

**Repercussions of academic dishonesty among English language educators:
A study of academic and social perspective**

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Abstract:

Education at tertiary level aims to equip students with knowledge, understanding, and skills of a particular domain. Yet, ethical values also need to be identified, integrated, and fostered in order to reach the goals of a well-functioning society. In this context, academia is responsible to build and cultivate ethical culture among students as well as faculty and staff. Despite the wealth of research on students' academic dishonesty, there is little research conducted on breaches of academic honesty of academia members or how they are perceived and interpreted by them. With this gap in mind, this study was conducted in two state universities in Turkey with the aim of examining the perceptions and potential reactions of a group of academic staff who have history of an academic dishonesty case in their institution. To this end, one-on-one semi-structured interviews were conducted with English language teaching and English translation and interpretation department members (N=19). The overall results show that they can be affected by academic dishonesty and will become cautious in their academic relationships with those who do so, while they will be more tolerant and avoid being prejudiced in their social relations.

Keywords: Academic dishonesty, English language educators, social perspective.