Doolittle: Benchmarks and Corpora for Academic Writing Formalization

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Abstract

Improving the quality of academic writing is a meaningful but challenging task. Conventional methods of language refinement focus on narrow, specific linguistic features within isolated sentences, such as grammatical errors and improper word use. We propose a more general task, Academic Writing Formalization (AWF), to improve the overall quality of formal academic writing at the paragraph level. We formulate this language refinement task as a formal text style transfer task which transfers informal-academic text to formal-academic and contribute a large-scale non-parallel dataset1, DOOLITTLE, for this purpose. Concurrently, we apply a method named metric-oriented reinforcement learning (MORL) to two pretrained language models (PLM) where we incorporate different levels of automatic feedback into the training process. Our experiments reveal that existing text transfer models and grammatical error correction models address certain aspects of AWF but still have a significant performance gap compared to humans. Meanwhile, language models fine-tuned with our MORL method exhibit considerably improved performance and rival ChatGPT in AWF, but still have a non-negligible gap compared to the ground truth formal-academic texts in DOOLITTLE.2

1 Introduction

Writing in a second language often leads to characteristic errors. In English, such errors include subject–verb disagreement, noun–number disagreement, and determiner misuse (Lado, 1957; Rod, 1994). Therefore, a language refinement system with the ability to suggest or automatically correct such errors can be very useful (Yuan and Felice, 2013; Rozovskaya and Roth, 2016). Towards this end, research in grammatical error correction (GEC) (Ng et al., 2014; Bryant et al., 2019) focuses on identifying and correcting many such grammatical errors. However, even if non-native speakers can write grammatically correct sentences, their language use is sometimes less concise and fluent than those written by native speakers (Lado, 1957; Rod, 1994). For example, the two source sentences in the third example shown in Table 1 are grammatically correct but less fluent due to their structural redundancy. They sound more fluent when combined into a single sentence by adding an appropriate conjunction.

In light of this, we propose the novel task of Academic Writing Formalization (AWF) that aims to generalize the scope of GEC for language refinement: given an informal-academic paragraph $P$, the objective of AWF is to refine the language of $P$ to make it grammatically correct, concise, and

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1 Equal Contribution.
2 There is no one-to-one paired data across these two styles.
3 The datasets and code are available at https://github.com/shizhediao/Doolittle

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<table>
<thead>
<tr>
<th>$[S]$</th>
<th>$[T]$</th>
</tr>
</thead>
<tbody>
<tr>
<td>We propose more sophisticated hierarchical model to include geographical informations.</td>
<td>We propose a more sophisticated hierarchical model to include geographical information.</td>
</tr>
<tr>
<td>This is because the teaching and learning on science domain relies much on the ability of reasoning and computation, which directly utilizes the advantage of computer.</td>
<td>This is because the teaching and learning on a scientific domain relies considerably on the ability of reasoning and computation, which directly utilizes the advantages of computers.</td>
</tr>
<tr>
<td>METEOR is another n-gram overlap measure initially designed for evaluating machine translation systems. ROUGE-L is a commonly-adopted metric for text summarization.</td>
<td>Both METEOR and ROUGE-L rely on n-gram overlaps for machine translation and text summarization evaluation, respectively.</td>
</tr>
</tbody>
</table>

Table 1: Informal-academic paragraphs with formal-academic rewrites, denoted $S$ and $T$, respectively. The refined form is highlighted blue, the original in red.
fluent, while preserving its semantics. Different from GEC, which solely concentrates on grammatical error correction for a single sentence, AWF works on paragraph-level contexts and aims for refinements beyond grammar. This requires the model to comprehend and then rephrase the entire paragraph.

Specifically, AWF considers three objectives to refine the language. 1) grammar correction: correcting grammatical errors in the paragraph, the objective of GEC. 2) word refinement: replacing inaccurate words and phrases with more accurate and concise ones. Evidence has shown that there are vital differences in vocabulary usage between native and non-native writers (Malmasi et al., 2017). For example, we replace “science” and “much” with “scientific” and “considerable” in Table 1’s second example. 3) structural modification: changing the sentence or paragraph structure to convey the meaning more concisely. For example, the third example in Table 1 combines two similar sentences into a single sentence to convey the information more efficiently.

Although there exist several large-scale corpora for GEC (Yannakoudakis et al., 2011; Tajiri et al., 2012; Mizumoto et al., 2012; Dahlmeier et al., 2013; Napoles et al., 2017; Bryant et al., 2019), they either focus on word/phrase/sentence level text refinement or do not target scientific texts, which makes none of them suitable for AWF. We thus construct DOOLITTLE$^3$, a large-scale, non-parallel dataset containing 55.6K formal-academic paragraphs and 13.0K informal-academic ones. DOOLITTLE is based on the Semantic Scholar Open Research Corpus (S2ORC; Lo et al., 2020). For each paragraph, we ask human annotators to rate the academic formality of the language via crowdsourcing. Expert annotators then refine the language for around 900 paragraphs to obtain a parallel corpus that serves as the development and test sets of DOOLITTLE.

To investigate the performance of state-of-the-art models on AWF, we consider a variety of models, ranging from text style transfer models (4 such baselines), low-resource GEC models (2 such baselines), the widely-available large language model ChatGPT, and finally, 2 pretrained language models (PLM) fine-tuned with our proposed method: metric-oriented reinforcement learning (MORL). We find that style transfer models are unsuccessful in discriminating the differences between formal and informal text, resulting in lower scores for academic formality, perplexity, and meaning preservation, while GEC baselines perform relatively better across all metrics but only marginally modify the inputs. On the other hand, BART-Large (Lewis et al., 2020) and Galactica-1.3B (Taylor et al., 2022) fine-tuned with our MORL approach provide comparable AWF results to ChatGPT, despite having significantly fewer parameters. Ultimately, none of the models we tested could comprehensively outperform the ground truth formal-academic paragraphs, demonstrating the difficulty of the task. It is worth noting that metric-oriented RL has been explored in the context of text generation, with some early studies (Wu et al., 2016; Choshen et al., 2020) using RL for neural machine translation optimized by BLEU, but with limited success. To the best of our knowledge, we are the first to demonstrate that applying metric-oriented RL to PLMs yields promising results, indicating that metric-based RL is well-suited for powerful backbone models.

We summarize our contributions as follows: 1) We propose a novel setting for paragraph-level language refinement, formulating it as a text style transfer problem. 2) We construct DOOLITTLE, the first large-scale dataset for academic writing formalization. Considering that AWF is a common use case of LLMs such as ChatGPT, we believe DOOLITTLE can serve as a good testbed for benchmarking LLMs. 3) We propose a method, metric-oriented reinforcement learning (MORL), and show its effectiveness and cost-efficiency in tuning PLMs. 4) We conduct a comprehensive evaluation of neural approaches on our task and show that their performance still suffers from a sizable gap compared to formal-academic rewrites by humans. This highlights the need for our dataset and the AWF task.

2 Related Work

Language Refinement. There are two tasks typical of language refinement, both focusing on enhancing the quality of sentences. Post-editing (Novak et al., 2016; Xia et al., 2017; Guu et al., 2018; Freitag et al., 2019) is designed to rectify typical errors in machine translation, thereby augmenting the generation quality, as measured by BLEU. The other task, Grammatical Error Correction (GEC), is formulated as a parallel translation task.

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$^3$Named after the lower-class protagonist from the English film My Fair Lady, who undergoes training to transform her accent and manners into one of a proper lady.
with phrase-based machine translation (PBMT) models (Rozovskaya and Roth, 2016; Junczys-Dowmunt and Grundkiewicz, 2016), neural machine translation (NMT) models (Chollampatt and Ng, 2018; Junczys-Dowmunt et al., 2018), and hybrid PBMT–NMT models (Grundkiewicz and Junczys-Dowmunt, 2018). However, these methods require large amounts of parallel data which are expensive to annotate. To address this, low-resource GEC (Bryant et al., 2019) builds models that do not rely on large parallel data. Choe et al. (2019), Grundkiewicz et al. (2019), and Zhou et al. (2020) initially pretrain a Transformer model with large synthetic parallel corpora which are generated from a realistic noising function and then fine-tune this model on a small in-domain parallel dataset.

Reinforcement Learning from Human Feedback (RLHF). As a notable advancement within the realm of reinforcement learning (RL), reinforcement learning from human feedback (RLHF) integrates human feedback into the training process. This approach trains a model to align more closely with user intentions, thereby equipping the model with the ability to generate more reliable, authentic, and useful results (Ziegler et al., 2019; Ouyang et al., 2022; Dong et al., 2023). RLHF manifests its advancement and convincing capability in the recent state-of-the-art chatbot ChatGPT (OpenAI, 2022). The fundamental workflow of RLHF can be succinctly summarized in three steps below: Step 1: Train a policy model with supervised training on collected demonstration data. Step 2: Train a reward model on collected comparison data. Step 3: Optimize the policy against the reward model using reinforcement learning with proximal policy optimization (PPO) algorithm (Schulman et al., 2017).

3 Dataset Construction

We present DOOLITTLE, a corpus of academic formality non-parallel texts from scientific paper sources (§ 3.1), where we manually annotate academic formality by crowdsourcing to obtain a large set of non-parallel training paragraphs in two styles (§ 3.2). We then conduct a second annotation task called formal-academic rewrite in order to create a small parallel dataset for evaluation (§ 3.3).

3.1 Data Source

Our focus lies on scientific texts, encompassing both published articles and preprints as our primary sources. These scientific articles are typically of high quality, usually having been proofread, allowing models to focus on improvements in terms of lexical choice and sentence structure. We use the Semantic Scholar Open Research Corpus (S2ORC) (Lo et al., 2020), a large corpus of 81.1 million English scientific papers spanning many academic disciplines including medicine, biology, computer science, and so on. There are four reasons for choosing S2ORC: 1) It is a clean dataset of scientific papers, which are of good quality without trivial mistakes; 2) It contains rich metadata, inclusive of paper titles, authors, published venue, and year of publication; 3) It provides full text for 81.1 million open access papers without copyright issues, so that both the distribution of the data and replication of our work are possible without infringement; 4) The full text preserves meaningful structures such as paragraph breaks and section headers, so that the text is easily extracted.

3.2 Academic Formality Annotation

We now describe how we set up the annotation crowdsourcing tasks to mark the academic formality of each paragraph. We first randomly sample a subset of 90,000 short paragraphs which are composed of more than 2 sentences with lengths between 20 to 100 words. Then, we classify them into formal-academic and informal-academic paragraphs. To do this, we adopt an unbiased means that ignores the paper authors and instead ask human annotators to rate the academic formality of each paragraph via crowdsourcing.

Annotation Task Overview. Each annotation task contains 100 paragraphs. Annotators are asked to score each paragraph from 1 (sounds informal-academic) to 5 (sounds formal-academic). For any paragraph that contains incomplete sentences (e.g. due to parsing errors), an assignment of 0 is acceptable. We provide a detailed annotation guideline to illustrate the standards for different scores. For example, a part of the standard for rating a score of 2 is as follows: “The language expression is unclear that you cannot fully understand the meaning...” We had four experts to construct a quality control test consisting of 500 examples, which we randomly inject into each task. The detailed descriptions for each score with corresponding examples and gold set construction are shown in the Appendix A.
<table>
<thead>
<tr>
<th></th>
<th>P#</th>
<th>S#</th>
<th>V#</th>
<th>Avg. Words</th>
<th>Avg. Sent.</th>
<th>ACC-cola</th>
<th>ACC-aesw</th>
<th>PPL</th>
<th>SIM</th>
<th>ED</th>
<th>BARTS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>FA</td>
<td>55.6K</td>
<td>172.8K</td>
<td>84.3K</td>
<td>51.42</td>
<td>3.11</td>
<td>97.56</td>
<td>79.64</td>
<td>24.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IFA</td>
<td>13.0K</td>
<td>41.3K</td>
<td>38.9K</td>
<td>52.17</td>
<td>3.17</td>
<td>95.81</td>
<td>68.51</td>
<td>32.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev</td>
<td>FA</td>
<td>465</td>
<td>1359</td>
<td>5.2K</td>
<td>47.33</td>
<td>2.92</td>
<td>98.49</td>
<td>78.27</td>
<td>31.19</td>
<td>98.75</td>
<td>11.03</td>
</tr>
<tr>
<td></td>
<td>IFA</td>
<td>465</td>
<td>1362</td>
<td>5.3K</td>
<td>47.79</td>
<td>2.92</td>
<td>95.69</td>
<td>72.04</td>
<td>33.07</td>
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<td></td>
</tr>
<tr>
<td>Test</td>
<td>FA</td>
<td>415</td>
<td>927</td>
<td>4.4K</td>
<td>42.52</td>
<td>2.23</td>
<td>98.31</td>
<td>77.83</td>
<td>33.18</td>
<td>98.09</td>
<td>10.87</td>
</tr>
<tr>
<td></td>
<td>IFA</td>
<td>415</td>
<td>910</td>
<td>4.5K</td>
<td>43.08</td>
<td>2.19</td>
<td>95.66</td>
<td>69.64</td>
<td>35.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: The statistics of the DOOLITTLE dataset, where P#, S#, V#, Avg. Words, and Avg. Sents. refer to the number of paragraphs, number of sentences, vocabulary size, average words per paragraph, and average sentences per paragraph, respectively. We also report the transfer accuracy (ACC), perplexity (PPL), Semantic Similarity (SIM), char-level edit distance (ED), and BARTScore (BARTS). FA and IFA denote formal-academic and informal-academic, respectively.

**Publishing Annotation Tasks.** We conduct annotation on the Amazon Mechanical Turk (AMT) platform. For each annotation task, we randomly sample a paragraph from each of the five scores in the gold set for a total of 5 paragraphs with their corresponding gold scores. These are used as test cases for quality control and are mixed together with 95 unannotated paragraphs. Each task is assigned to two annotators independently. Annotators are given 7 hours to complete the task. To refine the cohort of workers that are eligible to complete our task, we impose restrictions to include only annotators who are located in primarily English speaking countries, and who have finished at least 100 tasks before on the AMT platform with an approval rate above 90%.

**Quality Control.** We have the following standards to control the annotation quality:

- Time spent on each task should be greater than 500 seconds.
- Variance should be greater than a threshold $\epsilon_1$ to ensure not all scores are the same.

$$VAR = \frac{1}{n} \sum_{i=1}^{n} (x_i - \mu)^2 > \epsilon_1$$  \hspace{1cm} (1)

- The allowed discrepancy with gold set annotations (defined below) must be smaller than a threshold $\epsilon_2$.

$$GAP = \sum_{i=1}^{5} |\text{annotation}_i - \text{gold}_i| < \epsilon_2$$  \hspace{1cm} (2)

where gold$^i$ denotes the score of $i$-th test case and annotation$^i$ is its corresponding annotation. Annotations that can not meet all of the above standards are rejected, and we provide the workers with detailed reasons of rejection to help them improve the quality of annotations. Any worker who repeatedly performs poorly (i.e., the rejection rate is above 50% and he/she has done over 6 tasks) will be eventually blocked from our tasks.

**Constructing DOOLITTLE.** We post-process the annotations into binary scores — 0 (informal-academic) or 1 (formal-academic) — using the following rules. Here, we define $S_1$ and $S_2$ as the scores given by Annotators 1 and 2, respectively.

- **Incomplete**: $S_1 = 0$ or $S_2 = 0$
- **Informal-academic**: $0 < S_1 \leq \alpha$ and $0 < S_2 \leq \alpha$
- **Formal-academic**: $S_1 > \alpha$ and $S_2 > \alpha$
- **Others**: the remaining data whose scores do not hold the above standards.

Paragraphs categorized under Incomplete and Others would be filtered out because we want a cleaner dataset with a high mutual agreement. $\alpha$ is set to 2 according to our definition of the scores, as indicated in the Appendix A.2. We thus obtain a large set of non-parallel paragraphs in two styles (Table 2): formal-academic and informal-academic. We randomly select 500 informal-academic paragraphs for development and another 500 for testing. The remainder is used as training set.

**Annotation Results.** We evaluate the disagreement between two annotators to check the quality of annotation by $\text{Disagreement} = |S_1 - S_2|$. We observed that 43.30% annotations have the same scores (disagreement is 0) and the disagreement of about half (56.70%) annotations is 1, which indicates there is a high rate of agreement. In addition, the Cohen’s Kappa coefficient between two annotators is 0.657, showing a strong agreement between the two annotators’ scoring.
3.3 Test Set Construction

Our methodology produces a large, non-parallel, binary-annotated corpus. To obtain a small parallel development and test set for evaluation, we then conduct formal-academic rewrites to produce a set of paragraph pairs. To ensure the quality of the development and test set, the two native speakers involved in the construction of the gold set, who are quite familiar with the standards of academic formality and possess a thorough understanding of our task, are asked to rewrite informal-academic paragraphs into formal-academic paragraphs. Subsequently, two authors of this paper reviewed the rewrites and rejected those that do not meet the required standards. The average time consumed for a rewriting task containing 100 paragraphs is 220 minutes. During this process, incomplete paragraphs were identified by annotators and removed from the final development and test set. The final statistics are shown in Table 2.

4 Dataset Analysis

4.1 Automatic Evaluation

- **Transfer Accuracy (ACC)** To capture the transfer success of academic formality in paragraph level, following Krishna et al. (2020), two RoBERTa-Large (Liu et al., 2019) models are fine-tuned on the CoLA corpus (Warstadt et al., 2019) and the automated evaluation of scientific writing shared task 2016 dataset (AESW) (Daudaravicius, 2015), serving as two academic formality classifiers respectively. The transfer accuracy on generated paragraphs is reported as ACC-cola and ACC-aesw separately, measuring the acceptability of paragraphs. In addition, to capture the word-gram level transfer accuracy, we adopted GLEU (Napoles et al., 2015) and SARI (Xu et al., 2016) which are commonly used in GEC and text revision tasks.
- **Fluency (FL)** To measure the fluency of the generated paragraphs, we use perplexity (PPL), following the fluency evaluation in Dai et al. (2019) and Cao et al. (2020). We fine-tune a pre-trained GPT-2-Large language model (Radford et al., 2019) on the formal-academic training set and use it to calculate the perplexity in generated examples.
- **Semantic Similarity (SIM)** Following previous benchmark (Krishna et al., 2020), we replace n-gram metrics like BLEU (Papineni et al., 2002) with the subword embedding-based SIM model (Wieting et al., 2019) to capture the semantic similarity. The similarities between a transferred paragraph and its input are reported as SIM-input, while the similarities between the transferred paragraph and its human rewrite reference are denoted as SIM-gold.
- **BARTScore (BARTS)** BARTScore (Yuan et al., 2021) is a metric that formulates the evaluation of generated text as a text generation task from the pre-trained language model BART (Lewis et al., 2019). BARTS can outperform other existing metrics in the evaluation of text from different perspectives, such as fluency, accuracy and integrity. A higher BARTScore indicates that the reference paragraph is more likely generated from the input paragraph using a pre-trained BART model.

4.2 Quality of Formal-academic Rewrite

The quality of the parallel dataset consisting of informal-academic paragraphs and corresponding formal-academic rewrites is critically important for evaluation, so we examine this subset from four aspects: 1) academic formality improvement, 2) fluency improvement, 3) semantic similarity and edit distance, and 4) BARTScore. As illustrated in Table 2, the ACC-cola scores on the development and test sets have shown improvements of 2.8 and 2.65, respectively. In the case of ACC-aesw scores, similar upward trends are observed, with boosts of 6.23 and 8.19, respectively. Meanwhile, the PPL of the formal-academic rewrites decreases by 1.88 and 2.79 when compared with the informal-academic paragraphs. The increased academic formality and reduced PPL show that the formal-academic rewrites indeed improve academic formality and fluency. Lastly, DOOLITTLE has a high semantic similarity and low edit distance, implying that the original paragraphs are of good quality and minimal modifications are performed. This shows that academic writing formalization is a challenging task that requires more fine-grained lexical and structural modifications.

4.3 Common Mistakes and Types

To understand what types of mistakes are common in informal-academic paragraphs and what edits have been made in the formal-academic rewrite process, we analyze all of the native rewrites in the test set (Figure 1 gives examples with their corresponding native human rewrites). The major error types parallel our objectives of academic formality, as introduced in § 1. And we observe a high per-
we proposed a method called metric-oriented re-
word may be substituted to make the sentence more 
word choice issues (39.31%), as well as sentence 
which is written by a non-native speaker and ‘T’ denotes the target paragraph written by a native speaker. We 
itiy of how the task has been performed. Build a 
percent of grammar and spelling errors (46.48%), 
• Grammar and spelling. This is the most com-
Many sentences contain grammatical errors in subject-verb agreement, verb tense, and capital-
Additionally, some sentences also contain misspellings or typographical errors.
• Word choice. Many sentences are awkwardly 
Although the usage of a word may make sense in the original sentence, a more appropriate 
Redundancy is also a problem, as some sen-
tences are overly discursive when describing ideas 
that can be concisely explained.
• Sentence structure. In certain cases, a modifier 
may be misplaced or in an incorrect order. There 
are also a number of instances where the sentences 
are too short or too long. In these cases, it would 
be better to combine the short sentences and split 
the long sentences.

5 Method

It could be speculated from our dataset analysis 
results (§ 4) that our DOOLITTLE task is advanced 
in terms of both quality and difficulty. To address 
our task with reduced cost and better performance, 
we proposed a method called metric-oriented re-
forcement learning (MORL). This methodology, 
inspired by reinforcement learning from human 
feedback (RLHF) (Ziegler et al., 2019; Ouyang 
et al., 2022), follows a similar three-step training 
process to RLHF but with crucial modifications: 
Step 1: Train a policy model (usually a PLM) that 
can meet the requirements of a task. Step 2: Select 
some metrics that can accurately evaluate the 
quality of how the task has been performed. Build a 
reward model that can score a given policy model’s 
output with a scalar. Step 3: Optimize the policy 
against the reward model using reinforcement learning 
with the proximal policy optimization (PPO) 
algorithm (Schulman et al., 2017).

The key distinction between RLHF and MORL 
lies in Step 2 where RLHF trained a reward model 
with collected comparison data while MORL utilizes 
any existing, machine learning-based or not, 
tuned or plug-and-play evaluation metrics to gen-
erate a reward model. Through incorporating a 
variety of evaluation metrics into the reward model, 
the cost of implementing MORL becomes flexi-
ble and the potential misalignment between human 
preference and a single metric can be alleviated.

5.1 Policy Models

• Galactica-1.3B (Taylor et al., 2022) is a decoder-
only policy model. We tune a Galactica-1.3B 
model on the paragraph pairs of the format 
[[paragraph A]]=[[paragraph B]] twice. For the 
first time, paragraph A is sampled from the 
formal-academic training set of DOOLITTLE, and 
paragraph B is an exact duplicate of paragraph A. 
For the second time, paragraph A and paragraph 
B are a paragraph pair from the development set of 
DOOLITTLE, where paragraph A is informal-
academic and paragraph B is its refined version. 
After these two stages, the Galactica-1.3B model 
learns to improve the left paragraph and put the 
refined result on the right while preserving most of 
the original content. In the end, after a final prompt 
of [[paragraph A]]=, we sample from the model 
with beam search (number of beams=4) and extract 
the content within the second double-bracket-brace 
as the refined version of paragraph A.

• BART-Large (Lewis et al., 2019) is an inherently 
strong baseline for GEC task (Katsumata and 
Komachi, 2020). We selected the BART-Large model

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Spelling</th>
<th>Redundancy</th>
<th>Word Choice</th>
<th>Sentence Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>[S]</td>
<td>[T]</td>
<td>[S]</td>
<td>[T]</td>
<td>[T]</td>
</tr>
</tbody>
</table>

Figure 1: Examples of common types of mistakes in the negative ground truth data. ‘S’ denotes a source paragraph 
written by a non-native speaker and ‘T’ denotes the target paragraph written by a native speaker. We highlight the 
refined part in **blue** and its original expression in *red*. |
<table>
<thead>
<tr>
<th>Metric</th>
<th>Academic Formality</th>
<th>Fluency</th>
<th>Similarity</th>
<th>BARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACC-cola</td>
<td>ACC-aesw</td>
<td>SARI</td>
<td>GLEU</td>
</tr>
<tr>
<td>Input</td>
<td>95.66</td>
<td>69.64</td>
<td>-</td>
<td>-</td>
</tr>
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</table>

### Style Transfer Models

<table>
<thead>
<tr>
<th>Model</th>
<th>ACC-cola</th>
<th>ACC-aesw</th>
<th>SARI</th>
<th>GLEU</th>
<th>GPT-4</th>
<th>PPL</th>
<th>GPT-4</th>
<th>SIM-input</th>
<th>SIM-gold</th>
<th>GPT-4</th>
<th>BARTS</th>
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<tr>
<td>ControlledGen</td>
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<td>48.19</td>
<td>48.59</td>
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<td>60.87</td>
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<td>93.62</td>
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<td>21.12</td>
<td>20.27</td>
<td>2.22</td>
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</table>

### GEC Models

<table>
<thead>
<tr>
<th>Model</th>
<th>ACC-cola</th>
<th>ACC-aesw</th>
<th>SARI</th>
<th>GLEU</th>
<th>GPT-4</th>
<th>PPL</th>
<th>GPT-4</th>
<th>SIM-input</th>
<th>SIM-gold</th>
<th>GPT-4</th>
<th>BARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SequentialTransfer</td>
<td>94.70</td>
<td>70.36</td>
<td>49.17</td>
<td>71.30</td>
<td>4.32</td>
<td>41.19</td>
<td>4.45</td>
<td>96.80</td>
<td>95.55</td>
<td>4.26</td>
<td>-2.30</td>
</tr>
<tr>
<td>BART-GEC</td>
<td>95.90</td>
<td>70.12</td>
<td>69.10</td>
<td>74.72</td>
<td>4.40</td>
<td>35.83</td>
<td>4.66</td>
<td>99.01</td>
<td>97.24</td>
<td>4.94</td>
<td>-2.14</td>
</tr>
</tbody>
</table>

### Instruction Tuned Models

<table>
<thead>
<tr>
<th>Model</th>
<th>ACC-cola</th>
<th>ACC-aesw</th>
<th>SARI</th>
<th>GLEU</th>
<th>GPT-4</th>
<th>PPL</th>
<th>GPT-4</th>
<th>SIM-input</th>
<th>SIM-gold</th>
<th>GPT-4</th>
<th>BARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChatGPT</td>
<td>99.20</td>
<td>82.56</td>
<td>48.84</td>
<td>70.21</td>
<td>4.58</td>
<td>28.84</td>
<td>4.81</td>
<td>94.58</td>
<td>94.87</td>
<td>4.78</td>
<td>-1.62</td>
</tr>
<tr>
<td>MORL-BARTLarge</td>
<td>97.83</td>
<td>78.80</td>
<td>55.74</td>
<td>75.75</td>
<td>4.57</td>
<td>35.65</td>
<td>4.78</td>
<td>98.49</td>
<td>97.45</td>
<td>4.35</td>
<td>-1.32</td>
</tr>
<tr>
<td>MORL-Galactica1.3B</td>
<td>97.83</td>
<td>80.24</td>
<td>63.79</td>
<td>78.37</td>
<td>4.60</td>
<td>34.50</td>
<td>4.86</td>
<td>98.72</td>
<td>98.30</td>
<td>4.70</td>
<td>-1.34</td>
</tr>
<tr>
<td>Native Rewrite</td>
<td>98.31</td>
<td>77.83</td>
<td>-</td>
<td>-</td>
<td>4.59</td>
<td>33.18</td>
<td>4.89</td>
<td>98.09</td>
<td>-</td>
<td>4.95</td>
<td>-1.24</td>
</tr>
</tbody>
</table>

Table 3: Results of models on Doolittle test paragraphs. Automatic evaluation and GPT-4 judgments of academic formality, fluency, and meaning preservation are reported. The highest scores of each metric among three instruction-tuned models are bolded. Some metrics are not applicable for Input and Native Rewrite as they are derived from comparison against these two sets, which are marked by '-'.

We apply nine models – four from non-parallel text style transfer (ControlledGen (Hu et al., 2017), DeepLatentSequence (He et al., 2020), Style-Transformer (Dai et al., 2019), and DeleteAndRetrieve (Li et al., 2018)), two from low-resource GEC tasks (SequentialTransfer (Choe et al., 2019) and BART-GEC (Katsumata and Komachi, 2020)), ChatGPT, and two MORL-based models – on Doolittle to establish baseline performance. We use the official code released by the authors of our baselines (except ChatGPT), and follow the recommended configuration settings from their corresponding papers. We report implementation details and hyper-parameter settings of the different models with their size and running speed in the Appendix.

### 6.2 GPT-4 Annotation

GPT-4-based annotation has been proven to be effective in multiple text annotation tasks (Gilardi et al., 2023; Zheng et al., 2023). Considering the advantages of GPT-4 in performance and cost-effectiveness compared to human annotation on MTurk, we apply GPT-4 to evaluate the refinement results of all models on the Doolittle test set. Corresponding to the automatic evaluation metrics, three annotation tasks are assigned to GPT-4 where each focuses on one of the three aspects: Academic Formality, Fluency, and Similarity versus input. For each annotation task, we first feed GPT-4’s response. For each model, we sampled the first 100 paragraphs from its generation results on the informal-academic Doolittle test set. Additionally, we also sampled the first 100 paragraphs with 406M parameters, fine-tuned it on paragraph pairs in the development set of academic writing formalization, and used the tuned model as the second policy model.

### 5.2 Reward Model

To make a more comprehensive reward model, we amalgamate all four metrics mentioned in § 4.1. For Transfer Accuracy (ACC), instead of using the binary classification result, we utilize the classification logits as the ACC score, and only ACC-aesw is used. For other metrics (PPL, SIM-input, and BARTS), we directly take the unchanged evaluation results. Each time our policy model generates an output (usually a single paragraph), the reward model first evaluates it utilizing all four metrics. Following this, a weighted sum of all evaluation scores is calculated as the final reward. The weights assigned to each metric are manually determined and optimized through a series of experiments.

### 6. Experiment

#### 6.1 Experimental Settings

We apply nine models – four from non-parallel text style transfer (ControlledGen (Hu et al., 2017), DeepLatentSequence (He et al., 2020), Style-Transformer (Dai et al., 2019), and DeleteAndRetrieve (Li et al., 2018)), two from low-resource GEC tasks (SequentialTransfer (Choe et al., 2019) and BART-GEC (Katsumata and Komachi, 2020)), ChatGPT, and two MORL-based models – on Doolittle to establish baseline performance. We use the official code released by the authors of our baselines (except ChatGPT), and follow the recommended configuration settings from their corresponding papers. We report implementation details and hyper-parameter settings of the different models with their size and running speed in the Appendix.

...
from both formal-academic and informal-academic academic writing formalization test sets, aiding nuanced analyses of each model’s performance. These GPT-4 annotation scores are reported with a 5-scale value in Table 3. Appendix E gives the detailed task description.

6.3 Overall Performance

Table 3 reports the evaluation results. First, we observe that all models targeted for generic style transfer task — ControlledGen, DeepLatentSequence, StyleTransformer and DeleteAndRetrieve — perform much worse than the inputs across all metrics. Second, the results demonstrate that GEC-based models — namely SequentialTransfer and BART-GEC — outperform style-transfer-based models and yield results that are slightly inferior or comparable to the inputs. This is consistent with our expectation, as simply improving grammar by editing will make only incremental changes to a given sentence. Therefore, style-transfer-based models lack the ability to preserve the paragraphs’ original meaning and may make redundant changes which result in poor “refinement”. Third, the evaluation outcomes of DeleteAndRetrieve and SequentialTransfer reveal the misalignment between automatic evaluation metrics and GPT-4 annotation scores, which can be attributed to the inherent limitations of these automated metrics. No single metric is able to perfectly capture the essence of the academic writing formalization (AWF) task, as each metric is limited in what it measures and therefore lacks the flexibility that humans or GPT-4 possess to holistically evaluate the formality of a given text. Fourth, all reinforcement-learning-based models — ChatGPT, MORL-BARTLarge and MORL-Galactica1.3B demonstrate superior performance in our AWF task, outperforming all other models on almost all metrics. Specifically, when comparing to the DOOLITTLE formal-academic test paragraphs, both ChatGPT and MORL-Galactica1.3B generate competitively good refined paragraphs, comparable with ground truth formal-academic rewrites in terms of academic formality and fluency, but achieve lower scores for similarity versus input and BARTScore. MORL-BARTLarge performs slightly inferior to the other two reinforcement-learning-based models, but still largely outperforms all other non-reinforcement-learning-based models as well as the inputs. Considering the substantial size difference between ChatGPT and MORL-Galactica1.3B (1.3B) or MORL-BARTLarge (406M), our MORL method exhibits remarkable advantages in both performance and cost-efficiency.

In summary, only the three reinforcement-learning-based models demonstrate a clear competency in enhancing the original inputs in terms of both academic formality and fluency metrics. Nevertheless, none of the models consistently surpass the ground truth formal-academic rewrites across all four metrics. This supports the idea that AWF is indeed a difficult task that goes beyond simply correcting grammatical mistakes.

6.4 Case Study

To further analyze the generation quality, we examined all input paragraphs together with every baseline’s corresponding output. Table 8 shows some representative sample. We observe that while all models can generate complete and fluent text, they also possess specific limitations: DeleteAndRetrieve generates the text in a formal-academic way with appropriate sentence structure but struggles with preserving meaning; ControlledGen, DeepLatentSequence, and StyleTransformer can sometimes successfully make necessary changes to make the input more formal-academic — however, most of the time, they are incapable of modifying more grammatical errors; ChatGPT, MORL-BARTLarge, MORL-Galactica1.3B provides a convincing refined paragraph with necessary refinements. However, either some errors are ignored or the sentence’s original meaning is changed which results in non-perfect rewrite. It can be clearly observed that all the above models still perform worse than formal-academic human rewrites, thus indicating the difficulty of our academic writing formalization task. Additional cases are included in the Appendix F.

6.5 Ablation Study

In this section, we perform several ablations on MORL-BARTLarge to study how each metric used in MORL as well as the whole MORL module affects the performance of MORL-BARTLarge. In these ablation experiments, we manually set the weight of one metric to zero, and then perform MORL tuning on the BART-Large policy model
Table 4: Ablation studies of MORL-BARTLarge models. BARTLarge w/o MORL denotes the BART-Large policy model without MORL tuning. MORL-BARTLarge w/o denotes that the corresponding metric’s weight is set to zero during MORL-tuning.

<table>
<thead>
<tr>
<th>Method</th>
<th>ACC-aesw</th>
<th>PPL</th>
<th>SIM-input</th>
<th>SIM-gold</th>
<th>BARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARTLarge w/o MORL</td>
<td>74.70</td>
<td>38.39</td>
<td>99.19</td>
<td>96.74</td>
<td>-1.34</td>
</tr>
<tr>
<td>MORL-BARTLarge</td>
<td>78.80</td>
<td>35.65</td>
<td>98.49</td>
<td>97.45</td>
<td>-1.32</td>
</tr>
<tr>
<td>MORL-BARTLarge w/o ACC</td>
<td>75.18</td>
<td>36.10</td>
<td>98.49</td>
<td>97.25</td>
<td>-1.32</td>
</tr>
<tr>
<td>MORL-BARTLarge w/o BARTS</td>
<td>78.55</td>
<td>37.90</td>
<td>97.97</td>
<td>96.86</td>
<td>-1.46</td>
</tr>
<tr>
<td>MORL-BARTLarge w/o PPL</td>
<td>77.83</td>
<td>41.15</td>
<td>98.68</td>
<td>97.53</td>
<td>-1.32</td>
</tr>
<tr>
<td>MORL-BARTLarge w/o SIM</td>
<td>78.80</td>
<td>35.61</td>
<td>97.74</td>
<td>96.67</td>
<td>-1.44</td>
</tr>
</tbody>
</table>

8 Conclusion and Future Work

We propose a new setting for language refinement called Academic Writing Formalization (AWF), which bridges the gap between formal-academic and informal-academic writing. We contribute a new dataset, DOLITTLE, and evaluate nine baseline models for AWF using both automatic metrics and GPT-4 annotation, demonstrating that paragraph-level refinement is a promising task with significant room for improvement.

To address AWF, we propose a method called metric-oriented reinforcement learning (MORL). Leveraging MORL, we successfully elevate the performance of BART-Large and Galactica-1.3B, yielding results comparable to those of GPT-3.5-Turbo-based ChatGPT, which possesses significantly more parameters than our MORL-based models. Even though such models do not outperform the ground truth formal-academic paragraphs due to the difficulty of AWF, this promising result shows promise in terms of competence and cost-efficiency of MORL.

In the future, we plan to incorporate external knowledge and weakly supervised information into the text rewriting process. We also assert that the full potential of MORL as applied to large language models remains to be tapped. It is foreseeable that through the inclusion of more relevant metrics and advanced modeling, MORL can enhance its capability further and be adapted to a broader spectrum of NLP tasks.

8 Limitations

First, as a dataset constructed based on Semantic Scholar Open Research Corpus (S2ORC) (Lo et al., 2020), DOLITTLE inevitably inherits most limitations that have been discovered or potentially exist from its parent. This is especially true for the non-parallel training set where we do not collect any new data. For those who want to adopt our dataset in the future, a comprehensive study of S2ORC is needed. Second, for the evaluation of model performance, we observed the differences in some results between well-performing models — ChatGPT, MORL-BARTLarge, and MORL-Galactica1.3B — are indeed subtle. Considering the randomness in language model generation, our current evaluation metrics lack discriminability on our AWF task. Hence, we only draw indicative conclusions about the models’ performance, such as “They are competitively good...”, lacking more concrete details. Third, prompt tuning has been applied several times in this paper. However, it is not possible to determine the most suitable prompt from the infinite space of prompt choices. Thus, despite all the prompts we mentioned being properly tuned from a series of experiments, we do not guarantee that our methods fully exploit the potential of each model.
and the capability of GPT-4 annotation.

9 Ethical Considerations

The data and task presented in this paper are of a sensitive nature, as there is the concern of judging the English writing of scientific researchers. We acknowledge this and highlight some of the measures we have taken below.

- Anonymity. We are aware that it is possible to use a search engine to de-anonymize paragraphs. Our preliminary investigations yield that over 40% of our data do not yield any results on Google. We also deliberately exclude metadata of the paragraphs to further protect the authors’ identity. While acknowledging the potential of the dual use of DOOLITTLE, we believe that our dataset, when not actively abused and extensively searched on Google, can be useful for style transfer tasks. It would be a misuse of DOOLITTLE to identify authors and use their traits to correlate with mastery of academic writing.

- Potential Error. Given the nature of our dataset construction with human annotators, there will be errors and disagreements in the annotation: certain academic formality scores are inaccurate. We emphasize that these scores are not to be taken as any form of absolute judgment on any scholars’ English writing ability.

- Academic Formality Classification. We present this dataset not only with the purpose of exploring academic formality classification, but also as an extension to the task of writing style transfer. As such, this task can be broadened to other types of text style transfer. To further focus on the academic formality task, it is also possible for one to construct a dataset of papers to emulate and use as positive examples.

- Copyright. The S2ORC dataset is constructed from open-access academic papers without any copyright issues. Note that there is no licensing information that accompanies the original S2ORC dataset\(^4\). We thus infer that third-parties are allowed to use the data in view of the open-access status of the papers.

In light of these issues, we plan to follow a data release plan where DOOLITTLE will only be released to researchers who explicitly consent to not de-anonymize any of the paragraphs.

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\(^4\)https://github.com/allenai/s2orc/

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References


Appendix

A Annotation Details

A.1 How to Determine Academic Formality

One potential avenue is to distinguish academic formality by the country of the first author’s affiliation. However, we eschew this method for three reasons: 1) The first author does not necessarily contribute to all of the paper writing. 2) Even in primarily English-speaking countries, there are many who do not speak English as their first language. 3) Determining academic formality by country involves the ethical issue of regional discrimination. Instead, we adopt an unbiased means that ignores the paper authors and instead asks human annotators to rate the academic formality of each paragraph via crowdsourcing.

A.2 Annotator’s Instruction

The detailed descriptions are shown below to illustrate the meaning of different scores, which are presented with examples to annotators as well.

- Score 0 [incomplete]. For any incomplete sentences, which is only a sentence fragment, you may give it 0 score.
- Score 1 [informal-academic]. You are 100% sure that the paragraph was written by a non-native writer. The language expression is very unclear or weird that you have no idea what meaning he is trying to express even by guessing. Usually, there are serious grammatical errors, spelling problems. Redundancy problems.
- Score 2 [somewhat informal-academic]. You are not 100% sure that the paragraph was written by a non-native writer. The language expression is unclear that you cannot fully understand the meaning. However, you can guess what meaning he/she is trying to express. Usually, the paragraph is fine with slight errors. For example, there are some spelling, punctuation, capitalization problems. Redundancy problem, which means there could be a better expression, for example, split a long sentence into two short sentences.
- Score 3 [between formal-academic and informal-academic]. You are not confident whether the paragraph was written by a non-native writer or not. You can fully understand the meaning he/she is trying to express without guessing. However, the language expression is rigid and unnatural (for example, Chinglish). A native writer usually won’t express the same meaning in this way.
- Score 4 [somewhat formal-academic]. You are not 100% sure that the paragraph was written by a native writer. You can fully understand the meaning the paragraph is trying to express and the language is natural and fluent. The language expression is very consistent with the style of native writers. However, there are minor parts in the paragraph that can be further improved to make it closer to formal-academic English. For example, replace a certain word with another word to express the meaning more precisely.
- Score 5 [formal-academic]. You are 100% sure that the paragraph was written by a native writer, which means you cannot rewrite it better than it. The language is very clear and fluent, completely in the style of native writers. You cannot rewrite a better one.

A.3 Gold Set Construction

Prior to large-scale annotation, four experts — two of whom are native English speakers and the other two are authors of this paper (one is a native English speaker) — worked together to produce a gold set for quality control. The task is the same as the one introduced before, and the annotation guidelines are presented to the annotators. We provide sufficient training for these two external annotators, inclusive of discussion, to ensure consistency and quality. Conflicting annotations were discussed by all four annotators to produce a final rating. In the end, we construct a gold set consisting of 500 paragraphs as the probing set, which is injected into the large-scale annotation tasks for quality assurance in the crowdsourced annotation.

A.4 Analysis of Annotation

Our data source, S2ORC, contains a diverse set of academic disciplines, whose resultant discipline distribution is shown in Figures 2 and 3. We draw two observations, both quite consistent with the overall distribution of the
original dataset, S2ORC: 1) There are 19 disciplines in total and the distribution is similar between the formal-academic and informal-academic datasets. 2) Medicine, Computer Science, Mathematics, Physics, and Biology are the five top fields of study.

We also analyze the difference between preprints without peer review and published papers after peer review. Using the metadata provided by S2ORC, we can infer that a paper was published if it possesses an ACL ID (the unique ID for papers on the ACL Anthology), a DOI (Digital Object Identifier), or venue/journal information. Our results indicate that 83.5% of published paragraphs are identified as formal-academic by annotators while this ratio is 81.1% for preprints. We also evaluate the academic formality score and PPL for these two splits and observe that published paragraphs have a higher academic formality score (82.80 versus 78.31) and lower PPL (24.22 versus 26.47), demonstrating that published paragraphs sound more native and fluent. This is reasonable as authors make extensive revisions after the review process and address many writing issues following the feedback from reviewers. Therefore, peer review is a key process for improving writing quality.

B Experimental Settings

We apply nine models – four from non-parallel text style transfer, two from low-resource GEC tasks, ChatGPT, and two MORL-based models – on DOOLITTLE to establish a baseline performance. Other than our proposed method, these approaches are chosen as 1) they are highly related to our proposed academic formality transfer task; 2) they require non-parallel data or only limited parallel data. 3) ChatGPT is the current state-of-the-art Chatbot whose performance in generic NLP tasks has been proven. Hence, they provide a good starting point for approaching our proposed task. By analyzing our experimental results, we highlight the challenges inherent in this task and provide insights into future research directions. In this section, we provide the details of baseline models and training settings.

B.1 Baseline Models

- **ControlledGen** (Hu et al., 2017): a model combining variational auto-encoders (VAEs) and attribute discriminators to learn disentangled latent representations with designated semantics.
- **DeepLatentSequence** (He et al., 2020): a generative probabilistic model with few independence assumptions based on a standard attentional sequence-to-sequence approach and an encoder-decoder architecture.
- **StyleTransformer** (Dai et al., 2019): a Transformer-based model for learning content and style vectors without parallel data by cyclic reconstruction.
- **DeleteAndRetrieve** (Li et al., 2018): an RNN-based model which firstly extracts content words by removing style-dependent phrases and then retrieves and integrates new phrases related to the target attribute into a fluent sentence.
• **SequentialTransfer** (Choe et al., 2019): a low-resource GEC method using a realistic noising function to generate synthetic parallel corpora which are applied to pre-train a Transformer model. Then the pre-trained model is adapted to the targeted dataset by fine-tuning.

• **BART-GEC** (Katsumata and Komachi, 2020): a baseline model from GEC which utilizes BART (Lewis et al., 2020) as a pretrained model and fine-tunes the model on the target dataset.

• **ChatGPT** (OpenAI, 2022): a chatbot developed by OpenAI based on their large language model GPT-3.5-Turbo (Brown et al., 2020) which can handle a variety of text generation tasks in a question-answering fashion with properly adjusted prompts.

To adapt ControlledGen, DeepLatentSequence, StyleTransformer, and DeleteAndRetrieve to our task, we simply treat formal-academic and informal-academic as two different styles and train the models by following the text style transfer pipeline with our non-parallel training data. For SequentialTransfer, we follow Choe et al. (2019) to use a noising function on several high-quality corpora as well as our formal-academic training data to generate synthetic parallel data in order to pre-train the Transformer-based model. Then we use parallel data from the development set to fine-tune the model. For BART-GEC, we follow Katsumata and Komachi (2020) to use BART as a pretrained model and fine-tune the model using parallel data from the development set. For ChatGPT, we tested a variety of question templates and manually select the one that can make ChatGPT perform the best in our AWF task, which is mentioned in Appendix D. For MORL-BARTLarge and MORL-Galactica1.3B, we first fine-tune two policy models following instructions in § 5.1 from the pretrained models. Then, we optimize those tuned policy models using our reward model mentioned in § 5.2 with the PPO algorithm implemented through Transformer Reinforcement Learning (TRL) library (von Werra et al., 2020). For MORL-BARTLarge, we input raw paragraphs of DOOLITTLE formal-academic development set to the policy model and feed the raw sampled output to the reward model to get its scalar reward. For MORL-Galactica1.3B, we also use DOOLITTLE formal-academic development set as the input data source. However, instead of directly feeding raw paragraphs to the policy model, we first pre-process the input paragraph to the format described in § 5.1—[ [ raw paragraph ]] =. In the end, we extracted the paragraph within the second double-bracket-brace from the raw generated output as the input to the reward model. One more thing to mention is that, during the training process of MORL, we also calculate the KL-divergence between outputs from policy models before and after reinforcement-learning-optimization to ensure the optimized model does not deviate too much from the original one.

### B.2 Hyper-parameter Settings

Table 5 reports the hyper-parameters we used for tuning our baselines and our models tuned with MORL. For each model, we try combinations of the hyper-parameters and report the one with the highest academic formality score in our paper. Each model is trained on a Tesla V100S-PCIE GPU with 32GB memory. Table 6 reports the hyperparameter configurations for best-performing models of the baseline models.

<table>
<thead>
<tr>
<th>Types</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Rate</td>
<td>$10^{-6}, 10^{-5}, 3 \times 10^{-5}, 10^{-4}$</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>0.1, 0.2, 0.3, 0.4, 0.5</td>
</tr>
<tr>
<td>Batch Size</td>
<td>1, 4, 8, 16, 32</td>
</tr>
<tr>
<td>Embedding Dimensions</td>
<td>128, 256, 300, 512, 768</td>
</tr>
<tr>
<td>Max Input Length</td>
<td>100, 130</td>
</tr>
<tr>
<td>Metric Weight</td>
<td>$2 \times 10^{-4}, 5 \times 10^{-3}, 0.1, 1$</td>
</tr>
</tbody>
</table>

Table 5: The hyper-parameters for tuning our baselines where Metric Weight is only applicable for MORL tuning.

### C Model Size and Running Speed

Table 7 reports the number of trainable parameters and the inference speed (sentences/second) of all models except ChatGPT on the benchmark. The test is performed on Tesla V100S-PCIE GPU with 32GB memory.

### D Description of ChatGPT AWF Task
Table 6: The hyperparameter configurations for best-performing models of all models except ChatGPT. CG, ST, DAR, SQ, BA, MB and MG denote ControlledGen, StyleTransformer, DeleteAndRetrieve, SequentialTransfer, BART-GEC, MORL-BARTLarge and MORL-Galactica1.3B.

<table>
<thead>
<tr>
<th>Dataset</th>
<th>CG</th>
<th>DLS</th>
<th>ST</th>
<th>DAR</th>
<th>SQ</th>
<th>BA</th>
<th>MB</th>
<th>MG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test dataset</td>
<td>141M</td>
<td>4.76</td>
<td>69M</td>
<td>2.23</td>
<td>134M</td>
<td>0.97</td>
<td>100M</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Table 7: The number of trainable parameters (P.) and the running speed (sentences/second, S.) on the test sets of all models except ChatGPT. CG, ST, DAR, SQ, BA, MB, and MG denote ControlledGen, StyleTransformer, DeleteAndRetrieve, SequentialTransfer, BART-GEC, MORL-BARTLarge, and MORL-Galactica1.3B.

### D.1 ChatGPT AWF Task

Help me refine the following paragraph within "« »" to make it more formal-academic. Specifically, you should follow the 3 steps below:

**Step1:** Find and locate all grammatic mistakes in terms of grammar and spelling, word choice and sentence structure in the given paragraph. (Note that it is OK if you can’t find any mistake. In this case, just respond with the original given paragraph within "« »".)

**Step2:** Correct all mistakes you found in Step 1 without changing any parts else in the paragraph.

**Step3:** Output the refined paragraph within "« »" in your response without anything else.

**Notice:**
1) minimal changes to the original paragraph are preferred
2) you should try to preserve the given paragraph’s original meaning and sentence structure as much as possible.

Here are some examples:

- example 1
- example 2
- example 3

The given paragraph is: « paragraph content »

### E Description of GPT-4 Annotation Task

#### E.1 Academic Formality Annotation Task

You are asked to participate in a text evaluation task whose main objective is to score the degree of “Academic Formality” for given paragraphs. Evaluating the degree of “Academic Formality” means judging whether a given paragraph sounds like a paragraph written by a native English speaker or not. The scale of Academic Formality score is an integer from 1 to 5. The detailed scoring rubric is as below:

Score 0: If the paragraph contains any incomplete sentence which doesn’t sounds like being written by human.
Score 1: You are 100% sure that the paragraph was written by a non-native speaker. The language expression is very unclear or weird which makes you have no idea what meaning the author is trying to express even by guessing.
Score 2: You think the paragraph was probably written by a non-native speaker. The language expression is unclear that you cannot fully understand the meaning. But you can guess what meaning the paragraph is trying to express.
Score 3: You are not confident about whether the paragraph was written by a non-native speaker or not. You can fully understand what the paragraph is trying to express without guessing. However, the language expression is rigid and unnatural (for example Chinglish). A native English speaker usually won’t express the same meaning in this way.
Score 4: You think the paragraph was probably written by a native speaker. You can fully understand the meaning the paragraph is trying to express and the language is natural and fluent. The language expression is very consistent with the style of native English speakers. But there are minor parts in the paragraph that can be further improved to make it closer to native English. For example, replace a certain word with another word to express the meaning more precisely.
Score 5: You are 100% sure that the paragraph was written by a native speaker, which means you cannot rewrite it any better. The language is very clear and fluent, completely in the style of native English speakers. You cannot rewrite it better one.

Each time, you will be given a batch of 20 paragraphs with format below:

Paragraph 1: <Content of Paragraph 1>
Paragraph 2: <Content of Paragraph 2>

.....

Paragraph 20: <Content of Paragraph 20>

You should only output a json object that contains the following keys: Paragraph ID, Scoring Reason and Academic Formality Score. Note for "Scoring Reason", you need to briefly elaborate the reason why you grade the given paragraph such a Academic Formality score within 20 words.
E.2 Fluency Annotation Task
You are asked to participate in a text evaluation task whose main objective is to score the degree of “Fluency” for given paragraphs. Evaluating the degree of “Fluency” means judging whether the paragraph is consistent and coherent. The scale of Fluency score is an integer from 1 to 5. The detailed scoring rubric is as below:

Score 0: If the paragraph contains any incomplete sentence which doesn’t sounds like being written by human.
Score 1: The paragraph is neither consistent nor coherent at all which makes you have no idea about what the paragraph is trying to express even by guessing. Usually, it means some parts of the paragraph are not related to others. Note that a paragraph with errors like logic bugs and contradictions should not be scored to 1 since the occurrences of these errors require the context has some relation.
Score 2: The paragraph is neither consistent nor coherent, but you can still have a brief idea about what the given paragraph is trying to express by guessing. The only difference between scores 1 and 2 is that for score 2, different parts of the given paragraph are more or less related to others. However, you can only guess at what the paragraph is trying to express as these parts are managed without logic. Score 3: You can fully understand what the given paragraph is trying to express without guessing. However, it is obvious that the content is neither coherent nor consistent. For example, you can easily find a contradiction within the paragraph even though you are not an expert in this discipline. For these paragraphs, you should be able to rewrite them by adding, deleting, or exchanging a few words but hard to keep its original meaning.
Score 4: You can easily understand what the given paragraph is trying to express since its content is both coherent and consistent. However, you can still find some minor contradictions or bugs that can only be found by experts or native English speakers. For these paragraphs, you should be able to rewrite it to make it more consistent or coherent by adding, deleting, or exchanging few words while keeping its original meaning.
Score 5: The content of the given paragraph is both coherent and consistent. For these paragraphs, you can’t rewrite them to make them more consistent or coherent.

Each time, you will be given a batch of 20 paragraphs with format below:
Paragraph 1: <Content of Paragraph 1>
Paragraph 2: <Content of Paragraph 2>
........
Paragraph 20: <Content of Paragraph 20>
You should only output a json object that contains the following keys: Paragraph ID, Scoring Reason and Fluency Score. Note for "Scoring Reason", you need to briefly elaborate the reason why you grade the given paragraph such a Fluency score within 20 words.

E.3 Similarity Annotation Task
You are asked to participate in a text evaluation task whose main objective is to score the degree of “Similarity” for given paragraphs and their respective reference paragraphs. Evaluating the degree of “Similarity” means to judge whether the given paragraph is similar to its reference paragraph in terms of content, vocabulary usage and writing style.

The scale of Similarity score is an integer from 1 to 5. The detailed scoring rubric is as below:
Score 0: If the given paragraph contains any incomplete sentence which doesn’t sounds like being written by human. In this case, you can directly give the given paragraph score 0 without reading its reference paragraph.
Score 1: The content of the given paragraph has nothing to do with its reference paragraph. The things they are trying to express don’t even belong to the same discipline or area of research. The sentence structure of given paragraph is not similar to its reference at all.
Score 2: You can distinguish the given paragraph and its reference paragraph are talking about two unrelated things. However, you can tell what they are trying to express belong to a same discipline or area of research because they share some similarities in one or two of the 3 aspects: vocabulary usage, writing style and sentence structure.
Score 3: You can distinguish the given paragraph and its reference paragraph are talking about two unrelated things. However, you can tell what they are trying to express belong to a same discipline or area of research because they share some similarities in all 3 aspects: vocabulary usage, writing style and sentence structure.
Score 4: You can determine that the given paragraph and its reference paragraph are talking about a same thing and they share similar vocabulary and sentence structure. However, they may not share the same viewpoint or focus on the same aspect of that thing.
Score 5: The given paragraph and its reference are very similar, and they are talking about the exact same thing with exact same viewpoint and focus. In this case, you can only find few differences between the given paragraph and its reference, like some words being replaced with its synonyms, differences in tenses or some minor grammatic errors etc.

Each time, you will be given a batch of 10 paragraphs and their respective reference paragraphs with format below:
Paragraph 1: <Content of Paragraph 1>
Reference paragraph for paragraph 1: <Content of Paragraph 1’s reference paragraph>
Paragraph 2: <Content of Paragraph 2>
Reference paragraph for paragraph 2: <Content of Paragraph 2’s reference paragraph>
........
Paragraph 10: <Content of Paragraph 10>
Reference paragraph for paragraph10: <Content of Paragraph 10’s reference paragraph>

You should only output a json object that contains the following keys: Paragraph id, Scoring Reason and Similarity Score. Note for "Scoring Reason", you need to briefly elaborate the reason why you grade the given paragraph such a Similarity score within 20 words.

Response “Yes, I’m ready” if you fully understand your task.

F Examples for Case Study
Table 8 shows three more generated samples from our baseline models.
<table>
<thead>
<tr>
<th>Model</th>
<th>Paragraph Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection the effect of each parameter are analyzed and individually. These results are explained in details in the subsequent subsections.</td>
</tr>
<tr>
<td>ControlledGen</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>DeepLatentSequence</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>StyleTransformer</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>DeleteAndRetrieve</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>SequentialTransfer</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>BART-GEC</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>ChatGPT</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>MORL-BARTLarge</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>MORL-Galactica1.3B</td>
<td>In each subsection the effect of each parameter are analyzed and individually. In each subsection, the effects of each parameter are analyzed individually.</td>
</tr>
<tr>
<td>GroundTruth</td>
<td>In each subsection, the effect of each parameter is analyzed and individually. In each subsection, the effect of each parameter is analyzed individually.</td>
</tr>
<tr>
<td>Origin</td>
<td>When apply Naturalistic Driving Film into the design process, there are several aspects need to take into consideration.</td>
</tr>
<tr>
<td>ControlledGen</td>
<td>When apply Naturalistic Driving Film into the design process, there are several aspects need to take into consideration.</td>
</tr>
<tr>
<td>DeepLatentSequence</td>
<td>When apply longitudinally driving film into the design process, there are several aspects need to take into consideration.</td>
</tr>
<tr>
<td>StyleTransformer</td>
<td>When apply Realist Driving Film into the design process, there are several aspects need to take into consideration.</td>
</tr>
<tr>
<td>DeleteAndRetrieve</td>
<td>When student’s interest is the same as the most important thing ...</td>
</tr>
<tr>
<td>SequentialTransfer</td>
<td>When applying Naturalistic Driving Film into the design process, there are several aspects needed to take into consideration.</td>
</tr>
<tr>
<td>BART-GEC</td>
<td>When apply Naturalistic Driving Film into the design process, there are several aspects need to take into consideration.</td>
</tr>
<tr>
<td>ChatGPT</td>
<td>When incorporating Naturalistic Driving Film into the design process, there are several aspects that need to be taken into consideration.</td>
</tr>
<tr>
<td>MORL-BARTLarge</td>
<td>When apply Naturalistic Driving Film into the design process, there are several aspects to need to take into consideration.</td>
</tr>
<tr>
<td>MORL-Galactica1.3B</td>
<td>When apply Naturalistic Driving Film into the design process, there are several aspects need to be considered.</td>
</tr>
<tr>
<td>GroundTruth</td>
<td>When applying the Naturalistic Driving Film in the design process, there are several aspects that need to be taken into consideration.</td>
</tr>
<tr>
<td>Origin</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
<tr>
<td>ControlledGen</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
<tr>
<td>DeepLatentSequence</td>
<td>... of gabaergic biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
<tr>
<td>StyleTransformer</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
<tr>
<td>DeleteAndRetrieve</td>
<td>... present the results of the study of the different types of remifentanil.</td>
</tr>
<tr>
<td>SequentialTransfer</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
<tr>
<td>BART-GEC</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
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<td>GroundTruth</td>
<td>... of histamine biosynthesis would be expected to be a useful tool in the analysis of the biological roles of this biogenic amine.</td>
</tr>
</tbody>
</table>

Table 8: Examples of refined results and academic writing formalization test set. Red and italic words indicate wrong usage in the original sentence. Blue and italic words are words refined by insertion or replacement while Green and italic words with strikethrough are words refined by deletion.