



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

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Introduction

Academic dishonesty (AD) has been a persisting issue in higher education, prompting academic institutions to continually address it through their policies (Krou et al., 2021; Zhao et al., 2022). The recent rapid technological advances have given rise to modernized forms of AD which have made cheating behavior easier to engage in and difficult to detect, especially as technology blurs the boundaries and definitions of what constitutes cheating (Krienert et al., 2022). The proliferation of cell phones in classrooms has added a new dimension to this issue. While some advocate for their use in facilitating learning, recent studies have shown that cell phone usage is negatively associated with academic performance, with students spending more than a quarter of class time on their phones and getting distracted for more than a minute every 3-4 minutes (Lepp et al., 2015; Kim et al., 2019). However, the intersectionality between AD and phone use remains understudied. It is still unclear whether the extent of students' knowledge of AD is substantially related to their frequent use of smartphones. To address this gap in the literature, the present study explored the important factors influencing students' perceptions of AD and smartphone use in AD behaviors, as well as the interaction between the identified factors, in the setting of EFL university students in Thailand.

Literature Review

Academic dishonesty (AD) is defined as an unethical behavior that occurs during academic evaluations, including quizzes, assignments, exams, and papers, with the aim of attaining a desired outcome (Miller et al., 2017). Students' attitudes towards AD are influenced by several factors, such as academic stress, peer influence, and the perceived importance of the task or course (Ferguson et al., 2022; Maretha & Waluyo, 2022). Habiburrahim et al. (2021) conducted a study that examined the cheating behavior of EFL students and found that external factors, including exam difficulty, overburdened assignments, insufficient time for completing tasks, and assisting peers, as well as internal factors, such as fear of low grades, exam failure, and the motivation for obtaining high scores, influenced cheating behavior. Grenness (2022) conducted

