

CHINESE UNIVERSITY EFL TEACHERS' KNOWLEDGE OF AND STANCE ON PLAGIARISM

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INTRODUCTION



As academic experts and educators of future academics, university teachers play a key role in educating students against plagiarism and in defending academic integrity. Their knowledge and attitudes regarding plagiarism not only have a crucial influence on student perceptions of plagiarism, but can also provide insights into how universities solve the problem. This study aims to address this imbalance in plagiarism research.

METHODOLOGY



The study focuses on a sample of 108 teachers from 38 Chinese universities. Based on quantitative and qualitative data obtained from textual and editorial judgements, it examines: 1) whether EFL teachers in Chinese universities share Anglo-American concepts of plagiarism; 2) what position they take in the cases of plagiarism detected; 3) what factors may influence their understandings.

RESULTS



The direction of the relationship between the teaching experience and Attitude scores indicated that when the teaching experience was longer, scores on attitude went up. In other words, the more time a participant spent in higher education, the more lenient he/she would be towards plagiarism. These results indicated that it was less likely that teachers who had studied at foreign universities will incorporate words from the original text.

CONCLUSION



Chinese authors are culturally more accepting of plagiarism. This study found that teaching experience had a negative effect on the teacher's attitude towards plagiarism. Academic experience abroad was also found to influence textual appropriation practices. That is, teachers with this experience were less likely to copy textual words from the original text in their paraphrases.

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