APPLIED RESEARCH

SUMMARY

- Discusses the literature recommending modifying editing comments for nonnative English speakers
- Examines the data from a survey about editing to determine whether differences existed between groups of respondents on the basis of characteristics relating to culture, age, gender, and professional association

Comparing Cultural Perceptions of Editing from the Author's Point of View

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INTRODUCTION

In "Examining editing in the workplace from the author's point of view: Results of an online survey" (also published in this issue of *Technical communication*), we presented the overall results of an international online survey of 449 authors who have participated in the editing process. Respondents answered questions about the types of editing their writing receives, the factors that affect their acceptance of editorial comments, and the comment styles they were most likely to follow. In this article, we examine the data further to determine whether differences existed between groups of respondents on the basis of characteristics relating to culture, age, gender, and professional association. Specifically, we examined differences in respondents' answers, grouped by their native language; country of birth; self-assessed reading, writing, and speaking skills; age; gender; and whether they were invited to participate by an STC Technical Editing Special Interest Group (TE SIG) member or by another method.

In the first article, we examined the editing literature about definitions of editing, the nature of editorial relationships, authors' conceptualizations of editing, and factors affecting the acceptance of editing comments, such as time, the editor's place in the company hierarchy, and the phrasing and topic of the comment. In this article, we discuss a portion of the literature that recommends modifying editing comments for nonnative speakers of English. Second, we report on cross-cultural communication theories that indicate that editing nonnative speakers may be very different from editing native speakers.

EDITING COMMENTS FOR NONNATIVE SPEAKERS OF ENGLISH

The editing literature discusses how comments ought to be phrased on the basis of the author's native language. The majority of these articles are from personal experience, such as two from editors editing Japanese and Spanish native speakers writing in English.

Stevens, an Australian editor who edits Japanese native speakers writing in English, explains that he varies his directness on the basis of the culture of the author: "If I were editing for an Australian author, I might write, 'This statement is illogical. B does not follow from A. Please rewrite.' For a Japanese author, I would write this as "I do not understand the meaning of this statement. It appears to be saying blah blah blah. Is this what you mean?"(Stevens 2000, 1).

Another editor describes his difficulty editing native Spanish speakers at the University of Puerto Rico, Mayaguez, noting "the very concept of editing in Hispanic cultures is foreign" (Ward 1988, 224). He noticed that editing in a bilingual, bicultural context exacerbates some issues—such as ego involvement, lack of linguistic discipline, and false assumptions about the writer's audience—and introduces unique issues, such as types of interference, loans, and use (222). The view of what an editor could or should do has been traditionally coupled with personalism, he notes, a common trait in Hispanic cultures that includes a respect for a person's worth; thus, criticism of what a person produces can be construed as belittling the person, going well beyond the issue of ego involvement (225). The attitude of uncritical respect for writing extends to one's peers; Ward's colleagues told him they would never presume to correct a colleague's writing and that "the onus of understanding falls on the reader" (225), making the inter-

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vention of an editor unnecessary and even undesirable. He warns: "It would be parochial for an editor of an English language journal to expect that all authors, regardless of their native languages and cultural traditions, view the duties and prerogatives of an editor in identical terms" (225–226).

CROSS-CULTURAL COMMUNICATION THEORY

In addition to these accounts of personal challenges of editing nonnative speakers of English for English-speaking editors, cross-cultural communication theories support the idea that people from different cultures might have different expectations in the editorial process. Several cultural and cross-cultural theories could shed light on editing, such as the concept of face, Hall's high context versus low context cultures, the Iceberg model, and Hofstede's spectrums.

The concept of face is the "'public expression of the inner self,' and it usually 'involves a claim for respect and dignity from others'" (Lustig and Koester 2003, 274). Lustig and Koester present Tae-Seop Lim's three universal face needs and their significant effects on intercultural communication. Face involves "people's need for others to acknowledge their individual autonomy and self-sufficiency. . . friendliness and honesty. . . [and] talents and accomplishments" (275–277). An author with a strong cultural need to preserve face might not react well to having his or her writing criticized.

Hall's oft-cited cross-cultural theories about high context and low context cultures can also help explain an author's rhetorical strategies, because the context of the culture helps explain how much information is included in a document. Hall notes that high context cultures find the majority of the information in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted part of the message, whereas low context cultures are the opposite (Hall 1989, 91). When dealing with high context cultures, it is considered insulting to provide too much detail "as if the reader were incapable of filling in the gaps" (Rew 1999, 420). Hall's theories lend credence to the idea that editing someone from another culture could be problematic, because low context and high context writing styles can differ so greatly.

Another model of culture, called the Iceberg Model, developed by French and Bell in 1979, puts forth the iceberg as a metaphor to visualize the effect of culture, the visible top that "represents the facts, the technology, the price, the rationale behind things, the brain, the written contract of a negation in an explicit way" and "an invisible bottom of emotion, the human relation, the unspoken and conscious rule of behavior in an implicit way" (Ulijn and St.Amant 2000, 221). By indicating that culture is a very large, primarily unobservable force, the Iceberg Model contributes to the idea that editing authors from another culture may be problematic.

Perhaps one of the most famous cross-cultural theorists is Hofstede (1980), who undertook an impressive survey project about cultural differences, involving principally IBM employees from more than 40 nations. Instead of claiming that culture is made up of two parts (obvious, or explicit, and hidden, or implicit), Hofstede identifies five characteristics, or dimensions, that vary across cultures, including power distance. In defining power distance, Hofstede observes that "the power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behavior of S and the extent to which S can determine the behavior of B" (1980, 99). This power distance dimension might prompt an author to accept comments differently depending on the editor's position in the company hierarchy.

All of these theories—face, contextual orientations of cultures, the Iceberg representation, and Hofstede's five characteristics—indicate that editing an author from another culture could be much different from editing an author from one's own culture.

Cultural writing styles

In addition to the hierarchical and contextual differences mentioned in cross-cultural theories, rhetorical strategies and arrangement can differ by culture. English generally uses linear rhetorical strategies, Semitic cultures use parallel coordinate clauses and repetition, Asian cultures use an indirect approach with the point at the end, Latin cultures use appeal to emotions and persuasion through expression of feelings, and Russian writers use digression and extraneous material (Rew 1999, 420). Preferences for arrangement in something as mundane as a user's manual have also been found to differ across culture (Ulijn 1996).

Politeness theory

In addition to the cross-cultural theory that suggests that editing the writing of nonnative speakers of English is very different from editing native speakers, studies about perceptions of politeness have also shown cross-cultural differences. For example, Carrell and Konneker investigated and compared politeness judgments of native and nonnative speakers of English on a set of request strategies (1981, 19–21). The researchers found that the native speakers of English recognized five distinct levels within its hierarchy of politeness, but the nonnative group recognized seven distinct levels within its hierarchy (26), a divergence that indicates differing perceptions of politeness across the studied cultures.

Again testing conceptions of politeness, Blum-Kulka and colleagues conducted a study in which groups of native Hebrew speakers and native English speakers ranked a series of nine statements from most to least polite

and from most to least direct. Following typical politeness theory, these two rankings should be the same, because the assumption is that the more indirect a statement, the more polite it is. Blum-Kulka and colleagues think that there is another factor at play—how conventional the statement is. If it's a conventional statement, understood in the culture to be a polite request, for example, it will be interpreted as more polite than a similarly indirect statement that is not familiar to the listener (1989, 132). Both English and Hebrew speakers ranked the politeness and directness significantly differently instead of ranking politeness and directness along the same scale ($p < 0.00001$) (136). Both groups agreed on the most direct statements, but the most indirect were not considered the most polite (136).

Blum-Kulka and colleagues stated that "lengthening the inferential path [the length of the statement] beyond 'reasonable limits' increases the degree of imposition and hence decreases the level of politeness" (141). If people from different cultures perceive the politeness of statements differently, politeness techniques from the editor's native language may be perceived differently than intended by the author, thus complicating the editing process.

Other research has shown differences between native and nonnative speakers of English regarding the appropriate times to give advice and what forms the advice should take (Hinkel 1994, 71). In some cultures, giving advice is a threat to face, whereas in others, it is considered an act of benevolence that builds rapport. In Arabic, Spanish, Indonesian, Japanese, Korean, and Chinese cultures, it is quite common to give advice on personal matters that Americans would find intrusive (Hinkel 1994, 74–76). In his exploration, Hinkel provided participants with a scenario and asked them whether they would give advice in the situation. He found that nonnative speakers chose to give advice to a superior and a peer acquaintance 25% to 50% more often than native speakers (81).

The editing literature mentions that the position of the editor in the company hierarchy can affect whether or not the suggestions are adopted (Bostian 1986; Speck 1991; Stevens 2000). Furthermore, our complete results show a significant difference in whether an author will accept a comment on the basis of the position in the hierarchy of the editor. Therefore, this study showing different advice-giving strategies to others within a hierarchy prompts us to examine whether there are cross-cultural differences.

Editing recommendations based on politeness theory

In their February 2003 *Technical communication* article, "The technical editor as diplomat: Linguistic strategies for balancing clarity and politeness," Mackiewicz and Riley specifically address the editing process by drawing on politeness theory. They discuss how editors must always manage two needs—clarity and politeness. They specifically point out that editing nonnative speakers is more complex because they more frequently misunderstand indirect speech acts, which are the longer, less direct language often used to achieve politeness (83).

To help mitigate difficulties in editing, they provide an explanation of three suggestion categories—direct strategies, conventionally indirect strategies, and nonconventionally indirect strategies—that they predict will be helpful when editing native and nonnative speakers. Each of these categories contains strategies within it, eight strategies in all. They also describe six downgraders that can be added to any of the strategies to temper the directness of the suggestion without disturbing the sentence's syntax. The authors then rank their eight strategies from most to least recommended. While certainly the most helpful article on writing editorial comments in the literature, its recommendations were not tested with editors or authors and need to be verified.

Writing to international audiences

However, in opposition to cross-cultural theory, which suggests the difficulty and delicacy of editing nonnative authors, advice about writing to audiences whose first language is not English emphasizes simplicity, clarity, and directness. Keeping sentences simple and short (Fritz 2003), using active voice (McNeill 2001, 11), choosing unambiguous words (Rew 1999, 415), and avoiding the introductory subordinate clause (Adler and Lenane 2003, 434; Fritz 2003, 1) are all common techniques recommended for writing to a nonnative speaker of English.

The personal experiences of Ward (1988) and Stevens (2000), cross-cultural communication theory, studies of politeness and advice-giving differences between native and nonnative speakers, and the predictions on the basis of linguistic theory by Mackiewicz and Riley (2003) indicate that editing nonnative speakers might differ greatly from editing native speakers of English, whereas traditional advice on writing to nonnative speakers of English stresses simplicity and directness. To examine whether any cultural or language differences occur in the data, we asked respondents to identify their native language, country of birth, and skill in reading, writing, and speaking American English so we could statistically examine whether there are differences between their answers and those of their counterparts. We also looked for differences by age, gender, and invitation method.

RESEARCH QUESTIONS

From our review of the literature, we determined to investigate the following with regard to how they differ among subgroups who participated in this study:

- How much of respondents' work is edited and what types of editing does it receive?

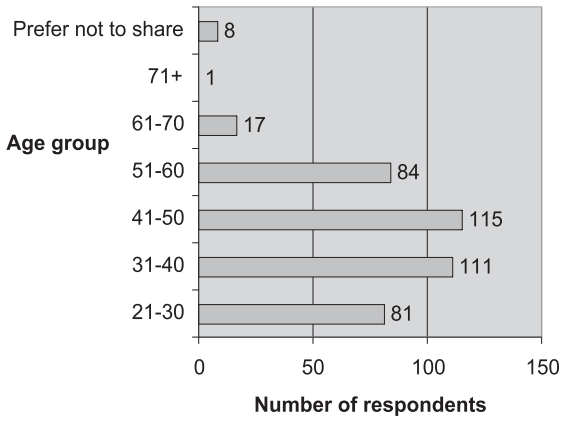

Figure 1. Participants' ages

- What editing mode do authors prefer?
- What editing mode do authors use most often?
- What factors lead to the acceptance of editing advice?
  - Phrasing of the editorial suggestion
  - Topic of the editorial suggestion
  - Time available for revision
  - Position of the editor in the company hierarchy

MATERIALS AND METHODS

The methods used in the study are described on pages XXX-YYY of our first article, "Examining editing in the workplace from the author's point of view: Results of an online survey," also published in this issue. Two aspects of our sample require more detailed analysis for the results reported in this article than provided in the first article, however.

Participants' ages

The largest group of participants was in their 40s—115 respondents or 28%—but a good number were present in all age groups except 61–70 and the 71+ group (Figure 1).

The age of groups differed significantly for all groups (Tables 1 and 2). Those who are U.S.-born, native speakers of English, or invited by the Technical Editing SIG, tended to be older than their counterparts, with larger percentages in their 40s and 50s rather than 20s and 30s.

Table 2 presents the results of age group by English writing rating; the age differences by English reading and speaking score were also significantly different and are presented in Appendix A. For writing skills, the largest number of intermediate writers were in their 20s. Advanced writers were most frequently in their 30s. Superior writers were relatively evenly divided over the first four age groups, whereas native writers tended to be most often in their 40s.

Participants' country of birth

In all, 33 countries were represented by respondents. Of the 413 people who responded to this question, the majority were from the U.S. (49%; 203), next was India with 20% (85), Canada with 15% (62), and the United Kingdom with 3% (12). Table 3 lists the countries represented in descending order and shows the wide variety of national origin in those who have contributed their individual viewpoints about editing from the author's perspective.

Finally, we examined to see where similar variables overlapped. Of native speakers of American English, 90% were born in the U.S. compared with 2% of nonnative speakers. Of those invited by the TE SIG members, 75% were born in the U.S. versus 13% of those invited another way. TE SIG–invited authors were also significantly more likely to be a native speaker of American English (78% versus 18%).

RESULTS

For data analysis, we used the Statistical Package for the Social Sciences (SPSS) version 15.0 for Windows. We first examined whether the data was normal or not (that is, whether it was distributed in the bell-curve pattern expected if we had drawn an infinite number of random samples of the population of interest and calculated the statistic for each of those samples). We discovered that the data was significantly nonnormal ($p < 0.001$) for all quantitative variables. Because the data is nonnormal, all the tests performed must be nonparametric (that is, they do not assume normality). We used two-way contingency tables, the Mann-Whitney U test, and the Kruskal-Wallis test to examine differences by groups (Green and Salkind 2005). All results presented here are significant at at least the 0.05 level, and full statistical results are presented in Appendix A.

For all open-ended questions, a coding scheme was constructed. Two of us coded 10% of the answers independently and analyzed our interrater reliability. If our reliability did not reach a minimum of 70% (Frey and colleagues 2000, p.115), the scheme was revised, and a fresh 10% of the data was coded. After we reached an interrater reliability of at least 70% on a fresh set of data, one coder coded the remainder of the data with the refined coding scheme.

Differences on the basis of native language

We examined whether there were differences between first language speakers of American English versus other languages, because we were looking for cultural differences. We discovered that respondents who spoke American English as a first language were significantly more likely to have a greater percentage of their work proofread and copyedited than native speakers of other languages. There was no significant difference between groups for the per-

TABLE 1: AGE BY GROUPS

	21–30, %	31–40, %	41–50, %	51–60, %	61–70, %	71+, %	Prefer not to say, %
Native speakers of English	13	22	31	28	5	1	1
Nonnative speakers	27	32	24	12	3	0	3
Technical Editing SIG invited	12	25	30	28	3	1	1
Other invitation	28	29	25	11	5	0	3
Born in the U.S.	10	21	33	30	5	1	2
Born elsewhere	28	32	23	12	3	0	2

TABLE 2: AGE BY RATING OF ENGLISH WRITING SKILLS

	21–30, %	31–40, %	41–50, %	51–60, %	61–70, %	71+, %	Prefer not to say, %
Intermediate—My skills are good: I have regular difficulty.	63	13	17	4	0	0	4
Advanced—My skills are very good; I have occasional difficulty.	27	34	16	18	3	1	0
Superior—My skills are excellent. I rarely have any difficulty.	25	25	23	18	6	0	3
Native—I am native in English. I rarely have any difficulty.	10	26	35	23	4	0	2

centage of writing that received comprehensive editing.

Native speakers of American English were also significantly more likely to evaluate their past editing experiences more positively than native speakers of other languages.

The editing mode they used most often differed significantly for these two groups. Native speakers of American English received comments on paper or met with the editor in person and then received comments on paper approximately twice as often as nonnative speakers. Nonnative speakers of American English received comments electronically or only in person more often than native speakers (Table 4).

However, when asked what mode they preferred (rather than used), there was no significant difference between native and nonnative speakers of American English (Table 5).

Comment preferences. We asked participants whether they "usually" follow proofreading, copyediting, and comprehensive comments. Nonnative speakers were more than twice as likely to not typically follow copyediting comments (15% versus 6%) and proofreading comments (20% versus 9%) than native speakers of American English. There was no significant difference between the groups for their typical acceptance of comprehensive editing comments.

One of our main questions was whether authors interpreted comments as Mackiewicz and Riley (2003) predicted they would. To test their hypothesis, we provided the exact comments listed in their article and asked respondents to rank each one on an 8-point scale, from least obligating (1) to most obligating (8) (Table 6). In an earlier draft of the survey, we asked survey respondents to order these com-

TABLE 3: PARTCIPANT'S COUNTRIES OF BIRTH

United States	203
India	85
Canada	62
United Kingdom	12
Israel	5
Australia	4
Pakistan	4
Philippines	4
Belgium	3
China	3
Brazil	2
Germany	2
Netherlands	2
Slovenia	2
South Africa	2
Agana	1
Colombia	1
Croatia	1
Egypt	1
El Salvador	1
Finland	1
France	1
Guam	1
Jamaica	1
Korea	1
Lebanon	1
New Zealand	1
Portugal	1
Russia	1
Singapore	1
Sweden	1
Taiwan	1
Thailand	1

ments from most to least obligating, but it was difficult for respondents to do so and the question did not allow for ties. Instead, we asked respondents to rate each option individually on a scale from most to least obligating. In Table 6, we provide the responses of the entire group of respondents. We provided a summary of the ranking and prediction by Mackiewicz and Riley (2003) in Table 6. If the respondents answer as predicted, we should see average scores near 8 for most obligating for the first three comments on the list. Overall, the predicted rankings were not supported by our data. Additionally, how obligating authors found these comments to be was surprisingly low—no comment had an average greater than 5.7 on an 8-point scale, and the answers ranged only from 3.9 to 5.7 on an 8-point scale.

When examining ratings of these comments by groups, we found that native speakers of American English found "I would increase the size of the typeface in these headings" and "The size of the typeface in these headings should be increased" more obligating than people who do not speak American English as a first language.

Significant differences also occurred when asked about preferences for the phrasing of an editorial comment. When given a disorganized paragraph about retirement plans and provided with the list of comments from Mackiewicz and Riley (2003) plus a comment we constructed ourselves, nonnative speakers of American English preferred the imperative phrase "Reorganize this paragraph. That will make it easier for the reader to understand your main point" more often than native speakers. Native speakers preferred the explanatory comment we created "Readers can understand your argument much better in organized paragraphs. Consider removing 'overall' from the last sentence and using it to begin the paragraph" significantly more often than nonnative speakers (Table 7 shows the full results).

Differences on the basis of country of birth

U.S.-born respondents were more likely to give their overall past editing experiences a more positive rating, and they rated the editing process as having more value than those born outside of the U.S.

U.S.-born respondents were more likely to have a higher percentage of their writing proofread and copyedited.

The respondents also differed in their preferred delivery mode for editing. Those born in the U.S. more frequently preferred to receive comments on paper. Those born elsewhere more often preferred to receive comments electronically or receive comments electronically and then meet with the editor to discuss them (Table 8).

Respondents also differed in the mode they most often used. Respondents born in the U.S. received their editing on paper or met with the editor first and then received comments on paper more often than those born elsewhere. Those born elsewhere more often received comments

TABLE 4: MOST USED EDITING MODE BY NATIVE LANGUAGE

	Native speaker of American English, % (n)	Nonnative speaker of American English, % (n)	Total, % (n)
Meet with the editor in person and get comments	4 (8)	8 (17)	6 (25)
Receive comments electronically (in Word, PDF, etc.)	26 (58)	43 (97)	35 (155)
Receive comments on paper	24 (52)	11 (25)	17 (77)
Receive comments on paper and then meet with the editor	16 (35)	10 (22)	13 (57)
Receive comments electronically and then meet with the editor	12 (26)	13 (30)	13 (56)
Meet with the editor in person and then receive comments electronically	2 (5)	4 (9)	3 (14)
Meet with the editor in person and then receive comments on paper	8 (17)	4 (8)	6 (25)
Receive comments in person, on paper, and electronically	9 (20)	8 (18)	9 (38)
Total respondents*	**221**	**226**	**447**

◆ ***Percentages do not equal 100% because of rounding of individual categories.

electronically or simply met with the editor to receive comments in person (Table 9).

Comment preferences. We asked participants how likely they are, in general, to follow proofreading, copyediting, and comprehensive comments; they were asked simply to check all of the types of comments they usually follow. Participants born outside of the U.S. were three times more likely to ignore copyediting comments (15% versus 5%) and proofreading comments (21% versus 6%) than respondents born in the U.S.

Finally, when evaluating how obligating different comments are, U.S.-born respondents found the statements "I would increase the size of the typeface in these headings," "You should probably increase the size of the typeface in these headings," and "The size of the typeface in these headings should be increased" significantly more obligating than those born outside the U.S.

Differences based on speaking, writing, and reading ability

We analyzed whether people differed in opinion on the basis of their self-rating of their English speaking, writing, and reading skills. They were asked to rate themselves on a six-point scale: "New Beginner" to "Native Speaker." Respondents only classified themselves into four of the six possible categories: intermediate, advanced, superior, or native (scores 3–6; Table 10).

Job responsibilities. For job responsibilities, people who ranked their writing skills as a 3 on a 6-point scale (intermediate) had significantly fewer writing responsibilities in their jobs than people who ranked themselves a 4, 5, or 6; this result is not a surprise, naturally. However, people

TABLE 5: PREFERRED EDITING MODE BY NATIVE LANGUAGE

	Native speaker of American English, % (n)	Nonnative speaker of American English, % (n)	Total, % (n)
Meet with the editor in person and get comments	6 (14)	5 (11)	6 (25)
Receive comments electronically (in Word, PDF, etc.)	20 (43)	26 (58)	23 (101)
Receive comments on paper	11 (23)	6 (14)	6 (37)
Receive comments on paper and then meet with the editor	18 (40)	16 (36)	17 (76)
Receive comments electronically and then meet with the editor	20 (43)	26 (59)	23 (102)
Meet with the editor in person and then receive comments electronically	6 (13)	5 (12)	6 (25)
Meet with the editor in person and then receive comments on paper	6 (13)	5 (12)	6 (25)
Receive comments in person, on paper, and electronically	14 (30)	11 (24)	12 (54)
Total respondents*	**219**	**226**	**445**

◆ *No significant difference.* ***Percentages do not equal 100% because of rounding of individual categories.**

who rated themselves as superior but not native writers (5 on a 6-point scale) found they had significantly more writing responsibilities than native writers of English.

Respondents were then asked how much of their writing received proofreading, copyediting, and comprehensive editing; they were asked to choose one of five categories representing 0% to 100% in 20% increments. Those who rated themselves native speakers, writers, or readers (6) had a significantly larger portion of their writing proofread and copyedited than those ranked a 4. Intermediate writers and readers (3) had significantly more of their writing proofread than those ranked a 4, advanced. Native speakers and readers (6) had more writing proofread than those rated superior (5). Finally, superior writers (5) had more writing proofread than advanced writers (4).

Authors were asked why they have their writing edited; they were given three choices—because the company requires it, because it is common at the company (but not required), and because they ask for their writing to be edited. Advanced readers and writers (4) responded significantly differently than native readers and writers (6). Native writers and readers were more likely to have their writing edited because it was company practice than advanced writers and readers (26% versus 15%, writers; 25% versus 10%, readers). Advanced writers and readers were more likely to ask for their writing to be edited than native writers and readers (42% versus 27%, writers; 42% versus 29%, readers). Unlike reading and writing ability, no significant differences were found on the basis of respondents' English speaking ability about why their writing is edited.

Most used editing mode. Authors were asked which mode they most often used to receive editing and which

TABLE 6: PREFERENCES FOR MACKIEWICZ AND RILEY'S RANKED LIST

Comment	Mackiewicz and Riley's ranking and recommendation	Mean score on a 8-point scale (SD)	Data-supported new ranking (can be substituted for)*
I would increase the size of the typeface in these headings.	1 conveys obligation	4.89 (1.533)	4 (3)
You should probably increase the size of the typeface in these headings.	2 conveys obligation	4.68 (1.563)	5 (3)
Increase the size of the typeface in these headings. That will make it easier for the reader to differentiate the headings from the body text.	3 conveys obligation	5.67 (1.435)	1
You could increase the size of the typeface in these headings. That's just a suggestion.	4 conveys possibility/ option	3.87 (1.594)	7
Could you increase the size of the typeface in these headings?	5 for real inquiry	4.58 (1.518)	5 (3)
The size of the typeface in these headings should be increased.	6 avoid	5.09 (1.559)	2 (3)
The size of the typeface in these headings could be increased.	7 avoid	4.31 (1.440)	6
Using typeface size to differentiate between headings and body text aids the reader's comprehension.	8 avoid	5.00 (1.609)	3

◆ **When examined statistically, those comments which are not significantly different received the same ranking, and those that can be used interchangeably are noted in parentheses.*

mode they preferred. Options included different combinations of electronic and paper comments and meetings with the editor (Table 11). Those who rated themselves as advanced writers of English (4) differed significantly from those rated native (6) (see Table 11 for the writers' results).

Those who rated themselves as advanced speakers (4) or superior readers (5) of English differed significantly from those rated native (6), and their differences were similar to the advanced native writer differences in Table 11. They received comments electronically more often than native

TABLE 7: COMMENT PREFERENCES BY NATIVE LANGUAGE

	Native speaker of American English, % (n)	Nonnative speaker of American English, % (n)	Total, % (n)
I would reorganize this paragraph.	6 (12)	6 (12)	6 (24)
You should probably reorganize this paragraph.	7 (14)	5 (10)	6 (24)
Reorganize this paragraph. That will make it easier for the reader to understand your main point.	17 (36)	27 (51)	21 (87)
Could you reorganize this paragraph?	2 (4)	5 (10)	3 (14)
This paragraph should be reorganized.	13 (28)	8 (15)	11 (43)
This paragraph could be reorganized.	5 (11)	4 (7)	4 (18)
Organized paragraphs aid the reader's comprehension.	1 (2)	3 (6)	2 (8)
Readers can understand your argument much better in organized paragraphs. Consider removing "overall" from the last sentence and using it to begin the paragraph.	51 (110)	42 (80)	47 (190)
Total respondents*	**217**	**191**	**408**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

speakers (47% versus 29% for speakers, 40% versus 29% for readers), received comments electronically and then met with the editor more often (17% versus 9% for speakers, 22% versus 9% for readers), and received comments on paper less often than native speakers (7% versus 22% for speakers, 13% versus 22%).

However, superior readers did differ from the advanced speakers and writers described here in that there was a large difference in how many of their respondents used all three methods of editing; only one respondent of 92 (1%) of superior readers used all three methods of editing, in contrast to 10% of native readers. The other groups' percentages were much closer (advanced versus native speakers, 7% versus 13%; advanced writers versus native writers, 8% versus 11%).

Preferred editing mode. Respondents were also asked what editing mode they would most prefer to use. There was no significant difference on the basis of writing ability, but advanced speakers (4) were found to differ significantly from native speakers (6). Advanced speakers were less likely to prefer to receive comments on paper (3% versus 11%) and much more likely to prefer to receive electronic comments followed by a meeting with the editor (38% versus 18%) than native speakers.

Superior (5) and native (6) readers were also found to differ significantly. Superior readers preferred to use electronic comments alone (26% versus 20%) and electronic comments followed by a meeting with the editor (36% versus 18%) much more often than native readers. Native readers preferred to receive all three types of editing twice as often (14% versus 7%) and a meeting with the editor followed by paper comments more than three times as often (7% versus 2%) as superior readers.

Likelihood of following comments. Participants were also asked whether they usually followed proofreading, copyediting, and comprehensive comments. They were

TABLE 8: PREFERRED EDITING MODE BY COUNTRY OF BIRTH

	Born in U.S. % (n)	Born outside U.S. % (n)	Total % (n)
Meet with the editor in person and get comments	7 (13)	5 (12)	6 (25)
Receive comments electronically (in Word, PDF, etc.)	18 (36)	27 (65)	23 (101)
Receive comments on paper	11 (23)	6 (14)	8 (37)
Receive comments on paper and then meet with the editor	19 (38)	16 (38)	17 (76)
Receive comments electronically and then meet with the editor	18 (37)	27 (65)	23 (102)
Meet with the editor in person and then receive comments electronically	6 (12)	5 (13)	6 (25)
Meet with the editor in person and then receive comments on paper	7 (13)	5 (12)	6 (25)
Receive comments in person, on paper, and electronically	14 (29)	10 (25)	12 (54)
Total respondents*	**201**	**244**	**445**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

asked to check each type of comment that they typically followed. In each significant difference, the higher-level speakers, writers, and readers followed more proofreading comments than those with lower levels of proficiency. Those who rated themselves as native speakers of English (6) were significantly more likely to follow proofreading comments than advanced (96% versus 76%) or superior speakers (96% versus 81%). Similarly, native readers were more likely to follow proofreading comments than superior readers (95% versus 79%). Superior writers (5) and native writers were significantly more likely to follow proofreading comments than advanced writers, who ranked themselves as a 4 (90% versus 75% and 95% versus 75%, respectively).

For copyediting comments, native writers (6) were significantly more likely than advanced writers (4) to follow copyediting comments—93% versus 85%. No other significant differences between groups were observed for copyediting comments or comprehensive comments.

Factors affecting comment adoption. Authors were then asked what they are most likely to do in 13 situations about comments, such as whether they were likely to follow a comment if it was about a grammatical error, if they disagreed with it, if it came from a coworker or manager, or if time was limited.

Respondents who rated themselves as advanced speakers (4 on a 6-point scale) were significantly more likely than those who rated themselves superior (5) or native (6) to follow a comment about style.

A clear pattern emerged when participants were asked how likely they were to follow a comment if it were about style and they did not agree with the editor. For each difference, participants who rated their reading, speaking, or writing skills lower were more likely to make the change even though they disagreed (intermediate [3] writers were more likely than those rated 4, 5, or 6; advanced writers [4] were more likely than native writers [6]; advanced readers [4] were more likely than 5 or 6; 3 and 4 speakers were more likely than 5 and 6).

TABLE 9: MOST USED EDITING MODE BY COUNTRY OF BIRTH

	Born in U.S., % (n)	Born outside U.S., % (n)	Total, % (n)
Meet with the editor in person and get comments	3 (7)	7 (18)	6 (25)
Receive comments electronically (in Word, PDF, etc.)	25 (50)	43 (105)	35 (155)
Receive comments on paper	25 (51)	11 (26)	17 (77)
Receive comments on paper and then meet with the editor	17 (34)	9 (23)	13 (57)
Receive comments electronically and then meet with the editor	10 (21)	14 (35)	13 (56)
Meet with the editor in person and then receive comments electronically	3 (5)	4 (9)	3 (14)
Meet with the editor in person and then receive comments on paper	8 (17)	3 (8)	6 (25)
Receive comments in person, on paper, and electronically	9 (18)	8 (20)	9 (38)
Total respondents*	**203**	**244**	**447**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

Similarly, when asked what action they typically take when they do not agree with an editor's comment, native and advanced writers (4) and native and superior readers (5) react significantly differently. Those rated native are more likely to ignore a comment they do not agree with (writers, 24% versus 10%; readers, 23% versus 11%) and are less likely to ask about the comment (writers, 67% versus 76%; readers, 67% versus 84%).

Of five hierarchy questions, however, only those who rated themselves as intermediate speakers (3) were less likely than those who rated themselves as advanced (4) or native (6) to accept a comment because the editor is their manager.

Interpretation of comments. In terms of how obligating they interpreted a statement to be, we had two interesting results. In the first, those who rated their English speaking, reading, and writing skills lower found "You could increase the size of the typeface in these headings. That's just a suggestion" significantly more obligating than those who rated themselves as native. Specifically, participants who rated their abilities lower (writing 3, 4, or 5; reading 4 and 5; speaking 3 and 5) found that statement significantly more obligating than native speakers, readers, and writers of English (who rated themselves a 6).

In the second, native speakers in speaking, reading, and writing found "The size of the typeface in these headings should be increased" significantly more obligating than those who ranked themselves less proficient (3 or 4 in speaking; 4 or 5 in reading; 3 or 4 in writing skills).

Differences on the basis of age

When we examined the participants' responses by their ages, we found only three overall significant differences: their likelihood to accept a comment because the editor is their manager, their overall rating of their past editing experiences, and their preference for editing mode. We conducted post hoc tests to determine exactly where those differences lay.

TABLE 10: RESPONDENT'S SELF-ASSESSED LANGUAGE SKILLS

	English speaking skills, % (n)	English reading skills, % (n)	English writing skills, % (n)
Intermediate—My skills are good: I have regular difficulty.	3 (14)	2 (10)	5 (24)
Advanced—My skills are very good; I have occasional difficulty.	15 (69)	11 (50)	20 (88)
Superior—My skills are excellent. I rarely have any difficulty.	15 (69)	21 (93)	16 (73)
Native—I am native in English. I rarely have any difficulty.	59 (264)	59 (263)	51 (230)
Total respondents*	**416**	**416**	**415**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

From our data, respondents in the 21–30 age group were significantly more likely to accept a comment because the editor is their manager than people 41–50 or 61–70 yr old.

When asked to rate their overall editing experiences on a scale of 1 (all negative) to 5 (all positive), older respondents often rated their experiences significantly higher than younger respondents (younger respondents never rated their past experiences significantly higher). People 51–60 and 61–70 years old were significantly more likely to rate their overall editing experiences more positively than people 21–30 and 41–50 years old. People 51–60 years old also rated their overall experiences significantly better than those 31–40 years old.

Finally, the modes of editing used differed significantly by age. The 21–30 age group showed a significant pattern of differences against respondents 31–40, 41–50, and 51–60 years old (Table 12). They received comments electronically, either alone or followed by a meeting with the editor, significantly more often than those older than 30 years of age. Similarly, those younger than 30 years of age received comments on paper or on paper followed by a meeting less than half as often—sometimes less than one quarter as often—as the other age groups.

Differences on the basis of gender

Significant differences were found when responses were compared by gender. Significantly more of women's job responsibilities involved writing. Women were also significantly more likely to have a greater percentage of their writing proofread, copyedited, and comprehensively edited than men. Also, women found "Increase the size of the typeface in these headings. That will make it easier for the reader to differentiate the headings from the body text" significantly more obligating than male respondents.

Male respondents found "You should probably increase the size of the typeface in these headings" significantly more obligating than female respondents.

Differences between those invited by STC TE SIG members and all other participants

We examined whether authors invited by STC TE SIG members were significantly different from authors invited by the discussion lists. We knew that the TE SIG authors were likely to be different in at least two ways. First, because we specified to the editors to please invite the three authors they edited the most often, we knew the authors were likely to have experience in the editing process. Second, we knew they were likely to think the editing process was beneficial. If they did not find editing to be a beneficial process, it is likely they would try to avoid editing so that they were unlikely to be one of the most frequently edited authors.

Authors who were invited by STC TE SIG members had significantly more of their work proofread, copyedited, and comprehensively edited than other respondents. However, other participants' work responsibilities included significantly more writing than the TE SIG authors. STC-invited

TABLE 11: MOST OFTEN USED EDITING MODE BY ADVANCED VS. NATIVE WRITERS OF ENGLISH

	Advanced—My skills are very good; I have occasional difficulty, % (n)	Native—I am native in English. I rarely have any difficulty, % (n)	Total, % (n)
Meet with the editor in person and get comments	9 (8)	4 (8)	5 (16)
Receive comments electronically (in Word, PDF, etc.)	44 (39)	30 (68)	34 (107)
Receive comments on paper	9 (9)	22 (50)	19 (59)
Receive comments on paper and then meet with the editor	9 (8)	17 (38)	15 (46)
Receive comments electronically and then meet with the editor	3 (8)	9 (21)	9 (29)
Meet with the editor in person and then receive comments electronically	9 (3)	3 (6)	3 (9)
Meet with the editor in person and then receive comments on paper	6 (8)	6 (14)	7 (22)
Receive comments in person, on paper, and electronically	8 (5)	11 (25)	10 (30)
Total respondents*	**88**	**230**	**318**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

authors were also more likely to have their writing edited because it is required by the company, whereas discussion list–invited authors were more likely to request to have their writing edited (Table 13). In essence, TE SIG–invited authors were more likely to have a job that involved less writing but required editing more often (resulting in more editing being performed) than authors invited through other methods, although 24% of TE SIG–invited authors do ask for their writing to be edited.

STC-invited authors also used different editing delivery modes than discussion list–invited authors. STC-invited authors received more comments on paper, whereas discussion list–invited authors received more electronic comments (Table 14). Their preferences, however, were not significantly different.

Respondents invited by various discussion lists were significantly more likely to ignore copyediting comments (17% versus 5%) and proofreading comments (20% versus 9%) than respondents invited by TE SIG members. However, when asked about their response to a comment they do not agree with, STC-invited authors were nearly twice as likely to ignore it (22% versus 12%; Table 15).

The TE SIG authors were also significantly more likely to accept a comment than other authors if it was written by their manager, if it was about grammar, or in the case of limited time. TE SIG authors found "I would increase the size of the typeface in these headings" and "The size of the typeface in these headings should be increased" signifi-

TABLE 12: MODE USED MOST OFTEN BY AGE

	21–30, %	31–40, %	41–50, %	51–60, %	61–70, %	71 or older, %	I prefer not to say, %
Meet with the editor in person and get comments	6	4	6	5	12	0	13
Receive comments electronically (in Word, PDF, etc.)	48	32	31	25	53	100	25
Receive comments on paper	5	19	23	21	12	0	38
Receive comments on paper and then meet with the editor	6	15	12	17	24	0	25
Receive comments electronically and then meet with the editor	22	13	7	10	0	0	0
Meet with the editor in person and then receive comments electronically	4	3	4	4	0	0	0
Meet with the editor in person and then receive comments on paper	3	5	6	12	0	0	0
Receive comments in person, on paper, and electronically	6	9	11	7	0	0	0

TABLE 13: REASONS FOR EDITING BY INVITATION METHOD

	Everyone else, % (n)	Invited by TE SIG, % (n)	Total, % (n)
Editing is required by our company.	38 (82)	55 (126)	47 (208)
It is common at our company to ask to have your work edited (but it is not required).	26 (55)	21 (48)	23 (103)
I ask for my writing to be edited.	36 (77)	24 (54)	30 (131)
Total respondents	**214**	**228**	**442**

TABLE 14. MOST USED EDITORIAL MODE BY INVITATION METHOD

	Everyone else, % (n)	Invited by TE SIG, % (n)	Total, % (n)
Meet with the editor in person and get comments	6 (12)	6 (13)	6 (25)
Receive comments electronically (in Word, PDF, etc.)	43 (92)	30 (63)	35 (155)
Receive comments on paper	10 (22)	24 (55)	17 (77)
Receive comments on paper and then meet with the editor	10 (22)	15 (35)	13 (57)
Receive comments electronically and then meet with the editor	13 (28)	12 (28)	13 (56)
Meet with the editor in person and then receive comments electronically	4 (9)	2 (5)	3 (14)
Meet with the editor in person and then receive comments on paper	5 (10)	7 (15)	6 (25)
Receive comments in person, on paper, and electronically	10 (21)	7 (17)	9 (38)
Total respondents*	**216**	**231**	**447**

◆ **Percentages do not equal 100% because of rounding of individual categories.*

TABLE 15. RESPONSES TO COMMENTS AUTHORS DON'T AGREE WITH BY INVITATION METHOD

	Everyone else, % (n)	Invited by TE SIG, % (n)	Total, % (n)
I ignore it.	12 (26)	22 (51)	17 (77)
I follow the suggestion.	2 (5)	3 (7)	3 (12)
I ask someone who is not the editor about it.	9 (20)	7 (17)	8 (37)
I ask the editor about it.	77 (164)	68 (157)	72 (321)
Total respondents*	**215**	**232**	**447**

◆ **Percentages do not equal 100% due to rounding of individual categories.*

cantly more obligating than other authors. Finally, TE SIG authors rated their overall editing experiences significantly more positively than the other authors.

DISCUSSION

Looking at the results by topic rather than by group differences as presented in the Results section, there are four main areas in which our groups differed: their professional experience with editing, their past personal experiences with editing, the modes in which they are edited, and their reactions to comment styles.

Professional experience with editing

Professional experience with editing includes how much of respondents' work responsibilities is writing, why they are edited, and how much of their writing receives proofreading, copyediting, and comprehensive editing.

In terms of the percentage of work responsibilities being writing, we had four significant differences between the groups. Women had more writing responsibilities in their positions than the men in our sample. Those who rated their writing abilities lower (3) had fewer writing responsibilities than those who rated them higher (4, 5, and 6). However, those who rated their speaking skills as superior (5) actually had significantly more writing as part of their job than native speakers (a rating of 6). Those invited by the TE SIG members had fewer writing responsibilities than those invited by other methods.

Only two groups had significant differences as to why they were edited. TE SIG respondents were more likely to have their work edited because the company requires it and less likely to have their work edited because they ask. Similarly, native speakers (6) were more likely to have their writing edited because the company requires it and less likely because they ask for it than advanced speakers (4).

When we asked respondents what percentage of their work received proofreading, copyediting, and comprehensive editing, an interesting distinction occurred. Native speakers of American English, U.S.-born authors, authors invited by the TE SIG members, women, and higher-rated speakers, readers, and writers of American English had significantly more of their work proofread and copyedited than their counterparts.

In contrast, for comprehensive editing, only women and those edited by the TE SIG members received significantly more comprehensive editing than their counterparts. Native language; ability in reading, writing, or speaking American English; and country of birth were not significantly different for how much of their work was comprehensively edited.

Personal experiences with editing

Our groups perceived editing differently in two main ways. First, in terms of the overall value of editing, those born in the U.S. assessed its value more highly than those born elsewhere. However, other cross-cultural divisions, such as native/nonnative speaker of English or country of birth, showed no significant differences.

Second, when asked to rate their overall past editing experiences, two trends appeared. Native speakers of English, U.S.-born respondents and those invited by the TE SIG all evaluated their past experiences significantly higher than their counterparts. Additionally, older respondents rated their past experiences significantly higher than younger groups. (Those 21–30 and 41–50 years of age were significantly lower than those 51–60 and 61–70 years of age; those 31–40 years of age were significantly lower than those 51–60 years of age.) That these groups show similar results is expected, because they overlap significantly (see demographics section for a description of the overlap).

However, we do not know why the older, U.S. born authors invited by TE SIG members rate their past experiences more positively. Are they culturally more comfortable? Are they experiencing superior editing by a TE SIG member? Are the authors more mature? To try to determine the reason behind the difference, we controlled for each variable and ran the statistical tests again—testing just the 21–30 yr olds on each variable, for example, and then the 31–40 yr olds, to control for age differences. Each variable was controlled for in turn, but unfortunately, there were not enough respondents in the subcategories for the statistical tests to be accurate (20% of missing groups is acceptable; these variables ranged from 38% to 73% missing).

Modes of editing

Groups showed significant differences when they were asked about the mode they used most often and the mode they preferred for receiving editing.

Editorial mode most used. For the mode most used, U.S.-born respondents, TE SIG–invited respondents, and American English speakers, readers, and writers differed significantly from their counterparts. Two main groupings became evident. Generally, U.S.-born, TE SIG–invited, and native speakers, writers, and readers, 31 yr of age and older received paper comments alone, had a meeting with the editor and then received paper comments, and used all three methods (in person, electronic, and on paper) more often than their counterparts (see Results section for exact differences).

In the other group, those born outside the U.S., those younger than 30 yr of age, those invited by other methods than the TE SIG, and those with advanced or superior reading, writing, and speaking skills received electronic

comments alone more often, met with an editor alone more often, and received electronic comments followed by a meeting with the editor more often.

Therefore, we have significant differences by country of birth, language ability, method of invitation, and age—but we also know that TE SIG–invited authors are significantly likely to be older, born in the U.S., and native speakers. As a result, there may be an underlying factor that affects the mode, or every factor may affect mode choice. We attempted to control the variables again to determine whether one variable had more of an impact, but there were not enough respondents to accomplish this.

Preferred editorial mode. In terms of preferences, U.S.-born respondents generally preferred comments on paper, paper comments followed by a meeting with an editor, a meeting followed by paper comments, and all three methods together more often than their counterparts. Those born outside the U.S. and those with advanced and superior reading and speaking ratings generally preferred electronic comments, electronic comments followed by a meeting with the editor, and in-person meetings more often.

More interesting than these two results, however, is that there were not that many significant differences. There was no difference between those invited by TE SIG members or those invited by other methods. There was no native language difference and no English writing ability difference. The only three results that were significant were country of birth (U.S. or elsewhere) and speaking and reading ability. However, here also, U.S.-born respondents were more likely to be native speakers and readers, so is it place of birth or language ability? Or is it a larger underlying factor, such as native culture?

Reactions to editorial comments

We began asking about authors' reactions to editorial comments by asking them whether they usually followed proofreading, copyediting, and comprehensive comments. Native speakers of English, U.S.-born respondents, TE SIG–invited authors, and native speakers and writers typically follow proofreading and copyediting comments more than their counterparts. There was no difference between groups of typical acceptance of comprehensive comments; considering all respondents together, 72% usually follow comprehensive comments.

We examined factors of comments to determine whether there were differences in how likely comments are to be accepted—including the time available for making the changes, the type of comment (grammar, style, and so forth), whether the author agrees with it or not, and where the editor is located in the company hierarchy. Only a few significant differences were found. When time is limited or the comment is grammatical, TE SIG–invited authors were more likely to make the change. When the comment is made by a manager, TE SIG–invited authors, those younger than 30 yr of age, and those who rate their speaking skills as intermediate were all more likely to adopt the comment than their counterparts. For style comments in general, intermediate speakers were more likely to make the change than superior or advanced speakers. When the comment is a style suggestion and the author disagrees, those with lower speaking, reading, and writing ratings were more likely to make the change anyway, whereas TE SIG members were more likely to ignore the suggestion.

In terms of how obligating different comment types were observed to be, five of the eight comment types listed by Mackiewicz and Riley (2003) had significant differences between groups. For three of them, "I would . . . ," "The size should . . . ," and "You should . . . ," native speakers of American English, U.S.-born respondents, and those invited by the TE SIG generally found them more obligating than their counterparts. Women found the statement beginning "Increase" significantly more obligating than men.

Only one comment was found to be more obligating to those with intermediate, advanced, or superior reading, writing, and speaking abilities compared with native speakers, readers, and writers—the statement, "You could . . . ; that's just a suggestion."

Editing TE SIG–invited authors

Our respondents who were invited by TE SIG members have less writing required in their positions than respondents invited in other ways, but experience more editing; this editing is most often required, but occurs at the author's request nearly one third of the time, and they experience significantly more of all three types of editing occurring on their work. They receive editing through electronic comments most often (30%), followed by comments on paper (24%), but are not different from other respondents in the modes they prefer.

In their behavior, they are confident but conscientious. They're sensitive to comments, being significantly more likely than their counterparts to accept editing comments if their editor is a manager, when time is limited, or when the comment is about grammar. They found "I would increase the size of the typeface in these headings" and "The size of the typeface in these headings should be increased" more obligating than the other respondents. They follow proofreading and copyediting comments more often than their counterparts—much more often. Typically, 95% of the authors invited by TE SIG members follow proofreading comments, whereas 83% of non–TE SIG–invited respondents do. For copyediting, 91% typically follow these comments versus only 80% of others.

However, they are confident in what they know: they are almost twice as likely to ignore a comment they do not agree with. Overall, they rate their past editing experiences significantly more positively than their counterparts.

Editing nonnative speakers

Authors with lower self-assessed speaking, reading, and writing abilities, nonnative speakers of American English, and those born outside the U.S. are generally more conservative in the editing process (see individual sections for specific results). They frequently ask for their writing to be edited, and less of their total writing is edited in general. They use electronic comments, electronic comments followed by a meeting with the editor, and meetings with the editor more often than native speakers, and they receive comments on paper less often. They are more likely to evaluate their past editing experiences more negatively.

They generally react to comments differently. They will follow style comments even when they disagree significantly more often than authors with higher self-assessed abilities. They are less likely to ignore an editor's comments they do not agree with compared with native speakers and more likely to ask questions about them. They find the comment "You could . . . ; that's just a suggestion," and "you should," "I would," and "should be" statements significantly more obligating than native speakers, and they prefer an imperative suggestion followed by a benefit of following the suggestion more often than native speakers do.

FUTURE RESEARCH

As with all studies, there are more questions to be answered. For example, what is the cause behind the significantly different modes being used by authors? Is the heavy use of electronic comments a factor of editing at a distance, convenience, or both? Why are editors not working in their preferred mode more often?

Also, why do younger, nonnative, non-U.S.-born, non–TE SIG–edited authors have lower overall ratings of their past editing experience? Could this difference be because of the cross-cultural differences implied in the literature review: that editing is a more comfortable experience in the confrontational U.S. culture? Or could the amount of editing experience have an effect on the author's behavior and appreciation for editing? We know that TE SIG–invited authors behave differently than other authors, and it is highly likely that they have more experience than authors invited through other methods, because they are one of the three most frequently edited authors of their editor. Are the authors gaining more experience and learning from earlier incidents, resulting in their experiences becoming more positive, leading to a better overall evaluation of their past editing experiences?

The positive overall experiences of authors edited by TE SIG editors may be also be because of higher-quality editing performed by these editors, so higher overall ratings of past relationships may be because of the abilities of the editor. Chronological age may also be a factor—younger authors had lower ratings of their experience.

Another interview question would be about the obligation of comments. Women and native speakers of American English found "Increase the size of the typeface in these headings. That will make it easier for the reader to differentiate the headings from the body text" significantly more obligating than men and nonnative speakers. Men and U.S.-born respondents found "You should probably increase the size of the typeface in these headings" significantly more obligating than women and authors born outside the U.S. "I would increase the size of the typeface in these headings" and "The size of the typeface in these headings should be increased" were found to be significantly more obligating to native speakers of American English. Do native speakers of American English have an easier time understanding indirect politeness and therefore find the comment more obligating? Also, why are women and men interpreting comments differently?

Finally, why are native speaking, U.S.-born, and TE SIG–edited authors significantly more likely to follow proofreading and copyediting comments than their counterparts, but there is no significant difference in how often these groups follow comprehensive comments? Why are 15% to 25% of those who are born outside of the U.S., who are native speakers of other languages, who have lower self-rated language skills, and who were invited by other means, typically ignoring copyediting and proofreading comments? Why does only 72% of the entire group of respondents typically follow comprehensive editing suggestions? Are there different models, processes, or conceptions of editing between these groups? Do these results indicate a widespread difference in editorial practice? Or could the difference be because of another cause entirely—perhaps the nonnative speakers are simply more confident in their writing and a larger percentage of them therefore ignore the simpler comments?

To begin to answer these questions, we plan to extend our study by conducting interviews with both writers and editors. Of our respondents, 59% generously agreed to be interviewed.

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APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS

	Level of significance	Statistic		
Ages of groups				
Native and nonnative speakers of American English by age	0.000	$X^2(6, N = 417) = 32.569$		
TE SIG-invited authors and others by age	0.000	$X^2(6, N = 417) = 33.353$		
U.S.-born authors and others by age	0.000	$X^2(6, N = 417) = 44.326$		
English speaking rating by age	0.000	$X^2(18, N = 415) = 79.658$		
English reading rating by age	0.000	$X^2(18, N = 415) = 61.575$		
English writing rating by age	0.000	$X^2(18, N = 414) = 64.906$		
Native language differences			**Native American English speakers**	**Native Speakers of other languages**
What percentage of your writing is proofread?	0.001	$U(446) = -3.255$	242.20	205.13
What percentage of your writing is copyedited?	0.008	$U(447) = -2.634$	239.72	208.77
How would you rate your past editing experiences, on a scale of 1 (all negative) to 5 (all positive)?	0.044	$U(448) = -2.014$	234.44	214.82
What editing mode do you most often use?	0.000	$X^2(7, N = 447) = 30.207$		
Do you usually follow proofreading comments?	0.001	$X^2(1, N = 449) = 10.353$		
Do you usually follow copyediting comments?	0.005	$X^2(1, N = 449) = 7.932$		
How obligating do you find this statement: I would increase the size of the typeface in these headings.	0.004	$U(321) = -2.851$	174.09	144.91
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.001	$U(320) = -3.456$	174.24	141.01
What comment are you most likely to follow (ESOP example)?	0.027	$X^2(7, N=408) = 15.788$		
U.S.-born vs. born elsewhere differences			**U.S. born**	**Born elsewhere**
What percentage of your writing is proofread?	0.000	$U(446) = -4.222$	249.81	201.52
What percentage of your writing is copyedited?	0.003	$U(447) = -2.937$	242.91	208.26
How likely are you to follow proofreading comments?	0.000	$X^2(1, N = 449) = 19.502$		
How likely are you to follow copyediting comments?	0.002	$X^2(1, N = 449) = 10.078$		

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

U.S.-born vs. elsewhere differences			Native American English Speakers	Native Speakers of other languages
What editing mode do you prefer?	0.041	$X^2(7, N = 445) = 14.600$		
What editing mode do you most often use?	0.000	$X^2(7, N = 447) = 39.153$		
How would you rate your past editing experiences, on a scale of 1 (all negative) to 5 (all positive)?	0.002	$U(448) = -3.088$	241.02	210.81
How valuable do you think the editing process is, on a scale of 1 (not valuable) to 5 (very valuable)?	0.028	$U(446) = -2.197$	235.11	213.80
How obligating do you find this statement: I would increase the size of the typeface in these headings.	0.011	$U(321) = -2.553$	173.33	147.30
How obligating do you find this statement: You should probably increase the size of the typeface in these headings.	0.041	$U(335) = -2.047$	178.12	156.80
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.001	$U(320) = -3.356$	178.78	142.73
Invitation method			**Invited by TE SIG**	**Invited by another method**
What percentage of your writing is proofread?	0.000	$U(446) = 20.447$	248.23	196.69
What percentage of your writing is copyedited?	0.000	$U(447) = 17.607$	247.73	198.40
What percentage of your writing is comprehensively edited?	0.007	$U(448) = 7.264$	239.08	208.84
How likely are you to follow proofreading comments?	0.001	$X^2(1, N = 449) = 11.410$		
How likely are you to follow copyediting comments?	0.000	$X^2(1, N = 449) = 16.796$		
What editing mode do you most frequently use?	0.001	$X^2(7, N = 447) = 24.662$		
Why is your writing edited?	0.001	$X^2(2, N = 442) = 13.392$		
What percentage of your job responsibilities is writing?	0.041	$U(444) = 4.183$	211.23	234.83
How would you rate your past editing experiences, on a scale of 1 (all negative) to 5 (all positive)?	0.001	$U(448) = 11.097$	240.16	207.69

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

			Invited by TE SIG	Invited by another method
If you disagree with an editor's comment, what are you most likely to do?	0.042	$X^2(3, N = 447) = 8.211$		
How likely are you to follow a comment if the editor is your manager?	0.035	$U(408) = 4.432$	214.92	191.94
How likely are you to follow a comment if the comment is about a grammatical error, such as a comma splice?	0.017	$U(412) = 5.734$	218.17	192.32
How likely are you to follow a comment if your time is limited?	0.050	$U(408) = 3.834$	214.59	192.46
How obligating do you find this statement: I would increase the size of the typeface in these headings.	0.023	$U(321) = 5.192$	171.01	147.56
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.017	$U(320) = 5.708$	170.84	146.33
Sex differences (all cultures together)			**Men**	**Women**
What percentage of your writing is proofread?	0.009	$H(1, N = 408)=6.874$	184.01	214.52
What percentage of your writing is copyedited?	0.002	$H(1, N = 408) = 9.304$	179.97	216.50
What percentage of your writing is comprehensively edited?	0.029	$H(1, N = 409) = 4.766$	188.26	213.16
What percentage of your job responsibilities is writing?	0.002	$H(1, N = 405) = 9.699$	178.47	214.99
How obligating do you find this statement: You should probably increase the size of the typeface in these headings.	0.021	$H(1, N = 329) = 5.300$	181.86	156.65
How obligating do you find this statement: Increase the size of the typeface in these headings. That will make it easier for the reader to differentiate the headings from the body text.	0.012	$H(1, N = 226) = 6.322$	98.16	120.67
Self-reported English writing skills				
What percentage of your job responsibilities is writing?	0.019	$H(3, N = 411) =9.967$		
Intermediate (3) vs. Advanced (4)	0.033	$U(109) = -2.134$	3 group 43.40	4 group 58.28
Intermediate (3) vs. Superior (5)	0.003	$U(97)= -2.974$	3 group 35.04	5 group 53.59
Intermediate (3) vs. Native (6)	0.040	$U(253) = -2.058$	3 group 99.10	6 group 129.92

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

Self-reported English writing skills				
Superior (5) vs. Native (6)	0.039	$U(302) = -2.067$	5 group 168.88	6 group 145.96
What percentage of your writing is proofread?	0.000	$H(3, N = 413) = 26.503$		
Intermediate (3) vs. Advanced (4)	0.007	$U(110) = -2.691$	3 group 69.75	4 group 51.94
Advanced (4) vs. Superior (5)	0.016	$U(161) = -2.412$	4 group 74.01	5 group 89.42
Advanced (4) vs. Native (6)	.000	$U(318) = -5.030$	4 group 120.23	6 group 174.53
What percentage of your writing is copyedited?	.010	$H(3, N = 414) = 11.447$		
Advanced (4) vs. Native (6)	.001	$U(317) = -3.284$	4 group 132.52	6 group 169.02
Why do you have your writing edited?	*An omnibus was conducted, but more than 20% of cells had fewer than 5 respondents, endangering the accuracy of the test.*			
Advanced (4) vs. Native (6)	0.020	$X^2(2, N = 318) = 7.871$		
What mode are you most often edited in?	0.000	$H(21, N = 414) = 50.764$		
Advanced (4) vs. Native (6)	0.013	$X^2(7, N = 318) = 17.868$		
Do you usually follow proofreading comments (yes or no)?	0.000	$H(3, N = 415) = 31.439$		
Advanced (4) vs. Superior (5)	0.011	$X^2(1, N = 161) = 6.417$		
Advanced (4) vs. Native (6)	0.000	$X^2(1, N = 318) = 27.972$		
Do you usually follow copyediting comments (yes or no)?	0.014	$H(3, N = 415) = 10.600$		
Advanced (4) vs. Native (6)	0.020	$X^2(1, N = 318) = 5.396$		
What do you typically do if you don't agree with a comment?	0.008	$H(9, N = 415) = 22.134$		
Advanced (4) vs. Native (6)	0.025	$X^2(1, N = 318) = 9.357$		
How likely are you to follow a comment if it is about style and you don't agree with it?	0.002	$H(3, N=410) =14.560$		
Intermediate (3) vs. Advanced (4)	0.050	$U(111) = -1.960$	3 group 67.50	4 group 52.99
Intermediate (3) vs. Superior (5)	0.008	$U(93) = -2.641$	3 group 59.65	5 group 42.84
Intermediate (3) vs. Native (6)	0.001	$U(252) = -3.228$	3 group 172.50	6 group 121.88
Advanced (4) vs. Native (6)	0.017	$U(317) = -2.393$	4 group 178.53	6 group 151.50
How obligating do you find the following statement: You could increase the size of the typeface in these headings. That's just a suggestion.	0.002	$H(3, N = 294) = 14.516$		
Intermediate (3) vs. Native (6)	0.039	$U(179) = -2.062$	3 group 119.00	6 group 87.93
Advanced (4) vs. Native (6)	0.001	$U(228) = -3.234$	4 group 137.36	6 group 106.15
Superior (5) vs. Native (6)	0.039	$U(221) = -2.067$	5 group 126.25	6 group 106.07
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.017	$H(3, N = 320) = 10.230$		
Intermediate (3) vs. Native (6)	0.015	$U(203) = -2.425$	3 group 66.11	6 group 104.66
Advanced (4) vs. Native (6)	0.034	$U(250) = -2.123$	4 group 108.78	6 group 130.90

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

Self-reported English reading skills				
What percentage of your writing is proofread?	0.000	$H(3, N = 414) = 20.006$		
Intermediate (3) vs. Advanced (4)	0.018	$U(59) = -2.374$	3 group 41.28	4 group 27.97
Advanced (4) vs. Native (6)	0.000	$U(313) = -3.579$	4 group 117.21	6 group 164.56
Superior (5) vs. Native (6)	0.002	$U(355) = -3.154$	5 group 150.6	6 group 187.56
What percentage of your writing is copyedited?	0.022	$H(3, N = 415) = 9.602$		
Advanced (4) vs. Native (6)	0.024	$U(312) = -2.257$	4 group 190.11	6 group 150.09
Superior (5) vs. Native (6)	0.014	$U(355) = -2.461$	5 group 156.30	6 group 185.70
Why do you have your writing edited?	*An omnibus was conducted, but more than 20% of cells had fewer than 5 respondents, endangering the accuracy of the test.*			
Advanced (4) vs. Native (6)	0.043	$X^2(2, N = 313) = 6.276$		
What mode are you most often edited in?	0.001	$X^2(21, N = 415) = 48.862$		
Superior (5) vs. Native (6)	0.000	$X^2(7, N = 355) = 27.807$		
What mode do you prefer to be edited in?	*An omnibus was conducted, but more than 20% of cells had fewer than 5 respondents, endangering the accuracy of the test.*			
Superior (5) vs. Native (6)	0.004	$X^2(7, N = 353) = 20.914$		
Do you usually follow proofreading comments (yes or no)?	0.000	$X^2(3, N = 416) = 31.338$		
Superior (5) vs. Native (6)	0.000	$X^2(1, N = 356) = 24.108$		
What do you typically do if you don't agree with a comment?	0.017	$X^2(9, N = 415) = 20.097$		
Superior (5) vs. Native (6)	0.021	$X^2(3, N = 356) = 9.700$		
How likely are you to follow a comment if it is about style, such as rewording a sentence, and you don't agree with the editor?	0.015	$H(3, N = 411) = 10.470$		
Advanced (4) vs. Superior (5)	0.016	$U(140) = -2.398$	4 group 81.36	5 group 64.47
Advanced (4) vs. Native (6)	0.003	$U(312) = -2.926$	4 group 190.11	6 group 150.09
How obligating do you find the following statement: You could increase the size of the typeface in these headings. That's just a suggestion.	0.000	$H(3, N=296) = 20.359$		
Advanced (4) vs. Native (6)	0.000	$U(233) = -3.838$	4 group 156.39	6 group 110.04
Superior (5) vs. Native (6)	0.002	$U(257) = -3.030$	5 group 154.15	6 group 121.51
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.003	$H(3, N = 320) = 14.070$		
Advanced (4) vs. Native (6)	0.012	$U(252) = -2.501$	4 group 99.03	6 group 131.08
Superior (5) vs. Native (6)	0.007	$U(278) = -2.719$	5 group 115.56	6 group 146.37

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

Self-reported English speaking skills				
What percentage of your writing is proofread?	0.000	$H(3, N = 414) = -20.484$		
Advanced (4) vs. Native (6)	0.000	$U(332) = -4.345$	4 group 123.89	6 group 177.48
Superior (5) vs. Native (6)	0.043	$U(333) = -2.019$	5 group 147.29	6 group 172.16
What percentage of your writing is copyedited?	0.013	$H(3, N = 415) = 10.790$		
Advanced (4) vs. Native (6)	0.000	$U(332) = -3.082$	4 group 135.55	6 group 174.47
What mode are you most often edited in?	0.009	$X^2(21, N = 415) = 39.248$		
Advanced speakers vs. Native speakers	0.005	$X^2(7, N = 333) = 20.183$		
What mode do you prefer to be edited in?	*An omnibus was conducted, but more than 20% of cells had fewer than 5 respondents, endangering the accuracy of the test.*			
Advanced speakers vs. Native speakers	0.019	$X^2(7, N = 331) = 16.741$		
Do you usually follow proofreading comments (yes or no)?	0.000	$X^2(3, N = 416) = 32.938$		
Advanced (4) vs. Native (6)	0.000	$X^2(1, N = 333) = 27.777$		
Superior (5) vs. Native (6)	0.000	$X^2(1, N = 333) = 16.098$		
How likely are you to follow a comment if the editor is your manager?	0.047	$H(3, N = 407) = 7.970$		
Intermediate (3) vs. Advanced (4)	0.020	$U(81) = -2.331$	3 group 27.04	4 group 43.43
Intermediate (3) vs. Native (6)	0.017	$U(272) = -2.393$	3 group 87.33	6 group 138.77
How likely are you to follow a comment if it is about style, such as rewording a sentence, and you don't agree with the editor?	0.005	$H(3, N = 411) = 13.027$		
Intermediate (3) vs. Superior (5)	0.010	$U(78) = -2.568$	3 group 54.69	5 group 37.11
Intermediate (3) vs. Native (6)	0.012	$U(276) = -2.514$	3 group 191.88	6 group 135.86
Advanced (4) vs. Superior (5)	0.014	$U(135) = -2.451$	4 group 75.94	5 group 59.70
Advanced (4) vs. Native (6)	0.020	$U(332) = -2.327$	4 group 190.03	6 group 160.33
How likely are you to follow a comment if it is about style, such as rewording a sentence?	0.025	$H(3, N=407) = 9.343$		
Advanced (4) vs. Superior (5)	0.009	$U(132) = -2.630$	4 group 74.89	5 group 58.11
Advanced (4) vs. Native (6)	0.008	$U(329) = -2.649$	4 group 191.38	6 group 158.38
How obligating do you find the following statement: You could increase the size of the typeface in these headings. That's just a suggestion.	0.000	$H(3, N = 296) = 17.814$		
Intermediate (3) vs. Native (6)	0.041	$U(207) = -2.045$	3 group 148.36	6 group 102.45
Superior (5) vs. Native (6)	0.000	$U(245) = -3.683$	5 group 157.39	6 group 115.26
How obligating do you find this statement: The size of the typeface in these headings should be increased.	0.001	$H(3, N = 320) = 15.414$		
Intermediate (3) vs. Native (6)	0.041	$U(222) = -2.039$	3 group 64.00	6 group 113.05
Advanced (4) vs. Native (6)	0.001	$U(262) = -3.409$	4 group 98.13	6 group 138.80

APPENDIX A: FULL STATISTICAL INFORMATION FOR RESULTS (CONTINUED)

Age				
How would you rate your past editing experiences, on a scale of 1 (all negative) to 5 (all positive)?	0.026	$H(5, N = 409) = 12.717$		
21–30 vs. 51–60	0.012	$U(165) = -2.521$	21 − 30 = 75.03	51 − 60 = 90.68
21–30 vs. 61–70	0.036	$U(98) = -2.095$	21–30=47.22	61 − 70 = 60.38
31–40 vs. 51–60	0.039	$U(195) = -2.069$	31 − 40 = 92.32	51 − 60 = 105.51
41–50 vs. 51–60	0.009	$U(199) = -2.622$	41 − 50 = 92.64	51 − 60 = 110.07
41–50 vs. 60–70	0.031	$U(132) = -2.160$	41 − 50 = 64.34	61 − 70 = 81.12
How likely are you to follow a comment if the editor is your manager?	0.008	$H(5, N = 400) = 15.724$		
21–30 vs. 41–50	0.002	$U(192) = -3.099$	21−30 = 110.51	41 − 50 = 86.70
21–30 vs. 61–70	0.021	$U(95) = -2.309$	21 − 30 = 50.78	61 − 70 = 34.25
What mode do you use most frequently?	*An omnibus was conducted, but more than 20% of cells had fewer than 5 respondents, endangering the accuracy of the test.*			
21–30 vs. 31–40	0.011	$X^2(7, N = 192) = 18.262$		
21–30 vs. 41–50	0.000	$X^2(7, N = 195) = 26.441$		
21–30 vs. 51–60	0.000	$X^2(7, N = 165) = 27.908$		

◆ **The symbol U* denotes the Mann-Whitney test, the nonparametric version of the *t*-test; the average rank that is provided in the following columns is the nonparametric version of a mean. The symbol *H* denotes the Kruskall-Wallis test, the nonparametric version of the ANOVA test; average ranks are not provided because multiple groups are being compared, and a Mann-Whitney must be conducted between individual groups to determine where the difference or differences exist. The symbol X^2 denotes the contingency table test, or crosstabs, test; it is used on verbal data, so no rankings can be provided.

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