The British Association for Applied Linguistics

Recommendations on Good Practice in Applied Linguistics

Contents

Introduction

Applied linguistics is both

- an approach to understanding language issues in the real world, drawing on theory and empirical analysis
- an interdisciplinary area of study, in which linguistics is combined with issues, methods and perspectives drawn from other disciplines.

In the course of their work, which includes teaching, research, administration and consultancy, applied linguists often face a variety of conflicting interests and competing obligations. This document aims to assist applied linguists in their awareness and response to these dilemmas and the choices they entail. To do so, it points to a range of

principles and values. Some, such as the commitment to equal opportunities and to fair employment practices, are general in their scope. Others are more specific to academic work and to applied linguistics. Ethical priorities are the central concern throughout this text, but it leans more to discussion in terms of 'could' than prescription in terms of 'must'.

Most of the document is organised around the different work relationships that applied linguists engage in, and within these, it offers a checklist of important issues, cross-referring to other guidelines where these may be of value. This document isn't designed as a set of criteria for professional accreditation in applied linguistics, and it doesn't provide any recipes for professional decision-making. In a changing climate of teaching and research, its suggestions are intended to help applied linguists to maintain high standards and to respond flexibly to new opportunities, acting in the spirit of good equal opportunities practice and showing due respect to all participants, to the values of truth, fairness and open democracy, and to the integrity of applied linguistics as a body of knowledge and a mode of inquiry.

1. Responsibilities to Applied Linguistics

In general, applied linguists should strive to maintain the integrity of applied linguistic enquiry, the freedom to research and study, and the freedom to publish and disseminate the results of their research. Because of the widely held popular view that "everyone knows about language, it's just common sense", the public standing of applied linguistics can sometimes be quite vulnerable. So as well as ensuring high standards in their own academic conduct, applied linguists need to be fully explicit about their own professionalism.

The integrity and reputation of applied linguistics partly depends on the way in which knowledge is produced and circulated inside the profession.

1.1 As representatives of a scholarly community, applied linguists have a duty to keep up with research in the field. Since applied linguistics is interdisciplinary, it is also important to keep in touch with relevant developments in associated disciplines.

1.2 It is essential to avoid the fabrication, falsification or misrepresentation of evidence, data, findings or conclusions.

1.3 AU aspects of research should be reported in enough detail to allow other applied linguists to understand and interpret them. Within the conditions of any research project, it is also worth considering ways in which the data collected could be made available to others working in the area.

1.4 It is important to make and maintain links with the international community of applied linguists. While it may be unavoidable that there is bias towards work that is both in English and *about* English in a British association, applied linguists should also try to ensure that proper weight is given in both teaching and research to work published in and about other languages.

1.5　To maintain the historical integrity of the area, it is necessary to draw on and critique past traditions of applied linguistics. Without in any way discouraging innovation, this knowledge needs to be passed on to newcomers to the field.

The standing of applied linguistics is also influenced by the way in which applied linguists communicate with a wider audience. Applied linguists regularly interact with a range of non-specialists, and sections 4, 6 and 7 below provide some quite detailed discussion about ways of developing and maintaining good relationships with the general public, with informants and with sponsors.

2 Responsibilities to colleagues

Self-interest and personal factors should not be allowed to interfere with a commitment to the production and dissemination of knowledge in applied linguistics, and interaction with colleagues should contribute to a positive working environment. When they are acting as employers, applied linguists have a duty to implement fair practices and to promote equal opportunities in appointments, appraisal and promotion.

2.1　**Referring to the work of others**. Applied linguists should not knowingly misrepresent the work of others. They should never present other people's work as their own; they should acknowledge in full all those who contributed to their research and publications; and they should clearly identify and reference any material which comes from other authors' publications or from personal communications.

2.2　**Reviews and references**. Applied linguists are involved in a wide range of review processes. They review books, book proposals, manuscripts, and research grant applications, and they are involved in the accreditation of courses, the examination of theses, the writing of references, and in appraisal and promotion procedures. There is general responsibility to provide an honest evaluation of the work in question. More specifically, it is important to

- avoid conflicts of interest. It is not good practice to review work when there is a personal connection with its author;
- protect confidentiality. Confidential material, reviews and personal references should not be discussed with colleagues unless there is a *good professional* reason for doing so;
- refrain from drawing on the ideas in the unpublished manuscripts or articles being reviewed;
- supply requested references or reviews promptly;
- encourage practices which favour equality of opportunity (e.g. anonymity for both reviewer and reviewed)

2.3　**Distribution of work**. In departments or groups where responsibilities are shared, it is important to *try* to ensure that work is distributed fairly. In higher education, academics frequently have the three responsibilities of teaching, administration and research. The distribution of involvement with each of these activities should be worked out through careful and explicit processes of negotiation.

2.4 **Negotiating roles and responsibilities**. When working in collaborative or team research with other researchers, research assistants, clerical staff or students, applied linguists should make everyone's ethical and professional obligations clear. Care should be taken to clarify the roles, rights and obligations of team members in relation to:

- the division of labour and responsibilities;
- access and rights in data and fieldnotes;
- access to travel and conference expenses;
- publication;
- co-authorship in publication.

2.5 **Working in other countries**. When working away from one's own locality, it is important to consider the interests of local scholars and researchers. In locations away from the UK, matters such as the disparity of resources or access to publications may need to be handled with sensitivity. The status of 'visiting expert' can also be problematic, although seeking the active involvement of local applied linguists may help to avoid this.

2.6 **Applied linguists as employers**. When employing other staff, it is important to ensure that all employees are properly informed of the terms and conditions of their employment The potential for casualisation in both teaching and research can lead to an increasing reliance on part-time and contract staff who together constitute a particularly vulnerable group. Care should be taken not to underpay part-time staff or to use either them or secretarial staff for duties for which they are neither adequately qualified or paid.

3 Responsibilities to students

Students of applied linguistics have diverse backgrounds. Many come from outside the UK, significant numbers have come through 'non-traditional' academic routes, and there are a great many mature students who bring different kinds of professional experience to their study. Applied linguists need to be sensitive to this variation in their course recruitment, course planning, teaching and assessment. It is important to take account of equal opportunities issues, to be alert to issues arising from inequalities of power between teachers and students, and to ensure that students are treated on the basis of their abilities and potential regardless of their gender, 'race', religion, sexual orientation, physical disability, family circumstances or other irrelevant factors.

3.1 **Student recruitment**. When students are being recruited, they need proper information on the nature and content of the course or programme in applied linguistics; the assumptions made about previous knowledge and experience; the level and type of study required; methods of assessment; and, where relevant, appeals procedures. If the needs of potential students would be better suited on another course elsewhere, it is important to point this out to them. There should be clear criteria for the selection of students, and although teaching provision obviously has a major role to play, entry standards and admission requirements should be such as to maintain the institution's academic standards and to ensure a high success rate among students.

3.2 **Resourcing**. Given current pressures to take on an increasing number of students, there is a danger that resources will not keep pace with recruitment. Every effort should be made to ensure that courses in applied linguistics are adequately resourced in terms of staffing, accommodation, materials and equipment, access to libraries and other facilities. With a broader intake, it may also be necessary to build in continuing support - support in academic writing for example - for students with specific requirements.

3.3 **Course design, materials and methodology**. It is good practice to develop a variety of teaching approaches which are sensitive to the range of student backgrounds. Course materials should also take account of equal opportunity issues in the way they represent people and events. As applied linguistic research has amply demonstrated, face to face interaction often perpetrates quite subtle forms of unintended bias and discrimination: it is important to avoid these in applied linguistics teaching.

3.4 **Assessment and records.** Assessment methods should be developed that take account of students' differing backgrounds and academic needs, as well as the requirements of applied linguistics itself. Care should be taken to ensure that assessment is fair, students should be informed regularly about their progress, and assessment should be based on criteria that are as explicit as possible. Records kept on students should be available to those that they refer to. Personal information about students, including formal records, should be handled in confidence.

3.5 **Course evaluation.** Courses should be evaluated by both staff and students. If it is to be done properly, time needs to be set aside specifically for this.

3.6 **Overseas students**. The points above apply to all students, whether home based or overseas, and it is important not to assume that the difficulties faced by students from outside the UK are necessarily greater in every respect. However, irrespective of purely academic questions, studying abroad generally requires many domestic rearrangements, and this can be stressful. Overseas students are likely to need special help in settling in, and they may well have additional pastoral needs throughout their period of study. In addition to comprehensive information on academic matters, potential students also need clear financial and practical information prior to deciding to study overseas (information on course fees, likely cost of .living, accommodation, travel arrangements etc). Applied linguists involved in teaching students from outside the UK should consult UKCOSA (the United Kingdom Council for Overseas Student Affairs), which has a series of publications on good practice that are listed at the end of these recommendations. It is also important to consult the guidelines provided in ECS/EPS 1989 and CVCP/CDP 1992.

3.7 **Research students**. Most of the issues identified above apply to research students as well as to students on taught courses. But beyond these, research students have a number of more specific requirements. They need a working environment that is

conducive to research, a programme tailored to their individual needs, and perhaps above all, a supervisor that they can engage in high quality dialogue. The ESRC's *Postgraduate Training Guidelines* (1991) make useful recommendations that are relevant to all research students, not simply those with ESRC funding, and they also contain specific suggestions for research training in applied linguistics. The National Postgraduate Committee (NPC) is concerned with many aspects of post-graduate well-being, and has produced guidelines on postgraduate research, taught postgraduate courses and on the employment of postgraduate students as teachers. For research supervisors, it is worth attending supervisor training courses, where these are available.

3.8 **Students and staff research**. If an applied linguist draws on a student's research, or on a student's contribution to a larger project, this should always be fully acknowledged in publications. Where students are needed as research informants, they should be invited to participate without coercion. Unless volunteering for it freely, students should be remunerated or compensated in other ways if there is a substantial amount of work involved. The nature of their involvement should be properly explained to students, in line with the recommendations on good practice with informants contained in section 6 below.

4 Responsibilities to the public

Language issues pervade many aspects of public and everyday life. This gives applied linguists special as well as general responsibilities towards members of the public and the wider society. It is important to try to promote confidence in applied linguistic work, without exaggerating the accuracy or explanatory power of its findings. Where research uses public money, there is a duty to provide an account of how and why funds have been spent, and of what has been achieved.

4.1 **Awareness of the impact of one's work**. In setting up research, consideration should be given to conflicting interests. In principle, greater access to well founded information should serve rather than threaten the interests of society. But it is necessary to consider the effects of research on all groups within society, including those that are not directly involved. Information can be misconstrued or misused. Applied linguists should try to anticipate likely misinterpretations, and the damage they might cause, and counteract them when they occur.

4.2 **Advising on public bodies**. A specific type of responsibility to the public arises when applied linguists are asked to contribute their expertise to public bodies by becoming members of committees, working parties or review bodies. Such work is an important arena for the dissemination and application of language research. However, it can lead to involvement in the formulation of policy which conflicts with the individual's expert opinions and with the general principles of applied linguistics. In such cases, it may be appropriate to instigate the production of a document or a minority report which presents a dissenting view, to resign from the committee, or act as a 'whistle blower'. Any applied linguist placed in a dilemma of this kind could consult the BAAL Executive Committee, to discuss whether the Association could support them in some way.

4.3 **Dissemination and communication**. It is important to consider disseminating one's work both in specialist publications and in more diverse and accessible formats. Relations with the mass media require particularly careful thought. Publicity for applied linguistics should not be overblown or self-seeking, and expert commentaries that give credence to tendentious material should be avoided. The ESRC's 1993 *Pressing Home Your Findings: Media Guidelines for ESRC Researchers* provides researchers with detailed suggestions on how to form a productive relationship with the media.

5 Relationships in research

Research in applied linguistics takes a number of different forms, and these have a substantial influence on the way that relationships are conducted within the research process. The types of relationship between investigators, their colleagues, their informants and their sponsors that are central to one style of inquiry can be less relevant for another. As a result, recommendations about good practice in research have to be prefaced with some discussion of the different forms that inquiry in applied linguistics can take.

5.1 It is notoriously difficult to identify categorical differences between 'traditional' research, 'evaluation', 'action research' and 'consultancy'. Terminology is frequently inconsistent, there is flux in the academic status associated with different approaches, and actual projects are often hybrid. However, investigations can often be broadly distinguished in terms of:
- the priority given. to debate with peers, with informants and with sponsors. In consultancy and in action research, the ideas and perceptions of informants and sponsors can be given as much weight as those of academic colleagues, whereas in traditional research - for example the PhD - central importance is given to dialogue *within* the scholarly community.
- control over publication of results. The right to publish stands as the cornerstone of academic freedom, and should only be relinquished under the most exceptional circumstances. In traditional academic inquiry, the researcher alone decides on the form in which findings would best be disseminated, and retains full ownership over them. But in some other kinds of inquiry, the form and timing of publication is sometimes negotiated with informants and/or sponsors. In commercial consultancy for example, the sponsor may want to retain some advantage over its competitors, and in some circumstances, it is reasonable to delay publication for a short period.
- time taken for analysis and writing up. Where investigations are intended to feed directly into the management of institutions, reports often have to be produced quite rapidly. In contrast, in traditional research, the applied linguist generally has much more time for reflection and analysis prior to the production of a final report.

5.2 Consultancy, evaluation, action research, and traditional research are all potentially valuable. Indeed, it would be easy to argue that this diversity in forms of inquiry is an important factor contributing to the vitality of applied linguistics

as whole. However, this diversity can become a problem if different kinds of research are confused with one another. Government, commerce and other bodies often seek the assistance of academic research because of the authority generated by its traditional independence. It would be wrong if this were claimed for work in which a disproportionate amount of the final shaping rested either with sponsors or with informants. Because of the risk of this confusion, it is essential to be absolutely clear about the. conditions governing the production of a piece of work.

6 Responsibilities to informants

Responsibilities and relations with informants will sometimes vary according to the type of inquiry carried out, and occasionally the dilemmas and tensions between, for example, confidentiality and the public's right to know, or between anonymity and the safety of other people, will need to be negotiated case by case. The points below generally apply to all Informants, whatever their social position, but particular care needs to be taken with those who have less power to negotiate their rights.

6.1 **General responsibility to informants**. Applied linguists should respect the rights, interests, sensitivities, and privacy of their informants. It is important to try to anticipate any harmful effects or disruptions to informants' lives and environment, and to avoid any stress, undue intrusion, and real or perceived exploitation. Researchers have a responsibility to be sensitive to cultural, religious, gender, age and other differences: when trying to assess the potential impact of their work, they may need to seek guidance from members of the informants' own communities. In certain types of contract research, respect for informants cannot be guaranteed, and in these cases, researchers should consider carefully whether they should continue with the project.

6.2 **Obtaining informed consent**. Relationships with informants should be founded on trust and openness. They should be informed about all aspects of research that might reasonably be expected to affect their willingness to participate. The information given to efforts at the outset of a project should cover the objectives of the research, its possible consequences, and issues of confidentiality and data security. When informants differ from the researcher in the social groups they belong to, it is worth seeking guidance on social, cultural, religious and other practices which might affect relationships and the willingness to participate. In cases where the research continues over a long period, the informed consent obtained at the start of the project may no longer be adequate, and consent may need to be renegotiated. Researchers should try to obtain the real consent of children and of adults with impairments in understanding. When children under sixteen are acting as main informants, it is also necessary to obtain the consent of parents or other adults acting *in loco parentis*.

6.3 **Respecting a person's decision not to participate**. Informants have a right to refuse to participate in research. But applied linguists need to be aware that the power relations between themselves and their potential informants can sometimes be inadvertently misused to pressurise people to participate. It is also important to

respect an informant's wish to withdraw from the study, particularly if it is not conducted in the way explicitly agreed in advance.

6.4 **Confidentiality and anonymity**. Informants have the right to remain anonymous. Their confidentiality should be respected, and an attempt made to anticipate potential threats to both anonymity and confidentiality (e.g. by anonymising the data, making it secure, and sometimes even destroying it). But it is important to let informants know that it is not always possible to conceal identities completely, and that anonymity can sometimes be compromised unintentionally. Recognition of this should inform their consent.

6.5 **Deception and covert research**. This is an area of particular concern in applied linguistics. Covert research and deliberate deception are unacceptable to the extent that they violate the principle of informed consent and the right to privacy. However, in some research - concerned for example with phonological variation and pragmatic variation in naturally occurring speech - there are compelling methodological reasons for informants not being fully informed about the precise objectives of the research.
In such cases, defensible options would be to
- withhold the specific objectives of the research without deliberately misleading or giving false information (for example, informing doctors and patients that the research concerned the structure or progress of doctor-patients interviews without specifying that the aim was to study pause phenomena as an index of power);
- ask informants to consent to being deceived at some unspecified time in the future, on the grounds that the research could not be done otherwise. After the event, informants should then give their permission for the data, to be used;.
- (if there are no methodological alternatives) present the objectives of the research to informants immediately after the data has been collected, guaranteeing anonymity if consent is given and destroying the data if it is withheld.

A distinction is sometimes made between deception and distraction. In contrast to the former, distraction is generally accepted as ethical, and it can be illustrated either in, for example, the introduction of multiple activities in a psycholinguistic experiment to prevent informants monitoring themselves, or alternatively, in situations of participation observation, in which informants come to accept the researcher as one of the community.
Observation in public places is a particularly problematic issue. If observations or recordings are made of the public at large, it is not possible to gain informed consent from everyone. However, post-hoc consent should be negotiated if the researcher is challenged by a member of the public.
A useful criterion by which to judge the acceptability of research is to anticipate or elicit, post hoc, the reaction of informants when they are told about the precise objectives of the study. If anger or other strong reactions are likely or expressed, then such data collection is inappropriate.

6.6 **Consulting informants on completion of the research**. Wherever possible, final project reports should be made available in an accessible form to informants, and informants should have the right to comment on them.

As the discussion in section 5.1 suggested, some types of research, evaluation and consultancy make a good deal of space for informants' own priorities and perspectives. In such contexts, informants are more appositely described as 'participants'. All of the 'responsibilities to informants' described above apply to people who are more actively involved as participants in research. But some additional considerations also need to be borne in mind:

6.7 **Balanced participation**. The practical consequences of the kinds of inquiry often designated action research, evaluation and consultancy, are usually much more immediate than they are in traditional research, affecting the distribution of power and resources in more obvious ways. In situations like this, where (a) participants have a significant degree of control over the research process, and (b) the political stakes are quite high, the notion of academic independence needs to be reformulated. In setting the agenda, in accessing and analysing the data, and in writing up the findings, the applied linguist may be happy to relinquish the autonomy entailed in traditional research, but she/he should take steps to avoid uncritically partisan alignment with any one interest group. In addition to the responsibilities outlined in 6.1 to 6.6, a number of checks and balances should be built into the research process to prevent it turning into advertising or propaganda:

- investigators should attend to a wide variety of perspectives on the issue, to the diverse claims made about it, to its context and history;
- no party should have privileged access to the data; the right to wholly determine the focus of the inquiry; sole access to project reports; or a unilateral veto over their contents;
- all participants should have the right to comment on the fairness, relevance and accuracy of project reports;
- all major interest groups should be represented on steering groups or management committees.

These recommendations draw on Norris 1992, which contains a number of other useful suggestions.

In consultancy, action research and evaluation, the project's sponsors also often operate as participants. The next section contains further discussion about relationships with sponsors.

7 Relationships with sponsors

Sponsors are involved in several kinds of applied linguistic work. They can be involved, for example, in research contracts where the researcher has the idea and obtains funding for it, perhaps from the ESRC or from Leverhulme. Sometimes sponsors themselves define the research issue and seek expert assistance from outside, and this can happen with a private sector company or a government department (or again the ESRC). Alternatively, the funder might require teaching/training provision, or specialist expertise for projects overseas. Section 5's discussion of variation in the relationships in research refers to sponsors as well as to informants.

Applied linguists should be careful not to enter into any contract with sponsors which compromises the kinds of professional ethic outlined in this document.

7.1   Their responsibilities to sponsors include:
  - honesty about their qualifications, capabilities and aims in undertaking a piece of work. As appropriate, applied linguists should provide full details of the methodology they propose, and they should be ready, if necessary, to redirect potential sponsors to other scholars. Although the time required to carry out a piece of work cannot always be predicted accurately, it is important not to under- or over-price for it.
  - clear, regular and accurate accounts of their work, with a frequency agreed in advance. Investigators should be accountable for the funds spent, but they should never misrepresent data or findings to enhance commercial potential.

7.2   Applied linguists may not be able to compel agencies to adopt specific contracts or codes of practice, but they should expect:
  - their professional expertise to be respected;
  - their work to be properly credited, without any misrepresentation of. their views;
  - sponsors to act with integrity, fairness, and regard for equal opportunities.

7.3   Contracts with sponsors raise issues that are too numerous and too complex to be treated adequately in the present document. These include: the composition of steering committees; lines of communication; the ownership of data and findings; publication rights; contract termination. Applied linguists need to be careful about the terms on which they accept contracts for investigation, as well as being very clear about the amount of autonomy which they will be able to exercise. Pettigrew 1992 contains a worrying account of the way in which research contracts are becoming increasingly restrictive. Before signing a contract, applied linguists would be well-advised to seek expert advice, and to refer to the detailed suggestions in, for example, CVCP 1992 *Sponsored University Research: Recommendations and Guidance on Contract Issues,* as well as ESRC 1993b *Forging Research Partnerships: Guidelines on Collaboration between Social Science and Business.*

8 The relationship between applied linguists and their own institutions

Although it may only be in exceptional circumstances that applied linguists can disclaim all personal responsibility, the institutions that they work for can significantly help or hinder them in their efforts to adhere to the values and principles outlined in this document. This document cannot stipulate the duties of institutions, but there are certain conditions that applied linguists should look for in employment.

Institutions should not require applied linguists to undertake work which runs counter to the norms of good professional practice, and specifically in relation to work funded externally

- they should not compel applied linguists to engage in particular contract projects;
- they should provide their academic staff with opportunities to supplement externally funded contract work with independent inquiry and with training to upgrade their teaching and research skills. This is important to prevent contract work becoming an arid piecemeal activity, and it is also likely to lead to greater productivity and effectiveness in contract work in the medium to long term;
- in the event of a disagreement arising between the agency funding a project and the investigator engaged on it, the institution should give its full support in resolving the dispute.

Institutions should have their own codes of good practice, covering all aspects of their relationship with employees. These should facilitate conduct in accordance with the recommendations presented here. These recommendations draw extensively on the guidelines offered by other academic bodies, and in doing so, they reflect a significant level of consensus across the social sciences.

Afterword

These Recommendations were welcomed and endorsed by the 1994 BAAL AGM.

The document was drafted by Ben Rampton (coordinator), Joanna Channell, Pauline Rea-Dickins, Celia Roberts and Joan Swann. Comments on a first draft were provided by Meriel Bloor, Christopher Brumfit, Tony Burgess, Debbie Cameron, Ron Carter, Romy Clark, Paul Meara, Ulrike Meinhof, May Pettigrew, Antoinette Renouf, Mukul Saxena, Phil Scholfield, Brian Street, Mike Stubbs, John Trim and Janet White.

Comments on the first version persuaded the drafting group to aim for a checklist of recommendations rather than a definitive code of prescriptions. The intention has been to facilitate discussion about ethics rather than to draw up legislation. These recommendations will need to change and develop through continuing debate and in the light of the changing conditions in which applied linguists work. It is hoped that BAAL members will be active in the periodic revision and updating of this text.

Documents drawn on in drafting the BAAL recommendations

Association of Social Anthropologists of the Commonwealth (ASA) 1987 *Ethical Guidelines for Good Practice* (available from ASA, c/o Royal Anthropological Institute, 50 Fitzroy Street, London W1P 5HS)

British Association of Lecturers in English for Academic Purposes. (BALEAP) 1989 *Code of Practice and Guidelines for Courses in English for Academic Purposes* (available from Graham Perry, English Language Unit, Hugh Owen Building, Penglais Campus, UCW Aberystwyth, Dyfed SY23 3DY, Wales)

British Educational Research Association (BERA) 1989 *Towards a Code of Practice for Funded Educational Research (reprinted in BAAL Newsletter 41* Spring 1992 pp 20-25)

British Educational Research Association (BERA) 1992 *Ethical Guidelines for Educational Research* (available from BERA, Scottish Council for Research in Education, 15 St John street, Edinburgh EH8 8JR)

British Psychological Society (BPS) 1991 *Code of Conduct, Ethical Principles and Guidelines* (available from BPS, St Andrews House, 48 Princess Road East, Leicester LEI 7DR tel: 0533 549568 fax: 0533 470787)

British Sociological Association (BSA) 1992 *Guidelines for Good Professional Conduct* (available from Unit 3G, Mountjoy Research Centre, Stockton Rd, Durham DH 3UR)

Committee of Vice-Chancellors and Principals 1992 CVCP/CDP *Code of Recommended Practice: The Management of Higher Degrees Undertaken by Overseas Students* (available from CVCP, 29 Tavistock Square, London WC1H 9EZ)

Committee Of Vice-Chancellors and Principals 1992 *Sponsored University Research: Recommendations and Guidance on Contract Issues* (available from CVCP, 29 Tavistock Square, London WC1H 9EZ)

Education Counselling Service/Education Promotion Service (ECS/EPS) 1989 *Code of Practice: Educational Institutions and Overseas Students* (available from the ECS, The British Council, Medlock Street, Manchester M15 4AA)

Economic and Social Research Council (ESRC) 1991 *Postgraduate Training Guidelines* (available from Postgraduate Training Division, ESRC, Polaris House, North Star Avenue, Swindon SN2 1UJ tel 0793 413000; selected extracts and commentary in BAAL Newsletter 41 Spring 1992 pp 6-20)

Economic and Social Research Council 1993a (ESRC) *Pressing Home Your Findings: Media Guidelines for ESRC Researchers* (available from: Information Division, ESRC, Polaris House, North Star Avenue, Swindon SN2 1UJ. Tel: 0793 413122. Price: £6.50)

Economic and Social Research Council 1993b (ESRC) *Forging Research Partnerships: Guidelines on Collaboration between Social Science and Business* (available from: Business Links Office**,** ESRC, Polaris House, North Star Avenue, Swindon SN2 1UJ Tel: 0793 413116 fax: 0793 413001)

International Association for Forensic Phonetics *Code of Practice* (available from Dr JP French Associates, 156 Fulford Road, York)

National Postgraduate Committee (NPC) *Guidelines: Guidelines on Codes of Practice for Postgraduate Research, Guidelines for the Employment of Postgraduate Students as Teachers, Guidelines on a Code of Practicefor Instructional Postgraduate Courses* (available from Brandon House, Bentinck Drive, Troon, Ayrshire KA10 6HX tel: 0292 311 693)

Norris N 1992 "Principles and procedures for programme evaluation" (available from Centre for Applied Research in Education, University of East Anglia, Norwich NR4 7TJ)

Open University 1993 *An Equal Opportunities Guide to Language and Image 1993* (available from the Equal Opportunities Unit Open University, Walton Hall, Milton Keynes, MK7 6AA)

Pettigrew M 1992 "Government regulation of applied research: Contracts and condifions" *BAAL Newsletter* 42 4-7

United Kingdom Council for Overseas Student Affairs (UKCOSA) Good Practice Series: 1. *Institutional Policy: How to Make It Work;* 2. *Effective Communication;* 3. *Overseas Students with Dependants;* 4. *Good Practice in the Private Sector,* 5. *Supporting Study Skills;* 6. *Meeting Religious Need;* 7. *Student Unions and Their Role* (available from UKCOSA, 9-17 St Albans Place, London N1 0NX (tel 071 226 3762). Price per booklet: £4.95 (members), £5.95 (non-members); price for set of seven booklets: £27.00 (members), £35.00 (non-members)).