and effect ("Therefore," "consequently"), and certain time and sequence phrases ("At last,").

These words often occur at the beginning of a sentence but can connect clauses as well.

This category excludes a judgment like whether a clause with "however" actually opposes the preceding idea, or does so in an effective manner (which crosses into argumentation instead of language errors).



## Examples:

Includes conjunctive adverbs like "nevertheless," "otherwise," and "accordingly:"

**source:** Of course, we went all out - **<\*or else\*>**, we didn't stand a chance.  
**corrected:** Of course, we went all out - **\*otherwise\***, we didn't stand a chance.  
**error\_tag:** `Transition`  
**error\_is\_generalizable:** False

Includes "then," "next," or "finally" in a sequential story:

**source:** I went to school, **<\*next\*>** I went straight home.  
**corrected:** I went to school, **\*then\*** I went straight home.  
**error\_tag:** `Transition`  
**error\_is\_generalizable:** False

## Exceptions:

When a writer starts a sentence with "and" or "but," which some consider improper in writing, we tag it as `Casual or Informal Language` to emphasize that it should be changed to another phrase such as "However," or "In addition:"

**source:** **<\*But\*>** there are drawbacks to this approach.  
**corrected:** **\*However,\*** there are drawbacks to this approach.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Avoid starting a sentence with "but."  
**feedback\_suggestion:** Consider an alternative like "However," to introduce the next idea.  
**feedback\_is\_direct:** True

## Style and Register

### Archaic or Formal Language

---

Used for archaic or formal words or phrases, including unnecessarily "advanced" or rare vocabulary. These may be grammatically correct but may seem out of place in the text.

**source:** It started raining <\*whilst\*> I slept.  
**corrected:** It started raining \*while\* I slept.  
**error\_tag:** `Archaic or Formal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Whilst" is a little formal or old-fashioned.  
**feedback\_suggestion:** Consider using "while" instead.  
**feedback\_is\_direct:** True

## Casual or Informal Language

---

Used for words and phrases that may be grammatically acceptable, but seem informal in context.

**source:** These days, you can shop <\*w/o\*> leaving your house.  
**corrected:** These days, you can shop \*without\* leaving your house.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "w/o" is too informal for most writing situations.  
**feedback\_suggestion:** Consider using "without" instead.  
**feedback\_is\_direct:** True

**source:** And then Caesar <\*was like\*>, "The die is cast."  
**corrected:** And then Caesar \*said\*, "The die is cast."  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "Was like" is too informal for most writing situations.  
**feedback\_suggestion:** Consider using "said" instead.  
**feedback\_is\_direct:** True

**source:** I lived there for <a couple \*[NONE]\* years>.  
**corrected:** I lived there for a couple \*of\* years.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** "A couple years" may sound informal. In texts like essays, "a couple" should be followed by "of" when talking about the amount of something countable like "years."  
**feedback\_suggestion:** Change "a couple" to "a couple of."  
**feedback\_is\_direct:** True

**source:** I recommend this dish to those <\*that\*> can handle a little heat.  
**corrected:** I recommend this dish to those \*who\* can handle a little heat.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Using "that" to refer to people may sound informal.  
**feedback\_suggestion:** In texts like essays, consider using "who" instead.  
**feedback\_is\_direct:** True

**source:** <\*But\*> there are drawbacks to this approach.  
**corrected:** \*However,\* there are drawbacks to this approach.  
**error\_tag:** `Casual or Informal Language`  
**error\_is\_generalizable:** False  
**feedback\_explanation:** Avoid starting a sentence with "but."  
**feedback\_suggestion:** Consider an alternative like "However," to introduce the next idea.  
**feedback\_is\_direct:** True

## Potentially Rude/Insensitive

---

Use this tag for potentially problematic or offensive words or phrases such as slurs or profanity. Learners are often unaware of the full connotations of words and may use them without ill intent, and may benefit from a comment advising that they avoid such terminology.

The annotation task presents a sentence together with its correction. Only use this tag if the provided correction seems to eliminate an insensitive term, such that we can assume the original editor was addressing this topic.

## Stylistic Redundancy

---

Used for cases in which a word is overused, and it would be better to replace some of the instances with something else to improve the text. The targeted words or phrases do not have to be grammatically incorrect for this tag to apply.

### Examples:

Includes cases where a subject is repeated unnecessarily:

**source:** <I woke up, \*I brushed my teeth, I ate breakfast, and I\*> went to work.

**corrected:** I woke up, \*brushed my teeth, ate breakfast, and\* went to work.

**error\_tag:** `Stylistic Redundancy`

**error\_is\_generalizable:** True

Includes cases where an entity is repeatedly referred to explicitly, but a pronoun could suffice:

**source:** When Laura entered the house, <\*Laura\*> was surprised to see the new furniture.

**corrected:** When Laura entered the house, \*she\* was surprised to see the new furniture.

**error\_tag:** `Stylistic Redundancy`

**error\_is\_generalizable:** True

Includes other cases with superfluous or redundant words that are not strictly source:

**source:** It was the best in the <whole \*entire\*> world.

**corrected:** It was the best in the whole \*[NONE]\* world.

**error\_tag:** `Stylistic Redundancy`

**error\_is\_generalizable:** False

**feedback\_explanation:** "Whole" and "entire" mean the same thing. You only need one here.

**feedback\_suggestion:** Consider deleting one of these words.

**feedback\_is\_direct:** False

### Exceptions:

Generally, if the extra words make the sentence grammatically unacceptable (e.g. double negatives), use the `Grammatical Redundancy` tag instead.

If the extra words clearly disrupt a grammatical construction, such that it can be inferred that the learner is having trouble with that construction's rules, use the appropriate Grammar tag.