

## 外 国 語 要 旨

学位論文題目：An Investigation of Chinese University Students' Attitudes toward Plagiarism

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The main purpose of this study is to convey the status of the plagiarism issue in Chinese universities. Three perspectives are examined for accomplishing this purpose: the writing traditions in Chinese history, the current situation of teaching and learning English writing in Chinese universities, and Chinese students' knowledge of and attitudes toward plagiarism.

Firstly, by examining some previous research, how the plagiarism issue is viewed from various perspectives in academic settings is reviewed. The examination system and dominant writing styles in ancient China, traditional ways of teaching and learning writing, some historical records concerning copyright, and specific cases of how ancient Chinese literati cite sources are examined.

Secondly, by interviewing four current English teachers from three different universities in China, how teaching English writing is positioned in their curricula, how and what they teach about plagiarism, and specific plagiarizing cases are introduced.

Finally, a questionnaire consisting of ten questions was designed to research Chinese students' experiences of, attitudes toward, and knowledge of plagiarism

The findings of this study are summarized from the following three perspectives:

(1) In Chinese history “imitation” has long been regarded as an effective method in the process of learning writing. In addition, the special central examination system encouraged rigid rather than creative writing styles. This contributed to the over-exaggeration and over-dependence on imitation in some cases. However, plagiarism has never been accepted as a permissible behavior in Chinese history in that imitation as a writing technique has fundamental differences from plagiarism.

(2) An English-proficiency-test-centered education system has long been adopted in Chinese universities. It can be suggested that this system partially contribute to students' lack of creativity and originality in writing.

(3) Although a large number of students reported no or very few experiences of plagiarism, they may in fact lack proper knowledge of judging plagiarism. The widely-employed “template” way of writing, together with the high pressure placed on students by the language proficiency tests, can be considered important causes of

Chinese students' ignorance of plagiarism and related knowledge, and their tolerant attitudes toward plagiarism revealed in the survey responses.

Based on the insufficiencies as well as the findings of this study, some suggestions for English educators and some topics for future discussion are provided.