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THE CREATIVE UNIVERSITY

สถาบันวิจัยเศรษฐกิจสร้างสรรค์ มหาวิทยาลัยกรุงเทพ

แบบบันทึกสรุปลงค์ความรู้ที่ได้จากการผลิตผลงานเพื่อใช้เป็นสื่อการสอนหรือกรณีศึกษา

1. ข้อมูลผลงาน

1.1 ชื่องานวิจัย/Title: The Intersectionality of Academic Honesty and Smartphone Use
in English Language Learning: A Case of EFL Students in Thailand

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2. สรุปผลและ/หรือองค์ความรู้ที่ได้จากการผลิตผลงาน เพื่อใช้เป็นสื่อการสอนหรือกรณีศึกษา /

Summary of the results and / or knowledge gained from the production of the work.

This study examined the interplay between academic dishonesty (AD) and phone use among EFL university students in Thailand. Four main points emerged from the analysis of the data. Firstly, cheating and plagiarism were found to be prevalent among Thai EFL students, and these behaviors were the basis of their understanding of AD. These findings are consistent with earlier research that highlights factors such as fear of low grades, exam difficulty, teacher ignorance towards plagiarism, and pressure to produce high-quality work as driving forces for academic misconduct in the EFL context (Amiri & Razmjoo, 2016; Habiburrahim et al., 2021). Secondly, students' attitudes towards cheating were identified as influencing their perceptions of AD, with some students reporting beliefs that cheating was acceptable under certain circumstances. For instance, some students believe that cheating is acceptable if they can evade detection. Research specifically focusing on Thai EFL students suggests that poor English language proficiency and tolerance for plagiarism, including copying content from the internet, are widespread (Nagi & John, 2020). This study's findings suggest that addressing students' attitudes towards cheating, improving language proficiency, and implementing measures to detect plagiarism could be effective strategies to reduce academic misconduct among EFL university students in Thailand.

Thirdly, the dependency of EFL students on smartphones in English learning and their awareness of cheating risks and exam distraction underlie their perceptions of smartphone use for academic dishonesty (AD) behaviors. These findings are consistent with prior studies that highlight the potential of students to engage in AD behaviors through smartphones due to the availability of online resources and connectivity with peers (Costley, 2019; Fook, 2021; Metruk, 2020; Winskel et al., 2019). Lastly, the close relationship between EFL students' perceptions of AD and their smartphone use, along with the predictive value of smartphone use for AD behaviors, aligns with previous studies' findings (Campbell, 2006; Tindell & Bohlander, 2012). EFL students have been documented to employ AD behaviors involving phone use, such as recording answers, texting answers to peers, taking pictures of exams, and transmitting them via phones (Jones, 2011). The risk of cheating can also increase due to the ease of use and usefulness of mobile apps for assessments, as reported by Thai EFL students at a university (Rofiah & Waluyo, 2020). The findings of this study emphasize the importance of addressing smartphone use and dependency to prevent Ad behaviors among EFL students.

3. แนวทางการนำผลการผลิตผลงาน และ/หรือ องค์ความรู้ที่ได้ไปใช้ประโยชน์เพื่อใช้เป็นสื่อการสอนหรือ กรณีศึกษา / Guidelines for the utilization of results of production, results and / or knowledge.

The study on the intersectionality of academic honesty and smartphone use among English as a Foreign Language (EFL) students in Thailand provides critical insights that can be utilized to enhance English teaching and learning in higher education. Here's how educators and institutions can leverage these findings:

1. Addressing Academic Dishonesty through Education and Policy

The prevalence of cheating and plagiarism highlights the need for comprehensive education on academic integrity. Institutions should:

A. Develop Clear Guidelines: Create and disseminate clear policies on academic honesty, including definitions of cheating and plagiarism, to ensure students understand what constitutes academic misconduct.

B. Integrate Integrity Education: Incorporate academic integrity modules into the English curriculum, emphasizing the importance of honesty in academic and professional settings.

C. Utilize Technology: Implement plagiarism detection software and educate students on how to use these tools to check their work, fostering a culture of accountability and transparency.

2. Enhancing English Language Proficiency

Poor English language proficiency is a significant factor driving students towards dishonest practices. Strategies to mitigate this include:

A. Strengthening Language Support: Offer additional language support services, such as tutoring, writing workshops, and language labs, to help students improve their English skills.

B. Incorporating Real-Life English Usage: Design curricula that include practical English usage, encouraging students to apply their language skills in real-world scenarios, which can increase proficiency and confidence.

C. Promoting Authentic Learning: Encourage students to engage with authentic English materials (e.g., news articles, literature, podcasts) that can enhance their understanding and application of the language.

3. Managing Smartphone Use

Given the dual role of smartphones as both educational tools and facilitators of academic dishonesty, a balanced approach is necessary:

A. Guided Smartphone Use: Educate students on the effective and ethical use of smartphones for learning. This can include recommended apps for language learning, guidelines on appropriate use during study and in class, and discussions on the ethical considerations of smartphone use in academic settings.

B. Monitoring and Regulation: Implement policies for smartphone use during exams and in the classroom to minimize distractions and prevent cheating. This might involve designated phone-free times or requiring devices to be turned off during certain activities.

4. Fostering a Positive Educational Environment

Cultivating a Culture of Integrity: Beyond policies and penalties, fostering an educational culture that values honesty, effort, and improvement can help mitigate the temptation to engage in dishonest practices.

A. Encouraging Collaboration Over Competition: Promote collaborative learning environments where students can work together in studying and projects, reducing the pressure and incentive to cheat.

B. Personalized Feedback and Support: Provide personalized feedback and support to students, addressing individual challenges and recognizing efforts, which can motivate students to pursue learning honestly.

The findings from the study emphasize the need for a multifaceted approach to address academic dishonesty and enhance English language learning in higher education. By focusing on education and policy, enhancing language proficiency, managing smartphone use, and fostering a positive educational environment, institutions can create a more honest, effective, and enriching learning experience for EFL students. This approach not only addresses the immediate concerns of academic dishonesty but also contributes to the broader goal of improving English language proficiency among learners, preparing them for future academic and professional success.

3.1 Summary of Content for Teaching (both students and faculty)

Among others, the findings may be implicated in the following aspects:

1. For teaching

The findings of this study can be integrated into the teaching of the following courses:

IEN106-The Art of Writing

IEN20-Advanced Listening and Speaking

IEN305- English for Human Resource Management

2. For teachers

Here are the potential benefits that lecturers could derive from the findings of this research:

A. Promoting Academic Integrity: Teachers can use these findings to foster a classroom environment that emphasizes the importance of academic honesty. This involves educating students about the definitions of cheating and plagiarism, discussing the ethical implications of such behaviors, and the long-term benefits of academic integrity.

B. Enhancing English Language Proficiency: The link between poor English proficiency and the tendency towards academic dishonesty suggests a need for teachers to focus on improving language skills. This can be done through immersive and interactive teaching methods, such as project-based learning, peer teaching, and the use of authentic materials that engage students and improve their confidence in using English.

C. Incorporating Technology Ethically: Understanding the dual role of smartphones as both a learning tool and a potential means for cheating, teachers can guide students on how to use technology ethically. This includes integrating smartphone-based learning activities that are monitored and designed to enhance language learning, rather than distract from it.

D. Plagiarism Detection and Prevention: Educators can introduce and utilize plagiarism detection software in their teaching, making students aware of its presence and utility. This

not only serves as a deterrent but also educates students on the importance of originality and the proper attribution of sources.

3. For students

A. Developing a Positive Attitude towards Learning: Students can work on changing their attitudes towards cheating by understanding the value of genuine learning and the personal satisfaction of achieving based on one's own efforts. Recognizing the detrimental effects of academic dishonesty on their learning journey and future opportunities can motivate students to adhere to academic integrity.

B. Leveraging Smartphones for Learning: Students can utilize smartphones as a positive learning tool by accessing educational resources, language learning apps, and practice exercises to improve their English skills. They should be encouraged to set boundaries for smartphone use that promote learning instead of distraction or cheating.

C. Self-Regulation and Accountability: Encouraging self-regulation among students involves them setting personal academic goals, monitoring their progress, and holding themselves accountable for their learning outcomes. This self-directed approach can reduce the perceived need for dishonest practices.

D. Seeking Support: Students should be encouraged to seek help when they face difficulties in learning English. This can be through language workshops, tutoring sessions, or study groups, which can provide the support and resources needed to improve language proficiency without resorting to dishonesty.

3.2. Summary of content for relevant government agencies

The findings of the study have several implications for stakeholders in higher education and the Ministry of Education in Thailand:

1. For Higher Education Institutions in Thailand

A. Develop Comprehensive Academic Integrity Policies: Higher education institutions should collaborate to develop and implement comprehensive academic integrity policies that are culturally sensitive and reflect the unique challenges faced by Thai students. These policies should be clearly communicated at the start of every course and reinforced throughout the academic year.

B. Incorporate Academic Honesty in English Curriculum: English courses should explicitly include lessons on academic honesty, focusing on the importance of citing sources,

understanding plagiarism, and developing personal integrity. This could be integrated into existing language skills classes or offered as standalone workshops.

C. Leverage Technology Responsibly: Institutions should provide training for both students and faculty on the responsible use of smartphones and other digital tools in academic work. This includes promoting digital literacy and ethical online behavior, as well as introducing software and applications that can aid learning without facilitating dishonesty.

2. For the Ministry of Education in Thailand

A. National Framework for Academic Integrity: The Ministry of Education could develop a national framework for academic integrity that provides guidelines for universities to create their own policies. This framework would emphasize the importance of ethical conduct in academic work and suggest best practices for promoting honesty among students.

B. Teacher Training Programs: Implement national-scale teacher training programs focused on modern pedagogies that promote engagement and integrity in language learning. This includes training on detecting and addressing plagiarism, using technology effectively in the classroom, and creating assessments that minimize opportunities for dishonesty.

C. Research and Development Initiatives: Encourage and fund research initiatives aimed at exploring further the causes of academic dishonesty and the effective use of technology in education. This research can inform policy and curriculum development, ensuring they are based on up-to-date information and practices.

D. Public Awareness Campaigns: Launch public awareness campaigns to highlight the value of academic honesty and the consequences of dishonest behavior. These campaigns could target students, educators, and the public, promoting a culture of integrity in academic and professional life.

3.3 Summary of content for relevant international organizations

1. Promoting Academic Integrity

International organizations can utilize these findings to develop comprehensive frameworks and guidelines for promoting academic integrity in language learning contexts. This could involve:

A. Developing Global Standards: Creating international standards for academic honesty tailored to language learning, which can be adapted and implemented by educational institutions worldwide.

B. Awareness Campaigns: Launching global campaigns to raise awareness about the importance of academic integrity, the consequences of dishonesty, and strategies to promote honest behavior among students.

2. Enhancing Digital Literacy and Responsible Use of Technology

Given the central role of smartphones in facilitating academic dishonesty, international organizations can focus on:

A. Digital Literacy Programs: Initiating programs that enhance students' and educators' digital literacy, focusing on the ethical use of technology in education.

B. Guidelines for Technology Use: Developing guidelines for the responsible use of smartphones and other digital tools in academic settings, including recommendations for preventing their misuse.

3.4 Summary of content for researchers in the research topic

1. Expanding the Research Geographically and Contextually

A. Comparative Studies Across Cultures and Educational Systems: Researchers can conduct similar studies in different countries or educational contexts to compare findings. This would help in understanding if the trends observed among Thai EFL students are unique to Thailand or part of a global phenomenon.

B. Longitudinal Studies: Following students over time to see how their attitudes and behaviors regarding academic dishonesty and smartphone use evolve could offer insights into the long-term effectiveness of interventions aimed at promoting academic integrity.

2. Digging Deeper into the Findings

A. Investigating the Underlying Causes: Further research could explore the reasons behind students' attitudes towards cheating and their reliance on smartphones. This includes examining socio-economic factors, educational backgrounds, and psychological aspects such as self-efficacy and anxiety.

B. Technology's Role in Learning and Cheating: The study points to a dual role of smartphones as both educational tools and facilitators of academic dishonesty. Researchers could delve deeper into how technology can be harnessed positively without contributing to dishonest behaviors. This includes exploring innovative educational technologies that are resistant to misuse.