CHAPTER 5

Analysis and interpretation of empirical findings

5.1 INTRODUCTION

The aim of this study, as outlined in Chapter 1, is to identify a list of core tasks and skills that are relevant to the work of all South African editors. In order to accomplish this aim, a literature review and empirical investigation were conducted. This chapter reports on and interprets the findings of the questionnaire used in the study, and of the semi-Delphi study conducted using these findings.

Section 5.2 outlines the preliminary data analysis, and briefly describes the tabulation and coding of the collected data. Section 5.3 reports on the reliability of the research instrument and discusses the use of the Cronbach alpha coefficient in determining the internal reliability of the instrument, which is an important measure of the degree to which the instrument may be depended upon to obtain trustworthy data.

Section 5.4 presents the descriptive analysis of the data sets. More specifically, Section 5.4 provides an outline of the demographic profile of the survey respondents and contextualises their working profile. This is of importance for the study as it demonstrates how representative the sample is of the population. The bulk of Section 5.4, however, presents the analyses of the measures of central tendency and dispersion of the data sets. These analyses focus on the identification of shared skills among editors from various sectors, and also investigate the level of agreement among respondents regarding the relevance of the skills. The results for each sector are analysed in order to identify important skills for each sector, followed by a comparison of the sectors' results. This comparison is used to identify shared skills across sectors, leading to a preliminary narrowed-down list of core tasks and skills that is used for the next step in the methodology, the significance testing.

Section 5.5 outlines the relevance of the significance test applied to the data sets, and explains how the application of this test was useful for identifying core tasks and skills. More specifically, the significance test was used to determine the level of confidence that may be assumed for the inclusion of each task or skill in the final list of core standards. The results of the significance test were therefore used to identify the final core tasks and skills which formed the basis of the list of core standards. Section 5.6 reports on the findings of the semi-Delphi study and outlines

the importance of this stage of the study in ensuring the acceptability of the final list of core standards.

5.2 PRELIMINARY DATA ANALYSIS

According to Aaker and Day (1990:432), all studies involving data analysis require the data sets to be coded and tabulated. The process of coding and tabulation is done before the data is analysed and allows for the effective presentation and processing of the data. The coding and tabulation of the data sets for the study are discussed below.

5.2.1 Coding

McDaniel and Gates (2002:465) define coding as the process of "grouping and assigning numerical codes to the various responses to a particular question". Closed-ended questions (such as those used in this study's research instrument) are normally assigned values during the design of the research instrument and are therefore pre-coded. In the questionnaire used for this study, the questions are grouped into three main sections: Section A solicits demographic data, Section B deals with the textual dimension of editing, and Section C deals with the extra-textual dimension of editing. Appendix F presents the variable codes and the assigned values for the responses to the questionnaire.

5.2.2 Tabulation

Tabulation is the "orderly arrangement of data in a table or other summary format achieved by counting the frequency of responses to each question" (Churchill, 1995:84). The frequency of responses may be presented as the number of responses per question, or as a percentage. This frequency distribution typically involves counting the number of responses per question and then presenting the raw data in a table. This raw data can then be used to conduct further statistical tests.

Appendix G presents the frequency distribution for the responses received to the questions in Sections B and C of the research instrument. The table presents the frequency distribution of the responses from each industry sector (editing for book publishing, editing for the mass media, technical editing and academic editing).

5.2.3 Categories and groups of skills

Prior to the statistical processing of the data, the categories of tasks and skills identified were further classified into groups. Each group reflects similar tasks and skills. This was done in order to facilitate the reliability testing and to identify patterns through an analysis of the means and standard deviations more easily. The classification of these additional groups was done based on the literature review. In total, 15 groups were identified from the initial classification of nine categories. The categories and groups are distinguished as follows:[1]

	Categories	Groups of skills
Textual dimension	1. Copyediting	1. Correcting for pre-set rules 2. Correcting for consistency 3. Correlating parts
	2. Stylistic editing	4. Tailoring the language 5. Smoothing the language
	3. Structural editing	6. Editing the physical structure 7. Editing the conceptual structure
	4. Content editing	8. Micro-level content editing 9. Macro-level content editing
	5. Proofreading	10. Correcting errors in proofs or print-ready pages
Extra-textual dimension	6. Technical skills	11. Project management 12. Skills relating to technology
	7. Personal and interpersonal skills	13. Personal traits
	8. Procedural skills	14. Project coordination and industry knowledge
	9. Specialised knowledge	15. Expertise

Table 5.1: Categories and groups of tasks and skills

5.3 RELIABILITY ANALYSIS

The Cronbach alpha method was selected to determine the reliability of the measurement instrument used in this study, as discussed in Section 4.6.1. In order to test a measurement instrument's reliability, the instrument's Cronbach alpha coefficient is calculated. If the items in the instrument are correlated with one another and their Cronbach alpha coefficient is close to 1, then the instrument is deemed internally consistent and reliable (Pietersen & Maree, 2007b:216). As discussed in Section 4.6.1, Cronbach alpha coefficients of 0.60 and lower are

[1] See Appendix E for a full list of the groups and the items included in each group.

deemed unacceptable, while higher values are indicative of reliability, with the reliability increasing in acceptability as the coefficient value increases (Pietersen & Maree, 2007b:216). With regard to the correlation of the items, acceptable inter-item correlation is set at > 0.15 and < 0.50. However, higher inter-item correlation may occur on groups that contain only a few items, since there are fewer items to correlate. The reliability measures for the entire sample are presented in Table 5.2.

Group	Items	N	Cronbach alpha	Inter-item correlation
1. Correcting for pre-set rules	BA1, BA2, BA3, BA4, BA5, BA6, BA7, BA8, BA9, BA10, BA11, BA12, BA13, BA14, BA15, BA26, BA28, BA29, BA31, BA32, BA37	21	.900*	.300**
2. Correcting for consistency	BA16, BA17, BA18, BA19, BA20, BA21, BA22, BA23, BA24, BA25, BA33, BA34	12	.893*	.411**
3. Correlating parts	BA27, BA30, BA35, BA36, BA38	5	.779*	.414**
4. Tailoring the language	BB39, BB40, BB41, BB45, BB47	5	.886*	.608
5. Smoothing the text	BB42, BB43, BB44, BB46	4	.904*	.703
6. Editing the physical structure	BC50, BC51, BC52, BC53, BC54, BC58,	6	.893*	.581
7. Editing the conceptual structure	BC48, BC49, BC55, BC56, BC57	5	.883*	.602
8. Micro-level content editing	BD59, BD60, BD61, BD62, BD63, BD64, BD65, BD66, BD67, BD68, BD69, BD70,	12	.923*	.499**
9. Macro-level content editing	BD71, BD72, BD73, BD74, BD75, BD76, BD77	7	.794*	.355**
10. Proofreading	BE78, BE79, BE80, BE81, BE82, BE83, BE84, BE85, BE86, BE87, BE88	11	.970*	.747
11. Project management	CA1, CA2, CA3	3	.869*	.689
12. Skills relating to technology	CA4, CA5, CA6, CA7, CA8, CA9, CA10	7	.610*	.183**
13. Personal traits	CB11, CB12, CB13, CB14, CB15, CB16, CB17, CB18, CB19	9	.632*	.160**

14. Project coordination and industry knowledge	CC20, CC21, CC22, CC23	4	.826*	.543
15. Expertise	CD24, CD25, CD26, CD27	4	.518	.211**
* Cronbach alpha coefficient is acceptable ** Inter-item correlation is acceptable				

Table 5.2: Cronbach alpha coefficient and inter-item correlation

The Cronbach alpha and inter-item correlation for each group was determined. The results from the analysis can be classified into three categories: groups that scored acceptable Cronbach alpha coefficients and inter-item correlations, groups that scored acceptable Cronbach alpha coefficients but slightly high inter-item correlations, and groups that scored unacceptable Cronbach alpha coefficients and acceptable inter-item correlations. Each category will now be discussed individually.

In total, seven groups of skills scored acceptable Cronbach alpha coefficients and inter-item correlations, indicating a high level of reliability. The groups are:

1. correcting for pre-set rules (copyediting),
2. correcting for consistency (copyediting),
3. correlating parts (copyediting),
8. micro-level content editing (content editing),
9. macro-level content editing (content editing),
12. skills relating to technology (technical skills), and
13. personal traits (personal and interpersonal skills).

All of the groups under the copyediting and content-editing categories scored acceptable Cronbach alpha coefficients and inter-item correlations. This suggests that items listed in these groups are perceived by the respondents as strongly correlated to one another. The same is true for the groups dealing with skills relating to technology and personal traits.

Seven groups of skills scored acceptable Cronbach alpha coefficients and slightly higher inter-item correlations. These groups are:

4. tailoring the language (stylistic editing),
5. smoothing the text (stylistic editing),
6. editing the physical structure (structural editing),
7. editing the conceptual structure (structural editing),
10. proofreading,

11. project management (technical skills), and
14. project coordination and industry knowledge (procedural skills).

While all of the groups in this category scored acceptable Cronbach alpha coefficients (indicating a high level of reliability for the research instrument), the inter-item correlations on these groups are slightly higher than the prescribed range of > 0.15 and < 0.50. As mentioned earlier, the high inter-item correlations are in all likelihood due to the fact that, with the exception of the proofreading group, each group contains only a few items. However, given the fact that the Cronbach alpha coefficients are acceptable and given that the inter-item correlations only slightly exceed the prescribed range (with the exception of the proofreading group), these groups are accepted as reliable. With regard to the proofreading group, the high number of items in this group (11) does not account for the high inter-item correlation computed. A possible reason for the high inter-item correlation may be related to the perceived (ir)relevance of proofreading skills for editors in South Africa (see Section 5.4.2 for a more detailed discussion).

Lastly, only one group returned a low Cronbach alpha coefficient and an acceptable inter-item correlation: group 15 (expertise). This suggests that there might be a problem regarding the appropriateness of certain items in the group (in other words, certain items do not belong in this group).

In light of the above, it may be concluded that the measurement instrument is sufficiently reliable. With the exception of a high inter-item correlation for the proofreading group, and a low Cronbach alpha coefficient scored for the expertise group, all groups are deemed reliable.

5.4 DESCRIPTIVE ANALYSIS

Once data has been summarised, it is possible to analyse and interpret the data, and to make meaningful observations by means of descriptive statistics.

The data gathered from the questionnaire are analysed as follows: the data for Section A of the questionnaire are analysed for frequency distribution, and are presented graphically, while the data for Sections B and C of the questionnaire are analysed for measures of central tendency and measures of dispersion.

5.4.1 Frequencies: demographic profile of the respondents

Section A of the research instrument comprises five questions soliciting demographic information from the respondents. The questions focus specifically on identifying the working profiles of the respondents and ask respondents to indicate their working sector, number of years' editing experience, main working language, accreditation status, and their work context (in-house or freelance). The aim of Section A is to contextualise the typical working profile of the respondents and determine the acceptability of the sample, specifically in terms of the representativeness of the sample for the population.

The respondents were first asked to indicate the industry sector in which they worked most frequently: editing for book publishing, editing for the mass media, technical editing or academic editing. Respondents could select only one option. The percentage of respondents from each industry sector is reflected in Figure 5.1.

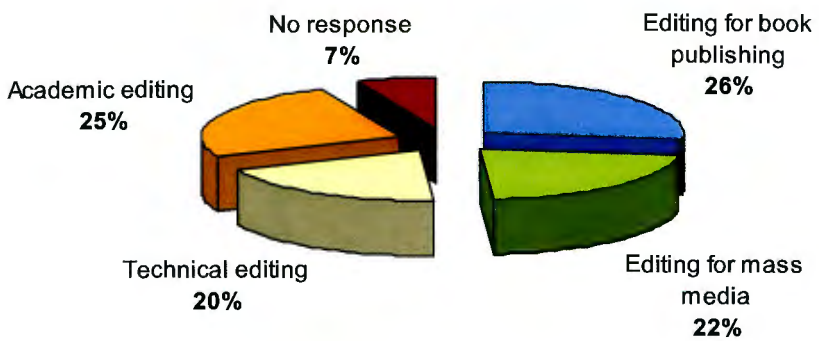

Figure 5.1: Sectors in which respondents work

The distribution among industry sectors is fairly equal, with most respondents indicating that they work in the book-publishing sector (26%) and least indicating that they work in the technical-editing sector (20%), with a percentage difference of 6 between them. In addition, 7 percent of the respondents did not indicate the industry sector in which they worked. The relatively even distribution of respondents across the sectors indicates that the four sectors identified in the study are similarly represented in the sample.

The second question in Section A required the respondents to indicate how many years' editing experience they had. This question was included to serve as an indication of the working experience of the editors surveyed in the study. The responses are categorised as follows: 0-5 years (38%); 6-10 years (19.6%); 11-15 years (14.1%); 16-20 years (4.3%); and 21+ years

(19.6%). Furthermore, 4.3 percent of the respondents chose not to answer this question. Figure 5.2 illustrates the responses to this question.

Most respondents indicated that they had less than five years' editing experience. This suggests that in recent years, significant numbers of new editors have entered the industry, either directly following the completion of a tertiary qualification, or simply as "new" editors from various other fields. However, 38 percent of the respondents indicated that they have 11 or more years' editing experience, which is equal to the number of respondents who indicated that they have less than five years' editing experience. This suggests that the responses to the survey reflect a wide range of editorial experience, and are therefore representative of all levels of experience.

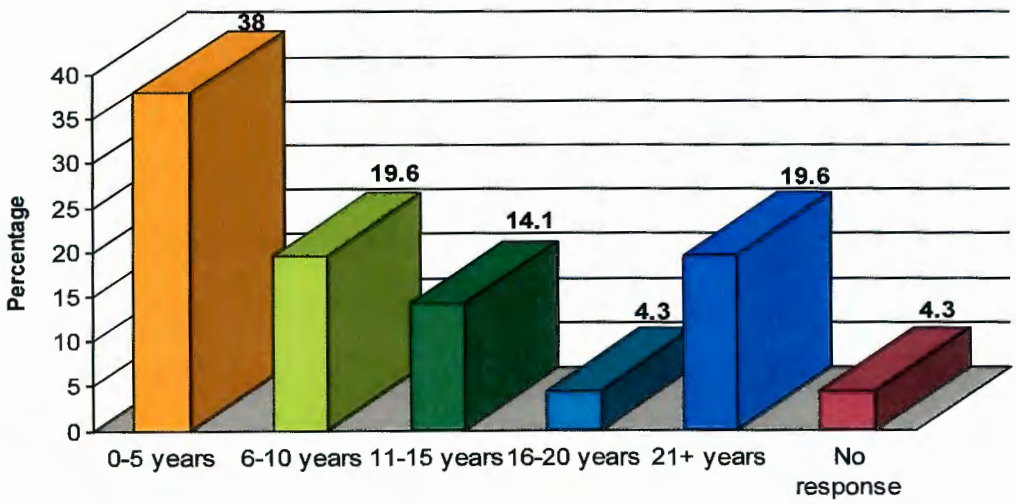

Figure 5.2: Respondents' years of working experience

Respondents were also asked to select their main working language (the language in which they edit most frequently) from a list of the 11 official South African languages. Only five languages were selected from the list, with the distribution as follows: English (85.9%); Afrikaans (4.3%); Xhosa (2.2%); South Sotho (2.2%); and Tsonga (1.1%). A total of 4.3 percent of the respondents chose not to answer this question. The respondents' working languages are reflected in Figure 5.3.

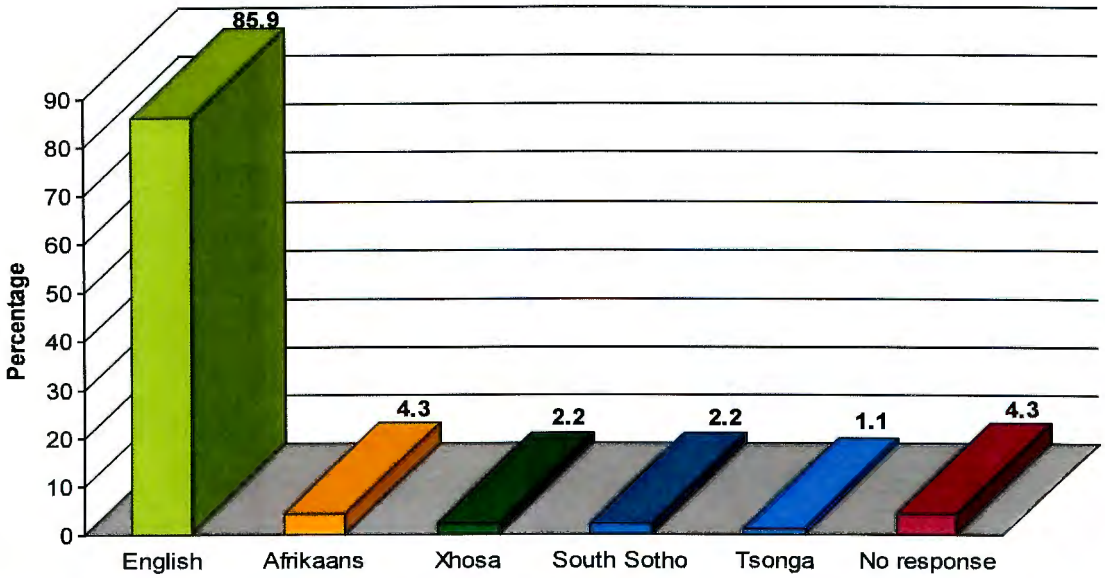

Figure 5.3: Respondents' main working language

The questionnaire was distributed in forums that include editors working in all the South African languages; yet the vast majority of editors responding to the survey work mostly in English. A number of factors need to be taken into consideration when interpreting this finding. Firstly, the relatively limited sample size (n = 92) means that generalisations regarding working language cannot confidently be made. Another possible reason for the unequal distribution may be the fact that respondents could indicate only one working language (their main working language). Law and Kruger (2008) have suggested that, given the multilingual context in which South African editors work, many editors utilise their bilingual or multilingual skills and work in more than one language. However, respondents were forced to select the language in which they mainly work. Given this, it is not surprising that most selected English, since English dominates the publishing industry in South Africa (see, for example, Galloway *et al.*, 2009 for recent book-publishing statistics; and also Van Aswegen, 2007 and Law & Kruger, 2008 for studies with similar findings).

The fifth question in this section asked the respondents to indicate whether they were accredited (either through SATI or another regulatory body). This question is important, particularly considering the impact that standards have on industry regulation and accreditation (see Chapter 2). Figure 5.4 reflects the responses to this question.

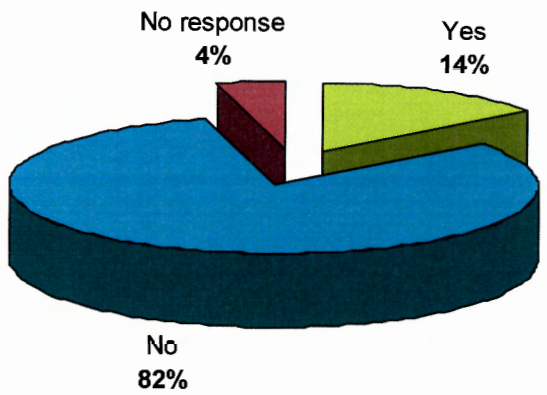

Figure 5.4: Respondents' accreditation

A total of 82 percent of the respondents indicated that they were not accredited. Despite the fact that SATI offers an accreditation examination for editors, most respondents (and in all likelihood, most of South Africa's editors) are not accredited. There are two possible reasons for this: either editors do not see any value in obtaining accreditation and it is not deemed necessary in the sector in which they work, or editors simply do not know that SATI offers an accreditation examination for editors. Law and Kruger (2008:491) explore this issue and conclude that editors, while in favour of professionalisation, feel ambivalent about the idea of enforced accreditation. Furthermore, Law and Kruger (2008:491) suggest that the industry needs to come up with innovative solutions to address editors' concerns regarding accreditation, such as the development of clear guidelines for practice or standards.

Finally, respondents were asked to indicate whether they worked as in-house editors or as freelance editors. The question read: "Are you an in-house editor? (In other words, do you work as a full-time editor in a publishing house or at a publication?)" This question was included in the questionnaire because the literature review found that freelance editors utilise certain extra-textual skills more often than in-house editors, such as administrative skills and business management skills (see, for example, Liebenberg, 2008). In total, 41.3 percent of the respondents selected the "Yes" option, indicating that they are in-house editors, while 54.3 percent of the respondents selected the "No" option, indicating that they work on a freelance basis. The responses to this question are reflected in Figure 5.5.

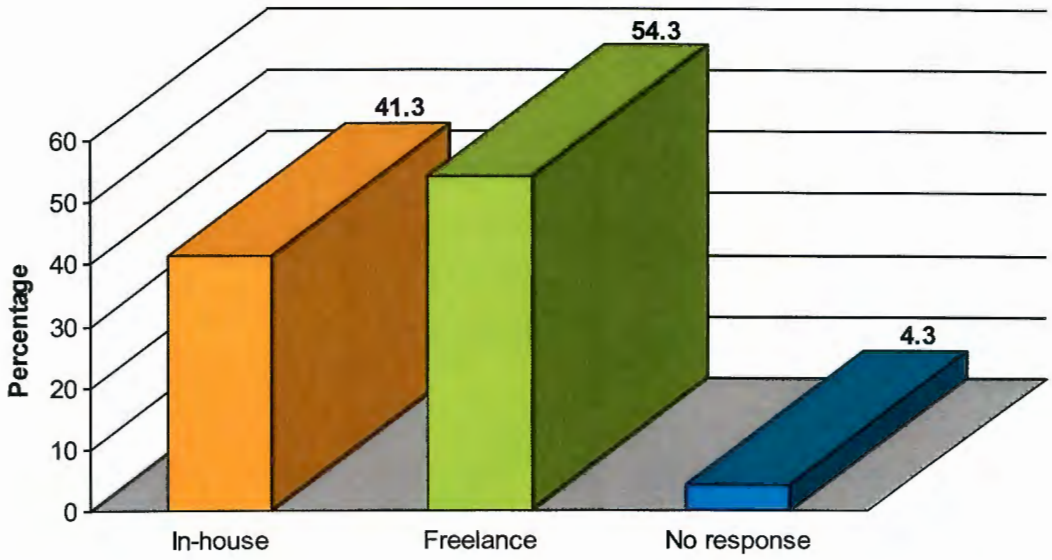

Figure 5.5: Respondents' working context

The distribution of the responses between the two options indicates a greater number of freelance editors than in-house editors in the sample. However, the difference between the working contexts is only 13 percent, suggesting that there is a fairly similar distribution of freelance and in-house editors in the sample. It can therefore be assumed that the skills required to work in each of these contexts received similar representation in the study.

The analysis of the responses to Section A indicates that the respondents to the questionnaire represent editors from all four sectors of the industry, with editing experience ranging from only a few years to many years. The editors surveyed work predominantly in English, with Afrikaans, Xhosa, South Sotho and Tsonga collectively accounting for only 9.8 percent of the respondents' main working languages. Furthermore, the respondents represent the two main working contexts in almost equal proportions. Finally, most of the respondents are not accredited editors, with only 14 percent of the respondents indicating that they are accredited. Given the responses to the questions in Section A of the survey, it may therefore be assumed that the sample adequately represents the population in the study.

5.4.2 Descriptive statistics: measures of central tendency and dispersion

The results from Sections B and C were analysed for their measures of central tendency and measures of dispersion. The measure of central tendency applied to the data sets of this study is the arithmetic mean (u). According to McDaniel and Gates (2002:488), the mean is the average value of the readings in the data set. The measure of dispersion applied to the data sets is the standard deviation. The standard deviation (SD) refers to the square root of the

variance, which is calculated as "the average squared deviations of all values from their means" (Pietersen & Maree, 2007a:188).

In the following sections, the means and standard deviations are analysed first for the entire sample and then for each industry sector. This is done in order to compare the results from each sector with the other sectors, and with the entire sample, so as to arrive at a preliminary list of core tasks and skills for all sectors to be used in the significance testing.

5.4.2.1 Descriptive statistics for the entire sample

The means and standard deviations calculated for the entire sample (n = 92) are summarised in Table 5.3.

In Section B of the questionnaire, respondents were asked to indicate how often they performed particular tasks. In the analysis of these responses, the frequency with which a task is performed therefore serves as an indicator of the relevance of this task for editorial work. Therefore, tasks that are performed frequently are considered relevant, while tasks that are performed less frequently are considered less relevant. In Section C of the questionnaire, respondents were asked to rate the importance of the extra-textual skills for their everyday work. In this section, tasks that are rated important are, obviously, considered relevant.

In both sections, means lower than 2.50 were taken to indicate stronger agreement that the task forms part of the editor's work. Means lower than 2.50 were returned on 93 of the initial 115 items (these items are marked in bold in Table 5.3). The items that computed means lower than 2.50 are distributed as follows:

- 33 of the 38 copyediting tasks (18 of the 21 tasks under correcting for pre-set rules, 11 of the 12 tasks under correcting for consistency, and 4 of the 5 tasks under correlating parts),
- all 9 stylistic-editing tasks (all 5 of the tasks under tailoring language and all 4 of the tasks under smoothing the text),
- 9 of the 11 structural-editing tasks (4 of the 6 tasks under editing the physical structure of a text and all 5 of the tasks under editing the conceptual structure of the text),
- 10 of the 19 content-editing tasks (8 of the 12 tasks under micro-level content editing and 2 of the 7 tasks under macro-level content editing),
- 7 of the 11 tasks under proofreading,
- 8 of the 10 technical skills (all 3 of the tasks under project-management skills and 5 of the 7 tasks under technology-related skills),

- all 9 personal and interpersonal skills,
- all 4 procedural skills, and
- all 4 skills related to specialised knowledge.

Item		Mean	SD
COPYEDITING			
Group 1: Correcting for pre-set rules			
BA1	Correcting spelling errors	**1.29**	.525
BA2	Correcting punctuation errors	**1.23**	.494
BA3	Correcting errors of grammar	**1.29**	.545
BA4	Correcting errors of syntax (sentence structure)	**1.33**	.648
BA5	Ensuring correctness of terminology usage	**1.76**	.776
BA6	Querying correctness of terminology usage	**2.02**	.756
BA7	Ensuring correctness of numbers, units and measurements	**2.08**	.917
BA8	Querying correctness of numbers, units and measurements	**2.29**	.898
BA9	Ensuring correct use of foreign languages	2.96	.829
BA10	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)	**1.63**	.825
BA11	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)	**1.74**	.854
BA12	Querying correctness of tables and lists (for example, querying whether tables and lists are correctly formatted, whether the content is accurate, and whether the tables and lists are punctuated correctly)	**2.17**	1.001
BA13	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)	2.53	1.021
BA14	Querying correctness of illustrations	2.62	.952
BA15	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**1.77**	1.007
BA26	Clarifying unexplained acronyms and abbreviations	**1.87**	.892
BA28	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)	**1.76**	.869
BA29	Querying irregularities with design specifications (such as the layout, formatting, paragraph indentation)	**1.99**	.858
BA31	Ensuring correctness of reference style of in-text references and reference lists	**2.07**	1.127

BA32	Querying incorrect reference style for in-text references and reference lists	**2.30**	1.087
BA37	Approving author's and proofreader's changes	**2.40**	1.100
Group 2: Correcting for consistency			
BA16	Ensuring consistency of spelling	**1.17**	.435
BA17	Ensuring consistency of punctuation	**1.22**	.488
BA18	Ensuring consistency of grammar	**1.28**	.580
BA19	Ensuring consistency of syntax (sentence structure)	**1.38**	.693
BA20	Ensuring consistency of terminology usage	**1.43**	.700
BA21	Ensuring consistency in the use of numbers, units and measurements	**1.72**	.887
BA22	Ensuring consistent use of foreign languages (particularly in terms of typographical style)	2.53	1.124
BA23	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).	**1.47**	.805
BA24	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)	**1.68**	.897
BA25	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)	**2.10**	1.017
BA33	Ensuring consistency of reference style for in-text references and reference lists	**2.05**	1.103
BA34	Querying consistency of reference style for in-text references and reference lists	**2.36**	1.091
Group 3: Correlating parts			
BA27	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**1.83**	1.044
BA30	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)	**1.97**	.977
BA35	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)	**2.27**	1.205
BA36	Querying incomplete reference lists (querying instances where the references cited in the text do not appear in the reference list, or when references listed in the reference list do not appear in the text)	**2.33**	1.140
BA38	Collating author's and proofreader's changes for the typesetter	2.62	1.248

STYLISTIC EDITING			
Group 4: Tailoring the language			
BB39	Ensuring appropriate use of vocabulary for the readership	**1.55**	.806
BB40	Ensuring an appropriate register is used in the text, based on the type of text and the readership	**1.73**	.863
BB41	Querying instances of inappropriate register in the text, based on the type of text and the readership	**2.01**	.893
BB45	Removing or correcting instances of verbosity	**1.57**	.805
BB47	Removing or correcting repetition and redundancies	**1.44**	.703
Group 5: Smoothing the text			
BB42	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)	**1.47**	.750
BB43	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)	**1.46**	.750
BB44	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)	**1.37**	.626
BB46	Removing or correcting ambiguities	**1.58**	.776
STRUCTURAL EDITING			
Group 6: Editing the physical structure			
BC50	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)	**1.87**	.867
BC51	Ensuring logical sequence divisions	**2.02**	.838
BC52	Ensuring logical order of sections	**2.01**	.805
BC53	Ensuring logic in the relationships between text, tables and graphics	**2.01**	.908
BC54	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)	2.58	1.055

BC58	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the *inverted pyramid* structure, or that an academic article follows the *introduction, discussion, conclusion* structure)	2.67	.870
Group 7: Editing the conceptual structure			
BC48	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)	**2.02**	.914
BC49	Querying the less-than-optimal structure of an argument or discussion	**2.29**	.896
BC55	Correcting missing markers (such as the incorrect or inconsistent use of *firstly, secondly, thirdly*)	**2.03**	.936
BC56	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)	**2.22**	.947
BC57	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)	**2.22**	.936
CONTENT EDITING			
Group 8: Micro-level content editing			
BD59	Correcting content for completeness	**2.17**	1.001
BD60	Querying incomplete content	**2.11**	.931
BD61	Correcting content for appropriateness	**2.25**	.945
BD62	Querying inappropriate content	**2.24**	.906
BD63	Correcting content for accuracy	**2.01**	.920
BD64	Querying inaccurate content	**1.97**	.845
BD65	Correcting content for logic	**2.18**	.876
BD66	Querying illogical content	**2.26**	.814
BD67	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)	2.78	.871
BD68	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)	2.73	.927
BD69	Ensuring appropriateness of illustrations	2.53	.943
BD70	Querying appropriateness of illustrations	2.71	.846
Group 9: Macro-level content editing			
BD71	Writing artwork briefs for the text	3.26	.959
BD72	Selecting illustrations and graphics for the text	3.33	.943

BD73	Cropping illustrations and graphics for the text	3.37	.886
BD74	Editing illustrations and graphics for the text	3.00	.938
BD75	Copyfitting the text for the publication	3.07	1.137
BD76	Suggesting rewrites for sections of the text	**2.48**	1.000
BD77	Writing/rewriting sections of the text	**2.25**	.990
PROOFREADING			
Group 10: Correcting errors in proofs or print-ready pages			
BE78	Correcting spelling errors in proofs or print-ready pages	**1.90**	1.086
BE79	Correcting inconsistent spelling in proofs or print-ready pages	**1.88**	1.090
BE80	Correcting grammatical errors in proofs or print-ready pages	**2.07**	1.079
BE81	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages	**1.96**	1.059
BE82	Correcting inconsistent punctuation use in proofs and print-ready pages	**2.00**	1.071
BE83	Correcting errors in word breaks in proofs or print-ready pages	**2.14**	1.137
BE84	Correcting errors of fact in proofs or print-ready pages	2.64	1.084
BE85	Querying possible errors of fact in proofs or print-ready pages	2.68	1.079
BE86	Correcting proofs or print-ready pages for correctness of type specifications	2.61	1.124
BE87	Correcting incorrect format and layout in proofs or print-ready pages	2.58	1.112
BE88	Checking that all the editor's and author's changes have been incorporated into the final/typeset document	**2.28**	1.245
TECHNICAL SKILLS			
Group 11: Project management			
CA1	The ability to plan projects (conventional or online) effectively	**1.90**	.989
CA2	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints	**1.87**	1.040
CA3	Sound business and management skills	**2.17**	.909
Group 12: Skills relating to technology			
CA4	Expertise in the latest word-processing software	**1.91**	.860
CA5	Expertise in the latest desktop-publishing software (such as InDesign, PageMaker)	2.82	1.058
CA6	Expertise in correctly using track changes during electronic editing	**1.74**	.959
CA7	Expertise in correctly marking changes on hardcopy manuscript	**1.76**	1.063
CA8	Expertise in website design, management and maintenance	3.37	.848

CA9	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)	**2.07**	1.087
CA10	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)	**1.48**	.805
PERSONAL AND INTERPERSONAL SKILLS			
Group 13: Personal traits			
CB11	Highly developed reading skills	**1.07**	.248
CB12	Intuitive language skills	**1.12**	.388
CB13	Dedication	**1.23**	.422
CB14	A good general knowledge and an interest in world news and events	**1.48**	.654
CB15	A desire to constantly learn	**1.45**	.618
CB16	A strong personal code of ethics and good judgement skills	**1.18**	.443
CB17	The ability to work under pressure and for long hours	**1.23**	.422
CB18	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)	**1.43**	.651
CB19	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention	**1.32**	.573
PROCEDURAL SKILLS			
Group 14: Project coordination and industry knowledge			
CC20	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)	**2.07**	1.025
CC21	An awareness of the function of the various role-players in the publishing process	**2.00**	.938
CC22	Knowledge of the costs associated with the various stages of production	**2.48**	1.043
CC23	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)	**2.20**	.991
SPECIALISED KNOWLEDGE			
Group 15: Expertise			
CD24	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)	**2.34**	1.077
CD25	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)	**2.17**	.990

CD26	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)	**2.10**	.984
CD27	Knowledge of specialised subject matter (for example, knowledge of the Revised National Curriculum Statement if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)	**1.89**	.977

Table 5.3: Descriptive statistics for the entire sample

These findings suggest that most copyediting, structural-editing and proofreading tasks, and all of the stylistic-editing tasks, are a regular and important part of the work of the overall sample of editors. Fewer content-editing tasks were indicated as relevant, with the macro-level content-editing tasks regarded as the least relevant. In terms of the extra-textual dimension of editing, all of the items computed means lower than 2.50, with the exception of two items from the technical-skills category. The highest means were recorded under the macro-level content-editing group, suggesting that editors in general do not perceive major content-editing tasks as part of their work.

In the copyediting category, means of 2.50 or above were scored on the following items: ensuring and querying the correctness of illustrations (u = 2.53, u = 2.62); ensuring correct and consist use of foreign languages (u = 2.96, u = 2.53); and collating the author's and proofreader's changes for the typesetter (u = 2.62). The higher means computed for these items indicate that the respondents generally do not perceive these items as relevant to their work. However, the fact that the means for these items (with the exception of ensuring the correct of use of foreign languages) are only slightly higher than the cut-off mean of 2.50, suggests that these items may have some relevance for editors generally. The following items may be considered particularly borderline cases: ensuring the correctness of illustrations (u = 2.53) and ensuring the consistent use of foreign languages (u = 2.53).

Of particular significance is the fact that many items in the copyediting category computed means lower than 2.00, indicating that copyediting skills form the heart of the editing process and are essential for most editors. With regard to the tasks related to reference lists, it should be noted that all of these tasks computed means above 2.00, suggesting less strong agreement regarding the frequency with which these tasks are performed. This may be due to the fact that reference lists are limited to specific text types (for example, academic texts). An additional reason could be that some editors do not perceive checking reference lists and styles as part of their work.

Item BB41 (which deals with querying instances of inappropriate register) computed the highest mean in the stylistic-editing category (u = 2.01). However, as mentioned above, all of the items in the stylistic-editing category computed means lower than 2.50, and with the exception of item BB41, all of the items computed means lower than 2.00. This suggests that the respondents regard performing stylistic-editing functions as a key part of their work, and therefore suggests that in the opinion of the respondents, stylistic-editing tasks are vital for editorial work.

In terms of structural editing, the highest means were computed for ensuring the logical use of verbal signposts (u = 2.58) and checking and imposing the correct physical structure on a text (u = 2.67). This suggests that while most respondents check the conceptual structure of a text, they do not edit certain physical structural elements of the text. The fact that tasks related to editing the physical structure of the text are viewed as less relevant may be due to the difference in editorial functions (and text types) in various sectors. For example, verbal signposts are structural elements that often feature in magazines and newspapers, but do not necessarily feature in academic texts. It may therefore be that checking such structural elements is part of the work of editors in some sectors, but not in others. Furthermore, the means scored for the structural-editing tasks are generally higher than the means scored for the copyediting and stylistic-editing tasks. This suggests that structural editing is performed less frequently than copyediting and stylistic editing, and indicates that structural-editing tasks may be less central during the editing process.

The highest means overall were computed for tasks in the content-editing category, and particularly for macro-level content-editing tasks. This suggests that many editors do not involve themselves in editing the content dimension of the text. The means computed for the micro-level content-editing items suggest that respondents do not generally check or query the appropriateness of a text's illustrations (u = 2.53, u = 2.71), or correct or query any legal problems with the content (u = 2.78, u = 2.73). As with some tasks in the copyediting category, the item referring to ensuring the appropriateness of a text's illustrations computed a mean only slightly higher than the cut-off mean. This suggests that, in certain contexts, some editors do perform this function. Most of the respondents do, however, edit a text's content for completeness, appropriateness, accuracy and logic.

A total of five of the seven macro-level content-editing tasks scored means of 3.00 or higher. Most editor respondents therefore clearly do not perform tasks such as writing artwork briefs (u = 3.26), selecting, cropping and editing illustrations and graphics for the text (u = 3.33, u = 3.37, u = 3.00) and copyfitting text for the publication (u = 3.07). However, the respondents do suggest rewrites for portions of the text (u = 2.48) and write or rewrite sections of the text themselves (u = 2.25). A possible reason for the exclusion of many of the macro-level content-

editing items may be that these tasks are highly specialised, often falling to graphic designers, or that they are specific to particular sectors. For example, copyfitting is a task most often associated with magazine or newspaper editing, and does not really form part of the work of, for example, technical editors or academic editors.

In terms of proofreading, the respondents generally agreed that checking proofs or print-ready pages for errors and inconsistencies in spelling (u = 1.90, u = 1.88) and punctuation (u = 1.96, u = 2.00) does form part of their work. Respondents also check proofs to ensure that all changes have been incorporated into the master pages (u = 2.28). They do not, however, correct or query errors of fact (u = 2.64, u = 2.68) in proofs or print-ready pages or problems with type specifications (u = 2.61), nor do they correct incorrect format or layout in proofs or print-ready pages (u = 2.58). However, the mean of the latter task is 2.58, which is only slightly higher than the cut-off point, suggesting that a possibly significant number of editors do take responsibility for checking formatting and layout. The findings for this category suggest that many editors fulfil proofreading functions. In particular, tasks related to correcting errors and inconsistencies in spelling, grammar and punctuation scored means below 2.00, indicating strong agreement about the centrality of these tasks. While it is usually expected of editors working in the book-publishing sector to see projects through the stages of editing, it is, conventionally, a proofreader who corrects errors during the proofreading stage. The fact that many editors appear to fulfil proofreading functions could be because the delineation between editing and proofreading functions may be less clear in the South African publishing industry than in the industries in other countries, and therefore South African editors often fulfil proofreading functions (see Section 3.2.1). Overall, the means computed for the proofreading category imply that South African editors do utilise some proofreading skills in their everyday work.

In the technical-skills category, the respondents indicated that knowledge of DtP-software (u = 2.82) and expertise in website design, management and maintenance (u = 3.37) are not essential skills. These skills may be linked to particular sectors of the industry where the editor plays a vital role in the layout and design of the text, such as in the mass-media sector. In other sectors, such as the book-publishing sector, these tasks may be assigned to specific people (such as the graphic designer, layout artist, typesetter or online editor) and so the editor would not be involved in the design and layout of the text or website. With regard to the items that scored means lower than 2.50, it should be noted that the items related to expertise in word-processing software (u = 1.91), the use of the tracking function (u = 1.74) and correctly marking changes on hardcopy manuscript (u = 1.76) scored means well below 2.00, suggesting that these skills are central to editorial work. In addition, the responses to the items dealing with skills in project planning (u = 1.90) and project management (u = 1.87) demonstrate that these types of skills are vital components of editors' work. The lowest mean in this category occurred

on the item dealing with the ability to source information effectively (u = 1.48), indicating that editors frequently make use of reference material and supporting documents during the editing process.

Finally, all of the items in the categories for personal and interpersonal skills, procedural skills and specialised knowledge computed means lower than 2.50, indicating that an editor's skills-base comprises an integrated package of skills that go beyond simple linguistic and language abilities. The ability to work with people and maintain good relationships with various role-players appears to be essential to the editor's job, as evident from the very low means scored on these items. In addition, editors need to know how the industry works and must be familiar with the various stages of production in order to manage their projects successfully. However, these items all scored means above 2.00, suggesting less strong agreement regarding the importance of these skills in comparison to other skills, such as personal and interpersonal skills. Specialised knowledge is also vital for an editor, as he/she needs to be an expert on the text's content. Of particular importance is knowledge of specialised subject matter (u = 1.89), text type and structure (u = 2.17) and design (u = 2.10), with less strong agreement on the importance of linguistic principles and linguistic sub-disciplines (u = 2.34).

With regard to the standard deviation of the items, greater standard deviation (SD > 1.000) was computed for 36 of the 115 questionnaire items. Greater standard deviation is an indication that there is high variance in the opinions of the respondents, which indicates some disagreement among the respondents regarding the relevance of certain items.

In terms of copyediting, greater standard deviation was computed on the tasks that relate to querying the correctness of tables and lists (SD = 1.001), correcting illustrations for either accuracy or consistency (SD = 1.021, SD = 1.017), and in particular the tasks that involve ensuring the correctness of reference style for in-text references and reference lists (SD = 1.127), querying incorrect reference style for in-text references and reference lists (SD = 1.087), ensuring consistency of reference style for in-text references (SD = 1.103), querying consistency of reference style for in-text references and reference lists (SD = 1.091), and ensuring the completeness of reference lists (SD = 1.205). Greater standard deviation also occurred on items dealing with approving the author's and proofreader's changes (SD = 1.100) and collating the changes for the typesetter (SD = 1.248), ensuring consistent use of foreign languages (SD = 1.124) and ensuring completeness of preliminary and end matter (SD = 1.044). These differences are most likely due to the differences in texts that editors from different sectors edit. For example, texts published in the mass-media sector (such as magazines and newspapers) do not make use of reference lists or in-text references, and therefore editors from this sector would not perceive editing these textual elements as part of

their work. However, checking references and reference lists is part of the work of editors working the book-publishing sector. The same argument could, to some degree, be made for editorial tasks related to tables, lists and illustrations, foreign languages, and preliminary and end matter, but some of these elements do appear fairly frequently in texts across all four sectors. This suggests that there may be variance in terms of the relevance of tasks associated with these text elements beyond differences among sectors.

Low standard deviation was computed on all tasks in the stylistic-editing category. The low standard deviation on all these items suggests that there is a high level of agreement among the respondents regarding the importance of these tasks. More specifically, given the low means and low standard deviations scored on the stylistic-editing tasks it appears that stylistic editing is central to the work of all editors.

With regard to structural editing, the standard deviation computed for ensuring the logical use of verbal signposts (SD = 1.055) suggests variance in respondents' assessment of the relevance of this task to their everyday work. The level of disagreement amongst the respondents is also reflected in the mean computed for this item (u = 2.58). This is probably due to the fact that verbal signposts are textual features that occur frequently in particular texts, such as magazine and newspaper texts, and less often or never in other texts, such as instruction manuals. An analysis of the means computed for each sector's responses indicates where there are differences between the sectors (see Sections 5.4.2.2. to 5.4.2.5).

Greater standard deviation on certain content-editing tasks suggests that the respondents also disagreed on the relevance of these tasks. Specifically, it appears that correcting content for completeness (SD = 1.001), copyfitting the text for publication (SD = 1.137) and suggesting rewrites for sections of the text (SD = 1.000) are not necessarily tasks that apply to all sectors of the industry. As discussed above, these differences may be due to the sector in which the respondents work. For example, academic editors, whose functions are limited by certain ethical considerations, do not ordinarily check a text's content for completeness. Similarly, copyfitting the text for publication may be a task that is more commonly performed by editors working in the mass-media sector than by editors working in the other three sectors.

All items under the proofreading category computed greater standard deviations, suggesting that there is a significant degree of variation in the extent to which the respondents consider proofreading-related tasks to be part of their job. This may be because proofreading functions do not typically fall to editors or this may be because of possible sector differences (see the discussion of the means computed for the proofreading tasks, above).

Four items in the technical-skills category, two items from the procedural-skills category and one item from the specialised-knowledge category computed greater standard deviations. This suggests that, for the most part, the respondents agree on the relevance of extra-textual skills, with only a few items generating disagreement among respondents. In particular, all items under personal and interpersonal skills scored low standard deviations, indicating that there is strong agreement among the respondents regarding the importance of these skills for their everyday work. In the technical-skills category, greater standard deviations were computed for the following items:

- CA2 The ability to manage projects (conventional or online) efficiently within budgetary and time constraints (SD = 1.040),
- CA5 Expertise in the latest DtP-software (such as InDesign, PageMaker) (SD = 1.058),
- CA7 Expertise in correctly marking changes on hardcopy manuscript (SD = 1.063), and
- CA9 Expertise in the various methods of querying (for example, using the *comments* function in Microsoft Word (SD = 1.087).

All of the items above (excluding item CA5) computed means lower than 2.50, indicating that the skills form part of most respondents' work. However, the greater standard deviation for these items suggests that there is some disagreement among the respondents regarding the relevance of the items to their daily work. This disagreement may result from differences in the functions of editors from various industry sectors and various working contexts. Item CA2 computed a mean of 1.87; however, the high standard deviation could be because managing projects is a skill that may be more relevant for freelance editors, and less relevant for in-house editors. Item CA5, which deals with knowledge of specialised publishing software, might only be relevant for editors working in the mass-media sector (see discussion above). The high standard deviation computed for item CA7 may be due to developments in publishing technology (such as the development of sophisticated word-processing software) which has resulted in the less frequent use of hardcopy editing in certain sectors. The greater standard deviation on item CA9, which deals with expertise in the various methods of querying, may be because querying errors is something that certain editors simply do not do or do not have time to do (for example, editors working within the mass-media have less time available than editors working in the book-publishing sector, and therefore may simply correct errors rather than querying them).

In terms of procedural skills, the greater standard deviations for items CC20 and CC22, which deal with knowledge of the publishing process (SD = 1.025) and the costs associated with the various stages of production (SD = 1.043), reiterate the finding for item CA2. These items all

relate to project management and coordination, and as discussed above, the disagreement may be due to differences in the respondents' working context.

Finally, the greater standard deviation for item CD24 (SD = 1.077) is not a unique finding for the South African editing industry. There is much disagreement between practitioners and academics regarding the importance of knowledge of linguistic principles and sub-disciplines for editors (see Du Plessis & Carstens, 2000; Atwell, 2005). Law and Kruger (2008), who conducted a study into the feasibility of professionalising the South African editing industry, found that the majority of respondents in their study (89%) did not view knowledge of linguistic principles and sub-disciplines as essential for producing a good edit.

In general, the respondents agreed on the importance of many items. Specifically, items under copyediting and stylistic editing appear to be central to editorial work, with most items scoring means well below 2.50. However, editors tend to disagree on the importance of some tasks, specifically those related to collating changes for the typesetter and correcting references, reference lists and styles. Most items under structural editing computed means below 2.50, yet the means are slightly higher than those of the items in the copyediting and stylistic-editing categories. The standard deviations for the items in the structural-editing category demonstrate strong agreement among editor respondents regarding the frequency with which these tasks are performed. Content-editing tasks are less central to editorial work, with the overall means for this category higher than those computed for the items in the other textual editing categories. This suggests that content-editing tasks are less central to editorial work than other types of editing, and the low standard deviations scored on most items in this category indicate that most editors are in agreement about this lack of centrality.

The means scored on the items in the proofreading category show that editors perform some basic proofreading functions frequently (such as correcting spelling, grammar and punctuation errors); however, the high standard deviations that occurred on all items in the category suggest that there is strong disagreement among the respondents regarding the frequency with which these tasks are performed. In the technical-skills category, means lower than 2.00 were scored on items related to project management and planning, and expertise in word-processing software and correctly marking changes on electronic and hardcopy manuscript. Greater standard deviation occurred on some items, suggesting some disagreement among the editor respondents on the relevance of certain abilities and expertise (this, however, is likely due to the different contexts in which the respondents work). With regard to personal traits, all items in this category scored means below 2.00. In addition, the standard deviations on these items are significantly lower than those of the remaining items in the survey. This suggests that the respondents strongly agree on the importance of these traits for their editorial work. All items in

the procedural-skills category scored means below 2.50; however, the high standard deviations that occurred on the items dealing with knowledge of the publishing process and the costs associated with production suggest that there is less strong agreement regarding the relevance of these tasks. Finally, all items in the specialised-knowledge category computed means below 2.50. The item dealing with knowledge of specialised subject matter computed the lowest mean in this category (u = 1.89), while knowledge of linguistic principles and sub-disciplines scored the highest mean (u = 2.34) as well as greater standard deviation (SD = 1.077). The disagreement among editor respondents on those items that scored greater standard deviation is most likely due to the fact that the relevance of items is determined by the sectors in which the respondents work (although there may also be other reasons for this disagreement), and therefore certain items may be highly relevant for one sector, but not for another. An analysis of means and standard deviations for each individual sector may provide more insight into the differences between the sectors.

5.4.2.2 Descriptive statistics for the book-publishing sector

The means and standard deviations calculated for the responses from the book-publishing sector (n = 25) are summarised in Table 5.4. The means calculated indicate that editors working in this sector view most editing tasks as central to their work. With the exception of the content-editing category, in all the categories all or nearly all of the items computed means lower than 2.50. Of the initial 115 items, means lower than 2.50 were returned on 100 items:

- 36 of the 38 copyediting tasks (19 of the 21 tasks under correcting for pre-set rules, all 12 tasks under correcting for consistency and all 5 tasks under correlating parts),
- all 9 stylistic-editing tasks (all 5 tasks under tailoring language and all 4 tasks under smoothing the text),
- 9 of the 11 structural-editing tasks (4 of the 6 tasks under editing the physical structure and all 5 tasks under editing the conceptual structure),
- 12 of the 19 content-editing tasks (10 of the 12 tasks under micro-level content editing and 2 of the 7 tasks under macro-level content editing),
- 10 of the 11 proofreading tasks,
- 8 of the 10 technical skills (all 3 project-management skills and 5 of the 7 technology-related skills),
- all 9 personal and interpersonal skills,
- all 4 procedural skills, and
- 3 of the 4 tasks related to specialised knowledge.

Item		Mean	SD
COPYEDITING			
Group 1: Correcting for pre-set rules			
BA1	Correcting spelling errors	**1.20**	.408
BA2	Correcting punctuation errors	**1.16**	.374
BA3	Correcting errors of grammar	**1.24**	.523
BA4	Correcting errors of syntax (sentence structure)	**1.28**	.737
BA5	Ensuring correctness of terminology usage	**1.84**	.746
BA6	Querying correctness of terminology usage	**2.16**	.746
BA7	Ensuring correctness of numbers, units and measurements	**2.16**	1.028
BA8	Querying correctness of numbers, units and measurements	2.68	.852
BA9	Ensuring correct use of foreign languages	3.04	.735
BA10	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)	**1.60**	.957
BA11	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)	**1.68**	.988
BA12	Querying correctness of tables and lists (for example, querying whether tables and lists are correctly formatted, whether the content is accurate, and whether the tables and lists are punctuated correctly)	**2.08**	1.077
BA13	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)	**2.28**	1.021
BA14	Querying correctness of illustrations	**2.44**	.870
BA15	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**1.52**	.770
BA26	Clarifying unexplained acronyms and abbreviations	**1.88**	.726
BA28	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)	**1.64**	.860
BA29	Querying irregularities with design specifications (such as the layout, formatting, paragraph indentation)	**1.96**	.841
BA31	Ensuring correctness of reference style of in-text references and reference lists	**1.84**	.943
BA32	Querying incorrect reference style for in-text references and reference lists	**2.24**	1.012
BA37	Approving author's and proofreader's changes	**2.16**	.987

Group 2: Correcting for consistency			
BA16	Ensuring consistency of spelling	**1.08**	.277
BA17	Ensuring consistency of punctuation	**1.08**	.277
BA18	Ensuring consistency of grammar	**1.12**	.332
BA19	Ensuring consistency of syntax (sentence structure)	**1.32**	.557
BA20	Ensuring consistency of terminology usage	**1.32**	.557
BA21	Ensuring consistency in the use of numbers, units and measurements	**1.72**	.792
BA22	Ensuring consistent use of foreign languages (particularly in terms of typographical style)	**2.32**	1.030
BA23	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).	**1.40**	.816
BA24	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)	**1.54**	.932
BA25	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)	**1.92**	.909
BA33	Ensuring consistency of reference style for in-text references and reference lists	**1.88**	.927
BA34	Querying consistency of reference style for in-text references and reference lists	**2.29**	1.042
Group 3: Correlating parts			
BA27	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**1.40**	.764
BA30	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)	**1.60**	.816
BA35	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)	**2.08**	1.187
BA36	Querying incomplete reference lists (querying instances where the references cited in the text do not appear in the reference list, or when references listed in the reference list do not appear in the text)	**2.16**	1.106
BA38	Collating author's and proofreader's changes for the typesetter	**2.00**	1.080

STYLISTIC EDITING			
Group 4: Tailoring the language			
BB39	Ensuring appropriate use of vocabulary for the readership	**1.72**	.792
BB40	Ensuring an appropriate register is used in the text, based on the type of text and the readership	**1.88**	.850
BB41	Querying instances of inappropriate register in the text, based on the type of text and the readership	**2.08**	.759
BB45	Removing or correcting instances of verbosity	**1.72**	.843
BB47	Removing or correcting repetition and redundancies	**1.60**	.707
Group 5: Smoothing the text			
BB42	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)	**1.68**	.748
BB43	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)	**1.64**	.810
BB44	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)	**1.48**	.586
BB46	Removing or correcting ambiguities	**1.68**	.802
STRUCTURAL EDITING			
Group 6: Editing the physical structure			
BC50	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)	**1.92**	.954
BC51	Ensuring logical sequence divisions	**2.08**	.862
BC52	Ensuring logical order of sections	**2.08**	.909
BC53	Ensuring logic in the relationships between text, tables and graphics	**2.00**	.957
BC54	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)	2.50	1.063

BC58	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the *inverted pyramid* structure, or that an academic article follows the *introduction, discussion, conclusion* structure)	2.96	.859
Group 7: Editing the conceptual structure			
BC48	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)	**2.36**	.860
BC49	Querying the less-than-optimal structure of an argument or discussion	**2.44**	.821
BC55	Correcting missing markers (such as the incorrect or inconsistent use of *firstly, secondly, thirdly*)	**2.16**	1.068
BC56	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)	**2.24**	.970
BC57	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)	**2.24**	1.012
CONTENT EDITING			
Group 8: Micro-level content editing			
BD59	Correcting content for completeness	**2.28**	1.021
BD60	Querying incomplete content	**2.00**	.866
BD61	Correcting content for appropriateness	**2.40**	.913
BD62	Querying inappropriate content	**2.32**	.802
BD63	Correcting content for accuracy	**2.24**	1.012
BD64	Querying inaccurate content	**2.08**	.812
BD65	Correcting content for logic	**2.40**	.913
BD66	Querying illogical content	**2.48**	.872
BD67	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)	2.52	.823
BD68	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)	**2.28**	.891
BD69	Ensuring appropriateness of illustrations	**2.28**	.980
BD70	Querying appropriateness of illustrations	2.60	.866
Group 9: Macro-level content editing			
BD71	Writing artwork briefs for the text	3.00	1.000
BD72	Selecting illustrations and graphics for the text	3.20	.957

BD73	Cropping illustrations and graphics for the text	3.28	1.021
BD74	Editing illustrations and graphics for the text	3.08	.954
BD75	Copyfitting the text for the publication	3.08	1.115
BD76	Suggesting rewrites for sections of the text	**2.44**	1.083
BD77	Writing/rewriting sections of the text	**2.40**	1.041
PROOFREADING			
Group 10: Correcting errors in proofs or print-ready pages			
BE78	Correcting spelling errors in proofs or print-ready pages	**1.48**	.770
BE79	Correcting inconsistent spelling in proofs or print-ready pages	**1.56**	.821
BE80	Correcting grammatical errors in proofs or print-ready pages	**1.80**	.957
BE81	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages	**1.56**	.870
BE82	Correcting inconsistent punctuation use in proofs and print-ready pages	**1.60**	.866
BE83	Correcting errors in word breaks in proofs or print-ready pages	**1.72**	.891
BE84	Correcting errors of fact in proofs or print-ready pages	2.56	.917
BE85	Querying possible errors of fact in proofs or print-ready pages	**2.48**	1.046
BE86	Correcting proofs or print-ready pages for correctness of type specifications	**2.24**	1.052
BE87	Correcting incorrect format and layout in proofs or print-ready pages	**2.28**	1.021
BE88	Checking that all the editor's and author's changes have been incorporated into the final/typeset document	**2.24**	1.268
TECHNICAL SKILLS			
Group 11: Project management			
CA1	The ability to plan projects (conventional or online) effectively	**1.76**	.831
CA2	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints	**1.68**	.945
CA3	Sound business and management skills	**2.16**	.898
Group 12: Skills relating to technology			
CA4	Expertise in the latest word-processing software	**2.00**	1.041
CA5	Expertise in the latest desktop-publishing software (such as InDesign, PageMaker)	2.84	1.068
CA6	Expertise in correctly using track changes during electronic editing	**1.52**	.918
CA7	Expertise in correctly marking changes on hardcopy manuscript	**1.24**	.663
CA8	Expertise in website design, management and maintenance	3.44	.917

CA9	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)	**1.84**	.898
CA10	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)	**1.48**	.653
PERSONAL AND INTERPERSONAL SKILLS			
Group 13: Personal traits			
CB11	Highly developed reading skills	**1.16**	.374
CB12	Intuitive language skills	**1.16**	.374
CB13	Dedication	**1.24**	.436
CB14	A good general knowledge and an interest in world news and events	**1.44**	.651
CB15	A desire to constantly learn	**1.44**	.768
CB16	A strong personal code of ethics and good judgement skills	**1.28**	.542
CB17	The ability to work under pressure and for long hours	**1.16**	.374
CB18	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)	**1.16**	.473
CB19	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention	**1.20**	.500
PROCEDURAL SKILLS			
Group 14: Project coordination and industry knowledge			
CC20	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)	**1.48**	.510
CC21	An awareness of the function of the various role-players in the publishing process	**1.52**	.586
CC22	Knowledge of the costs associated with the various stages of production	**1.92**	.862
CC23	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)	**1.92**	.759
SPECIALISED KNOWLEDGE			
Group 15: Expertise			
CD24	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)	2.58	1.100
CD25	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)	**2.12**	.971

CD26	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)	**1.68**	.748
CD27	Knowledge of specialised subject matter (for example, knowledge of the Revised National Curriculum Statement if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)	**1.88**	.927

Table 5.4: Descriptive statistics for the book-publishing sector

The means computed for the copyediting category range from 1.08 to 3.04 with most means well below 2.00. Only two items in this category scored means of 2.50 or above: item BA8, which deals with querying the correctness of numbers, units and measurements (u = 2.68); and item BA9, which deals with ensuring the correct use of foreign languages (u = 3.04). The fact that only two items in this category scored means of 2.50 or above and that most items scored means below 2.00 suggests that copyediting tasks are central to the work of book editors, reiterating the findings of Chapter 3.

In terms of stylistic editing, all of the items in this category scored means below 2.50. With the exception of item BB41 (u = 2.08), all items in this category computed means well below 2.00. This suggests that book editors frequently perform stylistic-editing tasks.

The respondents from the book-publishing sector also agreed that most structural-editing tasks are important. Only two items in this category scored means of 2.50 or above. Specifically, the respondents indicated that ensuring the logical use of verbal signposts (u = 2.50), and checking and imposing the correct physical structure on the text (u = 2.96) are not tasks that are often performed. However, the task related to ensuring the logical use of verbal signposts scored a mean of 2.50 in this sector, which is just above the cut-off point. The relevance of this task is therefore borderline in this sector. With regard to ensuring and/or imposing the correct physical structure on a text, it may simply be that this task does not fall to book editors; however, it may also be that the formulation of the task and the examples provided were ambiguous,[2] guiding book editors to consider the task irrelevant. These exceptions aside, editors working in book publishing will generally ensure that the manuscript's structure is physically and conceptually sound.

[2] In the questionnaire this item stated "Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the *inverted pyramid* structure or that an academic article follows the *introduction, discussion, conclusion* structure)".

The items in the content-editing category computed the highest overall means for this sector and no item scored a mean lower than 2.00. The high means for the items in this category suggest that the respondents do not perceive content editing, and particularly macro-level content editing, as part of their work. While they do edit a text's content, this type of editing appears to occur less frequently than the tasks listed in the copyediting and stylistic-editing categories. The highest means (and therefore the highest level of overall disagreement with the statements) occurred on the macro-level content-editing tasks. The respondents indicated that copyfitting a text for publication (u = 3.08) and selecting, cropping and editing illustrations and graphics for the text (u = 3.20, u = 3.28, u = 3.08) are not part of their work. In addition, the respondents indicated that they do not query the appropriateness of illustrations (u = 2.60). This suggests that book editors are generally not responsible for the visual elements in the text (such as illustrations), but rather concern themselves with ensuring that the textual content is logical, correct, complete and appropriate and that the illustrations used in the text are suitable. In addition, the respondents indicated that they do query any legal issues in the text (u = 2.28), but that they do not correct these issues (u = 2.52). However, given the fact that the mean for the latter task is only slightly higher than the cut-off mean, it may be that some book editors do correct legal problems in the manuscripts they edit. Furthermore, the respondents will either suggest rewrites for portions of the text (u = 2.44) or write or rewrite portions themselves (u = 2.40). The findings for content editing for the book-publishing sector echo the findings for this type of editing for the entire sample, where there is a lower level of agreement for most macro-level content-editing items.

In terms of proofreading, the respondents strongly agreed that correcting proofs or print-ready pages for spelling (u = 1.48), grammatical errors (u = 1.80) and punctuation errors (u = 1.56) is part of their work. In addition, the respondents indicated that they also correct inconsistent spelling (u = 1.56) and inconsistent punctuation use (u = 1.60) in proofs or print-ready pages. While the respondents agreed that they do query errors of fact (u = 2.48) and correct errors in type specifications (u = 2.24), the means for these items are slightly higher, suggesting either some overall disagreement regarding the centrality of the tasks or possible variation among the respondents regarding the relevance of these tasks. It may be that the relatively high cost of making corrections at proof stage and the time constraints involved in proofing frequently force editors to focus on what is regarded as the really essential proofreading tasks. Nevertheless, fulfilling proofreading functions seems to be part of the book editor's work. This finding may be unique to the South African editing industry, since in editing literature from the UK and the USA a distinction is usually made between proofreading and editing functions. For example, Einsohn (2006:11), who discusses copyediting for the book-publishing sector specifically, explicitly states, "Copyeditors are not proofreaders." It may, however, be the case that in countries like South Africa, with a smaller and possibly less well-established book-publishing industry than the

UK and the USA, publishing houses are smaller and can therefore not support this type of diversification, and so editors see the manuscript through both editing and proofreading stages. The findings of this study therefore suggest that book editors in South Africa typically extend their skills-base to include skills linked to proofreading.

With regard to extra-textual skills, the respondents indicated that in their experience, editors working in the book-publishing sector typically possess a number of skills and abilities that are not related to actual editing work. In the technical-skills category, only two items scored means of 2.50 or above. The respondents indicated that they do not need to be experts in the latest DtP-software (u = 2.84), and that website design, management and maintenance (u = 3.44) were not part of their work. The high means for these two items are not surprising for this sector of the industry. Normally a graphic designer or typesetter is responsible for the layout of a book, and not the editor. In addition, it is unsurprising that editors at publishing houses are not responsible for the design, maintenance and management of the website, as this would typically be the task of the online editor. The means for these two items are also similar to those computed for the entire sample, suggesting that overall, these tasks are not central to editorial work.

The low means computed for the items under personal and interpersonal skills indicate that the respondents believe that editors need to possess all the personal traits listed. The means for this sector are also similar to the means computed for the entire sample's responses, suggesting general agreement among editors on the importance of these skills and traits.

In terms of procedural skills, the respondents indicated that all the items in this category were relevant to their work. This suggests that book editors are involved in the various stages of production and that their jobs include administrative duties that go beyond their editorial work. In addition, the means scored for these items are lower than those of the overall sample, suggesting that, in general, procedural skills are more central to the book editor's work.

Finally, three of the initial four items in the specialised-knowledge category computed means below 2.50. Item CD24 computed a mean of 2.58, indicating that book editors do not need to understand linguistic principles and linguistic sub-disciplines to perform their everyday work (although the mean is not that far above the cut-off point). However, the respondents did indicate that book editors should be familiar with the various text types and structures (which, to some degree, involves knowledge of text linguistics or discourse analysis, if not necessarily in the formalised sense). In addition, the standard deviation calculated for item CD24 seems to suggest that there is some disagreement amongst the respondents regarding the relevance of this item (this will be discussed in more detail later in this section). Furthermore, the means

indicate that knowledge of design and layout principles (u = 1.68) and specialised subject matter (u = 1.88) are key for editors working in the book-publishing sector. The means for the items in this category are similar to those of the overall sample, suggesting that these skills are of equal importance for all editors.

With regard to the standard deviations computed for the responses from the book-publishing sector, greater standard deviation (indicating less agreement amongst the respondents) was computed for 26 of the 115 items. In total, greater standard deviation occurred on nine items from the copyediting category, three items from the structural-editing category, seven items from the content-editing category, four items from the proofreading category, two items from the technical-skills category and one item from the specialised-knowledge category. In terms of percentages, greater standard deviation occurred mostly on the items in the content-editing category (36% of items in this category), the proofreading category (36%) and the structural-editing category (27%). Greater standard deviation also occurred on a large percentage of items in the specialised-knowledge category (25%), the copyediting category (20%) and the technical-skills category (20%).

In the copyediting category, greater standard deviation occurred on the items dealing with correcting numbers, units and measurements (SD = 1.028), ensuring correctness of illustrations (SD = 1.021), querying the correctness of tables and lists (SD = 1.077), and ensuring consistent use of foreign languages (SD = 1.124). All of these items scored means below 2.50, suggesting that some editors do fulfil these functions. With regard to correcting references, greater standard deviation occurred on the following items: querying incorrect reference style for in-text references and reference lists (SD = 1.012); ensuring the completeness of reference lists (SD = 1.187); querying incomplete reference lists (SD = 1.106); and querying consistency in referencing style (SD = 1.042). This is closely linked to the findings for the entire sample, where editors generally disagreed on the importance of these tasks for their editorial work. Greater standard deviation also occurred on the item dealing with collating the author's and proofreader's changes for the typesetter (SD = 1.080). The greater standard deviation on these items suggests that the relevance of some copyediting tasks is contentious amongst editors in the book-publishing sector.

All items in the stylistic-editing category scored low standard deviations. This, together with the low means computed on the items in this category, suggests strong agreement amongst respondents on the importance of stylistic editing and reiterates the findings for the entire sample.

Among the group of tasks dealing with editing the physical structure (part of the structural-editing category), greater standard deviation occurred on the item dealing with correcting the logical use of verbal signposts (SD = 1.063), indicating that there is some disagreement among respondents regarding the importance of this task for book editors. The greater standard deviation together with the borderline mean (u = 2.50) for this item suggest that this item is somewhat problematic. As discussed, it may be that there is genuine disagreement among book editors about the relevance of this task, or it may be that there was some problem with the formulation of and exemplars given for this task that caused some confusion among respondents. With regard to editing the conceptual structure of a text, greater standard deviation occurred on the items that deal with correcting missing markers (SD = 1.068) and correcting problems with backward and forward references (SD = 1.012). This is an unusual finding, particularly considering the type of texts edited in this sector. However, the means for the items suggest that most editors do correct missing markers and problems with backward and forward references.

Among the micro-level content-editing tasks, greater standard deviation was computed for the tasks dealing with correcting content for completeness (SD = 1.021) and correcting content for accuracy (SD = 1.012), suggesting that this forms part of some book editors' responsibilities, but not others. The somewhat lower standard deviations on items dealing with querying such problems intimate that most editors do pay attention to problems with completeness and accuracy, but prefer to query rather than correct these. In terms of macro-level content editing, five of the seven items scored greater standard deviations. These items deal predominantly with major content changes and include writing artwork briefs (SD = 1.000), cropping illustrations for the text (SD = 1.021), copyfitting the text for publication (SD = 1.115), suggesting rewrites for portions of the text (SD = 1.083) and writing or rewriting portions of the text (SD = 1.041). The standard deviations for the items in this category, together with the generally high means, cast doubt on the relevance of major content-editing tasks for book editors. However, while the items dealing with suggesting rewrites for portions of the text and writing or rewriting portions of the text scored greater standard deviations, their means are below 2.50, suggesting some contention regarding the relevance of these tasks. A possible reason for this could be that certain publishing houses hire specialised content (or developmental) editors who work closely with authors to ensure that the manuscript's content (both textual and graphic) is complete and accurate, and so this task might be not the responsibility of the text editors generally.

For the proofreading tasks, the standard deviations are lower than those for the entire sample, suggesting less variance in opinion among book-editors on the importance of these tasks. Greater standard deviations were, however, returned on the tasks dealing with querying errors of fact in proofs or print-ready pages (SD = 1.046), ensuring correctness of type specifications

(SD = 1.052), correcting format and layout (SD = 1.021) and checking that all the author's and editor's changes have been incorporated into the final document (SD = 1.268). The variances on the items dealing with layout and formatting occur consistently in the responses from book editors, suggesting that while book editors agree on the importance of checking proofs or print-ready pages for major errors in spelling, punctuation and grammar, there is some variance in opinion on the importance of tasks dealing with errors in facts, type specifications, layout and formatting.

In the technical-skills category, greater standard deviation occurred on the items dealing with the use of word-processing functions (SD = 1.041) and DtP-software (SD = 1.068). With regard to expertise in word-processing, the mean for this item (u = 2.00) indicates that word-processing skills are important for book editors. However, the greater standard deviation on this item indicates that book editors differ on the centrality of this skill for their work, suggesting that there is notable variance in the mode of editing (hard copy or electronic) used by editors.

Lastly, greater standard deviation occurred on the specialised-knowledge item that relates to knowledge of linguistic principles and linguistic sub-disciplines (SD = 1.100). The greater standard deviation on this item suggests that there is some variance amongst editors regarding the importance of linguistic knowledge. However, the mean for this item (u = 2.58) is only slightly higher than the cut-off mean. This, together with the greater standard deviation, suggests that some editors do consider this skill relevant. This is reiterated by the findings for the entire sample, where this item scored a mean below 2.50, indicating that this skill may be more important for editors in other sectors of the industry.

The analysis in this section showed that editors working in the book-publishing sector perceive most editing tasks to be part of their work. In general, editors agree that most copyediting tasks are highly relevant for their everyday work. The findings for the stylistic-editing category indicate that tasks in this category are vital for book editors. This reiterates the findings for the entire sample, and suggests that stylistic editing is central to the editing process. Structural editing is also important for editors from the book-publishing sector. More specifically, editors agree that all tasks related to editing the conceptual structure of the text and most tasks related to editing the physical structure of the text are important. Content editing appears to be less central to the work of editors than copyediting, stylistic editing and structural editing. Micro-level content-editing tasks are important for editors; however, most macro-level content-editing tasks are not. Proofreading tasks are also important for book editors, with nearly all items scoring means below 2.50.

Editors working in the book-publishing sector also rely on a number of extra-textual skills in their daily work. The editors agreed that most technical skills are of particular importance. The editor respondents also indicated that all items under personal and interpersonal skills are vital for their work. This is not surprising, particularly given the fact that editors in the book-publishing sector work closely with various role-players. Furthermore, the most important extra-textual skills for book editors appear to be procedural skills. This suggests that editors play an important role in the production process, contributing to the successful management and administration of a project. Lastly, certain skills related to the specialised-knowledge category computed means below 2.50, suggesting that book editors require some forms of specialised knowledge.

5.4.2.3 Descriptive statistics for the mass-media sector

The means calculated for the responses from the mass-media sector (n = 20) are listed in Table 5.5. Of the initial 115 items, 89 items calculated means below 2.50. Means below 2.50 were returned on the following groups of items:

- 29 of the 38 copyediting tasks (16 of the 21 tasks under correcting for pre-set rules, 10 of the 12 tasks under correcting for consistency and 3 of the 5 tasks under correlating parts),
- all 9 stylistic-editing tasks (all 5 tasks under tailoring language and all 4 tasks under smoothing the text),
- 10 of the 11 structural-editing tasks (5 of the 6 tasks under editing the physical structure of a text and all 5 of the tasks under editing the conceptual structure of the text),
- 12 of the 19 content-editing tasks (9 of the 12 tasks under micro-level content editing and 3 of the 7 tasks under macro-level content editing),
- 8 of the 11 proofreading tasks,
- 7 of the 10 technical skills (all 3 project-management skills and 4 of the 7 technology-related skills),
- all 9 personal and interpersonal skills,
- 2 of the 4 procedural skills, and
- 3 of the 4 items related to specialised knowledge.

Item		Mean	SD
COPYEDITING			
Group 1: Correcting for pre-set rules			
BA1	Correcting spelling errors	**1.30**	.657
BA2	Correcting punctuation errors	**1.25**	.550
BA3	Correcting errors of grammar	**1.25**	.444
BA4	Correcting errors of syntax (sentence structure)	**1.25**	.550
BA5	Ensuring correctness of terminology usage	**1.45**	.686
BA6	Querying correctness of terminology usage	**1.70**	.733
BA7	Ensuring correctness of numbers, units and measurements	**1.70**	.801
BA8	Querying correctness of numbers, units and measurements	**1.90**	.912
BA9	Ensuring correct use of foreign languages	2.80	.894
BA10	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)	**1.75**	.851
BA11	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)	**2.10**	.852
BA12	Querying correctness of tables and lists (for example, querying whether tables and lists are correctly formatted, whether the content is accurate, and whether the tables and lists are punctuated correctly)	2.60	1.095
BA13	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)	**2.45**	1.191
BA14	Querying correctness of illustrations	2.60	1.231
BA15	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**2.40**	1.392
BA26	Clarifying unexplained acronyms and abbreviations	**1.90**	.852
BA28	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)	**1.70**	1.031
BA29	Querying irregularities with design specifications (such as the layout, formatting, paragraph indentation)	**2.00**	1.026
BA31	Ensuring correctness of reference style of in-text references and reference lists	2.55	.356
BA32	Querying incorrect reference style for in-text references and reference lists	2.85	1.226
BA37	Approving author's and proofreader's changes	**1.95**	1.146

Group 2: Correcting for consistency			
BA16	Ensuring consistency of spelling	**1.15**	.366
BA17	Ensuring consistency of punctuation	**1.20**	.523
BA18	Ensuring consistency of grammar	**1.20**	.410
BA19	Ensuring consistency of syntax (sentence structure)	**1.30**	.571
BA20	Ensuring consistency of terminology usage	**1.35**	.587
BA21	Ensuring consistency in the use of numbers, units and measurements	**1.70**	.979
BA22	Ensuring consistent use of foreign languages (particularly in terms of typographical style)	**2.45**	1.317
BA23	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).	**1.90**	1.071
BA24	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)	**2.15**	1.089
BA25	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)	**2.20**	1.196
BA33	Ensuring consistency of reference style for in-text references and reference lists	2.60	1.353
BA34	Querying consistency of reference style for in-text references and reference lists	2.85	1.226
Group 3: Correlating parts			
BA27	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	**2.45**	1.432
BA30	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)	**2.10**	1.119
BA35	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)	2.85	1.424
BA36	Querying incomplete reference lists (querying instances where the references cited in the text do not appear in the reference list, or when references listed in the reference list do not appear in the text)	3.00	1.298
BA38	Collating author's and proofreader's changes for the typesetter	**2.25**	1.293

STYLISTIC EDITING			
Group 4: Tailoring the language			
BB39	Ensuring appropriate use of vocabulary for the readership	**1.05**	.224
BB40	Ensuring an appropriate register is used in the text, based on the type of text and the readership	**1.30**	.657
BB41	Querying instances of inappropriate register in the text, based on the type of text and the readership	**1.80**	.768
BB45	Removing or correcting instances of verbosity	**1.25**	.639
BB47	Removing or correcting repetition and redundancies	**1.10**	.308
Group 5: Smoothing the text			
BB42	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)	**1.20**	.410
BB43	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)	**1.05**	.224
BB44	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)	**1.05**	.229
BB46	Removing or correcting ambiguities	**1.35**	.671
STRUCTURAL EDITING			
Group 6: Editing the physical structure			
BC50	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)	**1.60**	.754
BC51	Ensuring logical sequence divisions	**1.55**	.759
BC52	Ensuring logical order of sections	**1.50**	.688
BC53	Ensuring logic in the relationships between text, tables and graphics	**2.05**	1.050
BC54	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)	**2.25**	1.209

BC58	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the *inverted pyramid* structure, or that an academic article follows the *introduction, discussion, conclusion* structure)	2.50	1.000
Group 7: Editing the conceptual structure			
BC48	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)	**1.55**	.686
BC49	Querying the less-than-optimal structure of an argument or discussion	**2.20**	.894
BC55	Correcting missing markers (such as the incorrect or inconsistent use of *firstly, secondly, thirdly*)	**2.05**	.911
BC56	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)	**2.15**	.933
BC57	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)	**2.30**	.979
CONTENT EDITING			
Group 8: Micro-level content editing			
BD59	Correcting content for completeness	**1.60**	.754
BD60	Querying incomplete content	**1.85**	.933
BD61	Correcting content for appropriateness	**1.65**	.671
BD62	Querying inappropriate content	**1.90**	.852
BD63	Correcting content for accuracy	**1.60**	.598
BD64	Querying inaccurate content	**1.60**	.821
BD65	Correcting content for logic	**1.80**	.768
BD66	Querying illogical content	**2.00**	.858
BD67	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)	2.58	.902
BD68	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)	2.75	.967
BD69	Ensuring appropriateness of illustrations	**2.35**	.988
BD70	Querying appropriateness of illustrations	2.50	.946
Group 9: Macro-level content editing			
BD71	Writing artwork briefs for the text	2.85	1.089
BD72	Selecting illustrations and graphics for the text	2.95	.999

BD73	Cropping illustrations and graphics for the text	3.15	.875
BD74	Editing illustrations and graphics for the text	2.95	.945
BD75	Copyfitting the text for the publication	**2.05**	1.146
BD76	Suggesting rewrites for sections of the text	**2.30**	.865
BD77	Writing/rewriting sections of the text	**1.80**	.834
PROOFREADING			
Group 10: Correcting errors in proofs or print-ready pages			
BE78	Correcting spelling errors in proofs or print-ready pages	**1.95**	1.191
BE79	Correcting inconsistent spelling in proofs or print-ready pages	**1.75**	1.209
BE80	Correcting grammatical errors in proofs or print-ready pages	**2.05**	1.191
BE81	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages	**2.00**	1.170
BE82	Correcting inconsistent punctuation use in proofs and print-ready pages	**2.10**	1.210
BE83	Correcting errors in word breaks in proofs or print-ready pages	**2.30**	1.261
BE84	Correcting errors of fact in proofs or print-ready pages	**2.40**	1.273
BE85	Querying possible errors of fact in proofs or print-ready pages	2.60	1.273
BE86	Correcting proofs or print-ready pages for correctness of type specifications	2.63	1.212
BE87	Correcting incorrect format and layout in proofs or print-ready pages	2.70	1.174
BE88	Checking that all the editor's and author's changes have been incorporated into the final/typeset document	**1.85**	1.182
TECHNICAL SKILLS			
Group 11: Project management			
CA1	The ability to plan projects (conventional or online) effectively	**2.10**	.968
CA2	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints	**1.80**	.951
CA3	Sound business and management skills	**2.10**	.852
Group 12: Skills relating to technology			
CA4	Expertise in the latest word-processing software	**1.95**	.759
CA5	Expertise in the latest desktop-publishing software (such as InDesign, PageMaker)	**2.25**	1.118
CA6	Expertise in correctly using track changes during electronic editing	2.50	.946
CA7	Expertise in correctly marking changes on hardcopy manuscript	**2.20**	1.105
CA8	Expertise in website design, management and maintenance	3.15	.813

CA9	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)	3.15	.875
CA10	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)	**1.50**	.889
PERSONAL AND INTERPERSONAL SKILLS			
Group 13: Personal traits			
CB11	Highly developed reading skills	**1.00**	.000
CB12	Intuitive language skills	**1.05**	.224
CB13	Dedication	**1.35**	.489
CB14	A good general knowledge and an interest in world news and events	**1.45**	.605
CB15	A desire to constantly learn	**1.50**	.513
CB16	A strong personal code of ethics and good judgement skills	**1.25**	.444
CB17	The ability to work under pressure and for long hours	**1.30**	.470
CB18	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)	**1.30**	.470
CB19	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention	**1.50**	.688
PROCEDURAL SKILLS			
Group 14: Project coordination and industry knowledge			
CC20	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)	**1.80**	.894
CC21	An awareness of the function of the various role-players in the publishing process	**1.70**	.865
CC22	Knowledge of the costs associated with the various stages of production	2.60	1.046
CC23	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)	2.65	1.040
SPECIALISED KNOWLEDGE			
Group 15: Expertise			
CD24	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)	**2.45**	1.050
CD25	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)	2.55	.999

CD26	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)	**2.25**	.910
CD27	Knowledge of specialised subject matter (for example, knowledge of the Revised National Curriculum Statement if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)	**2.20**	1.105

Table 5.5: Descriptive statistics for the mass-media sector

The means computed for the items in the copyediting category indicate that editors working in the mass-media sector consider copyediting tasks as important for their work. All items dealing with linguistic corrections (such as correcting and ensuring consistency in spelling, grammar, punctuation, syntax, terminology usage, acronyms and abbreviations, and numbers, units and measurements) scored means below 2.00. This suggests that basic linguistic copyediting tasks are particularly central to the work of editors working in the mass-media sector.

Some larger-scale copyediting tasks dealing with textual elements scored means above 2.00 but below 2.50. These include ensuring correctness and consistency in tables and lists (u = 2.10, u = 2.15), ensuring correctness and consistency of illustrations (u = 2.45, u = 2.20), ensuring the correctness and completeness of preliminary and end matter (u = 2.40, u = 2.45), querying irregularities with design specifications (u = 2.00) and correlating parts (u = 2.10). These tasks appear to be of less importance than more micro-level copyediting tasks, though still relevant.

However, other larger-scale copyediting tasks involving textual elements score means of 2.50 or above. These include ensuring correct use of foreign languages (u = 2.80), querying correctness of tables and lists (u = 2.60), querying correctness of illustrations (u = 2.60), ensuring and querying the correctness of reference style for in-text references (u = 2.55, u = 2.85), ensuring and querying the consistency of reference style for in-text references and reference lists (u = 2.60, u = 2.85), and ensuring and querying the completeness of reference lists (u = 2.85, u = 3.00).

The higher means for all items involving querying indicates that mass-media editors are likely to correct problems with the text elements involved (tables, lists and illustrations), rather than just querying them. With regard to ensuring the correct use of foreign languages, the high mean on this item may suggest that, in general, foreign languages are not used frequently in mass-media texts. However, the mean for this item is similar to the findings for this item in the entire sample as well as the book-publishing sector. This indicates that, overall, most editors do not ensure the correctness of instances of foreign-language use.

It is also noticeable that all items related to reference style and reference lists scored means of more than 2.50. This indicates that the respondents are consistent in stating that any task related to reference style and reference lists is not part of the mass-media editor's work. This is obviously the case since references are not commonly or frequently used in mass-media texts. However, it is meaningful that the means for the entire sample (and the book-publishing sector) for these kinds of items differ from those of the mass-media sector, suggesting that all tasks related to correcting references and reference lists do not form part of mass-media editors' work, but may form part of other editors' work.

In terms of stylistic editing, all items in this category computed means lower than 2.50, suggesting that stylistic editing is an important function of editors working in the mass-media sector. This corroborates the finding of the literature review (see Chapter 3) that editors working at newspapers and magazines must be familiar with the publication's readership and should tailor the text to suit the reader. Stylistic-editing tasks are, however, not only important for mass-media editors, as evident from the fact that these tasks score low means for the entire sample and the book-publishing sector as well.

With the exception of one item, all the items in the structural-editing category scored means below 2.50. The exception, checking and imposing the correct physical structure on the text, scored a borderline mean of 2.50, suggesting that this task may be performed by considerable numbers of mass-media editors. (As discussed in Section 5.4.2.2, items whose means are only slightly higher than 2.50, may be considered borderline tasks which could be relevant to a number of editors.) What is noticeable about the means for this sector is that they are lower than the means for the book-publishing sector. More specifically, items that deal with the structure and ordering of the text (both physical and conceptual) scored lower means in this sector than in the book-publishing sector. This suggests that mass-media editors attach a great deal of importance to the logical arrangement of information, probably because of the emphasis that the mass media places on the audience's expectations and requirements of the text. It may be postulated that, broadly, mass-media editors' work is founded on a strong loyalty to their audience, while book editors are more inclined to show loyalty to the author in their editorial work.

Means of 2.50 or above were computed for the micro-level content-editing items dealing with correcting or querying content for legal issues (u = 2.58, u = 2.75). These findings are surprising, considering that many mass-media texts are particularly vulnerable to these issues because of their actuality and the nature of their subject matter. In addition, the mean for the item dealing with querying legal issues (u = 2.75) is also surprising, specifically because this item scored a mean below 2.50 in the book-publishing sector – indicating that book-editors

perceive this task as important, while the remainder of the sample does not. Furthermore, the item dealing with querying the appropriateness of illustrations scored a mean of 2.50. The fact that this mean is not significantly higher than the cut-off mean, suggests that it may be important for the work of some mass-media editors, particularly considering the fact that ensuring the appropriateness of illustrations scored a mean of 2.35. With regard to macro-level content editing, the respondents indicated that editors working in this sector are not responsible for writing artwork briefs (u = 2.85), and selecting, cropping and editing illustrations and graphics for text (u = 2.95, u = 3.15, u = 2.95). This suggests that editors are generally not responsible for selecting or editing illustrations for the publication (apart from checking for appropriateness) and that this task falls to another role-player, such as the graphic designer or layout artist. It is noticeable that the task dealing with writing or rewriting sections of the text (u = 1.80) scored a lower mean than the other macro-level content-editing items, and the fourth lowest mean of all content-editing tasks. This reiterates the finding that mass-media editors are responsible for checking that the text is in line with the reader's expectations and will go as far as writing and rewriting sections of text to ensure this. Overall, the means for this sector are lower than the means computed for the entire sample (and the book-publishing sector), suggesting that content editing is considered more important for mass-media editors than editors working in other sectors.

In the proofreading category, the respondents indicated that they correct errors of spelling (u = 1.95), grammar (u = 2.05), punctuation (u = 2.00), word breaks (u = 2.30) and also errors of fact (u = 2.40) (rather than merely querying them). In addition, the respondents indicated that they correct inconsistencies in spelling (u = 1.75) and punctuation (u = 2.10). With regard to correcting errors of fact, it is notable that mass-media editors consider this part of their work, while the entire sample (and the subsample of book editors) does not. This is most likely due to the potential consequences of factual errors in these types of text. Furthermore, editors will check that all the editor's and author's changes have been incorporated into the final document (u = 1.85). These findings suggest that editors working in the mass-media sector do participate in the proofreading stage. However, mass-media editors generally do not check proofs or print-ready pages for correctness of type specifications (u = 2.63) or format and layout (u = 2.70). The exclusion of these items is in all likelihood due to the fact that the format and layout of the text will be checked by the layout artist and/or graphic designer.

With regard to technical skills, means of 2.50 or above were scored on the items that deal with using the *track changes* function during editing (u = 2.50), knowledge of the various methods of querying (u = 3.15) and expertise in website design, management and maintenance (u = 3.15). It should, however, be noted that the borderline mean for the item referring to expertise in correctly using the *track changes* function during electronic editing indicates that nearly half of

the respondents consider this skill important, and it is therefore relevant for the work of some editors working in the mass-media sector. The borderline nature of this task may be ascribed to the fact that, due to time pressures typical of the mass media as well as due to the particular writer-editor dynamic in this sector, it may not be viable or necessary for the author or journalist to see which changes the editor has made to the text. This may also explain why the mean for knowledge of the various methods of querying scored a particularly high mean (u = 3.15). There may simply not be enough time for an author or journalist to approve the changes that an editor makes, or to respond to any queries from the editor. With regard to website design, management and maintenance, this job is in all likelihood fulfilled by the online editor. Another important finding is the fact that the item dealing with knowledge of DtP-software scored a low mean (u = 2.25), indicating that this skill is relevant for editors working in this sector (and not for editors in the other sectors), making this a sector-specific skill rather than a shared skill.

For the personal and interpersonal-skills category, means below 2.00 were computed for all items; in fact, the highest mean in this category was 1.50. These findings are similar to those of the entire sample and book-publishing sector and suggest that editors view personal and interpersonal skills as important for their work.

In terms of procedural skills, the respondents indicated that editors working in the mass-media sector do not need to perform general administrative duties (u = 2.65), or concern themselves with the costs associated with various stages of production (u = 2.60). This differs from the findings for the book-publishing sector and the entire sample, where the ability to perform administrative duties and knowledge of the costs associated with the various stages of production are important. This suggests that editors working in the mass-media sector are less involved in the administrative dimension of publishing. However, the means for this category do show that mass-media editors should understand the publishing process (u = 1.80) and the function of the various role-players in it (u = 1.70), demonstrating their integral and involved role in the publishing process. The means for the latter two items from the entire sample are higher than the means from the mass-media subsample, indicating that in comparison to the entire sample, editors working in the mass-media sector place more value on these skills.

Lastly, the means computed for the specialised-knowledge category suggest that editors working in this sector should understand linguistic principles and sub-disciplines (u = 2.45), comprehend principles of design and layout (u = 2.25) and be experts in the subject matter of the publication (u = 2.20). The means for the last two items are noticeably higher than the means computed for these items in the book-publishing sector (but are similar to those of the entire sample), suggesting that mass-media editors perceive knowledge of design and layout and expertise in a publication's subject matter as less important than book editors do. Another

noticeable finding is the slightly high (though still borderline) mean for the item related to knowledge of various text types and structures (u = 2.55). This is unusual, particularly given the importance placed on structural-editing tasks. A possible reason for the higher mean on this item may be that mass-media editors work only with articles, and so knowledge of the various types of texts is less important.

With regard to standard deviation, greater standard deviation was computed for 40 of the items. In total, greater standard deviation occurred on twenty items from the copyediting category, three items from the structural-editing category, two items from the content-editing category, all eleven items from the proofreading category, two items from the technical-skills category, two items from the procedural-skills category and two items from the specialised-knowledge category. Greater standard deviation therefore occurred most often in the copyediting (53%), proofreading (100%), procedural-skills (50%) and specialised-knowledge (50%) categories, while there was little disagreement on the relevance of skills in the content-editing category (11%), the structural-editing category (27%) and no disagreement on the relevance of the skills in the stylistic-editing category.

For the copyediting items, greater standard deviation occurred on nine items under correcting for pre-set rules, six items under correcting for consistency and all five items under correlating parts. These results are significantly different from the standard deviations for the book-publishing sector (where greater standard deviation occurred on only nine items in the copyediting category). This greater variance among respondents suggests that mass-media editors generally differ on the importance of many copyediting tasks, and also indicates that certain copyediting tasks are contentious among mass-media editors. Overall, greater standard deviation occurred on items related to visual-textual elements such as tables, lists, illustrations and design specifications, as well as cross-referencing tasks such as correlating parts of the text, references and reference styles, and collating and approving changes. In fact, all items referring to correcting references, reference lists and reference styles scored greater standard deviations. Given the high means and greater standard deviations on these items, it seems that mass-media editors disagree on the importance of checking references and reference lists, and that some editors in this sector (however few) do actually consider this as part of their editorial work.

With regard to tables and lists, greater standard deviation occurred on querying the correctness of tables and lists (SD = 1.095) and ensuring consistency in tables and lists (SD = 1.089); however, respondents did agree that ensuring correctness in tables and lists is part of their work. The items dealing with illustrations also scored greater standard deviations: ensuring the correctness of illustrations (SD = 1.191); querying the correctness of illustrations (SD = 1.231);

and ensuring consistency of illustrations (SD = 1.196). The high standard deviations on all the items related to illustrations suggest that, in general, respondents disagree on the importance of correcting or even querying problems with illustrations. Lastly, the greater standard deviations on all the items in the correlating-parts category suggest that this type of editorial work is particularly contentious among mass-media editors. This contention may stem from the differences between editing for a magazine and for a newspaper. Magazines contain a table of contents and a number of internal page references, while newspapers contain fewer such references. In addition, correlating the parts of a text is a task that would occur during the final stages of editing and during proofreading. Against this background, this finding may suggest that some mass-media editors are not involved in the final stages of checking proofs (see discussion on proofreading below). Overall, editors working in the mass-media sector disagree on the relevance of copyediting the text for aspects other than spelling, grammar, punctuation and usage.

The lower standard deviation on the stylistic-editing items indicates that the respondents agree that stylistic editing is important, and that all editors working in the mass-media sector perceive these tasks as central to their editorial work. With regard to structural editing, greater standard deviation occurred on only three items. More specifically, the respondents disagreed on the relevance of ensuring logic in the relationship between text, tables and graphics (SD = 1.050), the logical use of verbal signposts (SD = 1.209), and imposing or ensuring the correct physical structure for a text (SD = 1.000). However, the low means on the tasks dealing with the relationship between text, tables and graphics and the logical use of verbal signposts indicate that these tasks are performed by most editors working in this sector.

For the content-editing category, greater standard deviation occurred on two macro-level content-editing items. The standard deviations for this category indicate some variance among the respondents on the relevance of writing artwork briefs for the text (SD = 1.089) and copyfitting the text for publication (SD = 1.146). However, writing artwork briefs for the text has a mean above 2.50, indicating that this is generally not done by mass-media editors. In contrast, copyfitting text for publication has a mean below 2.50, suggesting that copyfitting is done at some publications and not others. The fact that only two items in this category scored greater standard deviations indicates that the respondents are in agreement regarding the frequency with which most tasks are carried out. In particular, it appears that micro-level content editing is very important for the editorial work of mass-media editors, while most macro-level content-editing tasks are performed less frequently.

In the proofreading category, greater standard deviation occurred on all items, indicating that proofreading tasks are highly contentious amongst editors working in the mass-media sector

and that there is significant variation in proofreading practices in the mass media. While at some publications editors may indeed be responsible for proofreading print-ready text for the various dimensions outlined in the tasks, at other publications this may not be the case. However, most of the means for the proofreading items are below 2.50, indicating that, overall, proofreading is done by mass-media editors. The overall contention regarding the relevance of proofreading skills for mass-media editors may explain why the item referring to correlating parts (under the copyediting category) scored greater standard deviation.

Greater standard deviation occurred on two items in the technical-skills category. More specifically, the respondents disagreed about the relevance of expertise in the latest DtP-software (SD = 1.118) and expertise in correctly marking changes on hard copy (SD = 1.105). With regard to marking changes on hard copy, the dissension may be the result of the fact that this form of mark-up is becoming less relevant in view of advances in word-processing software. The greater standard deviation on expertise in DtP-software indicates variance among mass-media editors on the relevance of this skill. However, both items scored means below 2.50, indicating that they are tasks performed by mass-media editors. The greater standard deviation on these items suggests variation in the work environment and editing practices of the mass media, indicating that at some publications these tasks are performed by the editors but not at others.

Among the procedural skills, lower standard deviation occurred on the items dealing with project management and knowledge of the various methods of querying, suggesting stronger agreement among the respondents regarding the relevance of these tasks. Both tasks scored means below 2.00, indicating that editors agree that these skills are important for their work. While knowledge of the publishing process (SD = 0.894) and its various role-players (SD = 0.865) is important, there was a lower degree of agreement on the items related to knowledge of the costs associated with production (SD = 1.046) and general administration (SD = 1.040), indicating that editors are not really involved in budgeting and the administration of projects.

With regard to the specialised-knowledge category, greater standard deviation occurred on the items dealing with knowledge of linguistic principles and sub-disciplines (SD = 1.050) and knowledge of specialised subject matter (SD = 1.105). While the mean for the item referring to knowledge of linguistic principles and sub-disciplines (u = 2.45) is below 2.50, it is relatively high. This, together with the higher standard deviation on this task, suggests that this particular skill is contentious among mass-media editors (as it is among editors in general). With regard to the item dealing with knowledge of specialised subject matter, the high standard deviation indicates that there is some variance among editors regarding the relevance of this skill.

Nevertheless, this item scored a mean of 2.20, suggesting that most mass-media editors view this skill as important for their work.

The analysis of the responses from the mass-media sector shows that editors working in this sector agree on the importance of basic copyediting tasks for their work. This is different to the situation for the book-publishing sector, where respondents indicated that more advanced copyediting tasks are often performed. Greater agreement occurred on the relevance of stylistic- and structural-editing tasks, suggesting that mass-media editors are particularly concerned with tasks that make the text accessible and logical for the reader. In terms of content editing, the respondents were generally in agreement that micro-level content-editing tasks are relevant to their work, with less emphasis placed on macro-level content-editing tasks. Specifically, items under content editing that relate to making the text more appropriate for the reader scored lower means, supporting the idea that mass-media editors are more concerned with ensuring that the text is accessible and appropriate for the reader. While many items in the proofreading category scored means below 2.50, all items computed greater standard deviation – indicating that proofreading responsibilities and practice differ from publication to publication.

In addition to the textual tasks identified, the respondents indicated that a number of extra-textual skills are relevant to their work. Given the pressure that editors in this sector often work under, it is not surprising that personal and interpersonal skills are viewed as vital. In addition, the most important (although not the only) technical skills identified deal with the ability to manage projects efficiently and source information effectively – both skills that decrease the time needed to complete an editorial task. While specialised knowledge appears to be important for the work of mass-media editors, the higher means for the items in this category (in comparison to the means for the items in other categories) indicate that they are of less importance. Overall it seems that mass-media editors are frequently involved in more than simply editing the language in a text. The findings in this section support this and also suggest that the following sentiment, expressed by Morrish (2003:16), seems to hold true for South African editors working in the mass-media sector, "editors have learned to become involved in the publishing process, rather than simply offering editorial services… Now they must contribute to the commercial well-being of their magazines as well as their editorial quality".

5.4.2.4 Descriptive statistics for the technical-editing sector

The means and standard deviations calculated for the responses from the technical-editing sector (n = 18) are summarised in Table 5.6. Means lower than 2.50 were returned on 90 of the initial 115 items and are distributed as follows: