

REGULATIONS

ON THE RULE AND THE FORMAT OF THE PAPER SUBMITTED FOR THE SCIENCE JOURNAL OF AN GIANG UNIVERSITY

(Pursuant to the Decision No. 306/2013/QĐ-ĐHAG dated October 15th, 2013 of the Rector of An Giang University)

Chapter 1: GENERAL REGULATIONS

Article 1: Subjects of application

These regulations are applied for the author or a group of authors (hereinafter referred to as author) who send a manuscript of their research results or literature review (hereinafter referred to as article) to the science journal of An Giang University (hereinafter referred to as journal) in order to ensure that the content and form of the paper are suitable for the paper's objectives and fields.

Article 2: Publishing objectives and fields

1. An Giang University Journal is issued by the Ministry of Information and Communication via a license No. 243/GP- BTTTT dated July 2nd, 2013. It is a reviewed journal and on the list of Journals which are nationally scored for scientific research.
2. The journal is published periodically: quarterly, size: 19 cm x 27cm.
3. The objectives of the Journal are publishing the research findings and introducing literature review of domestic and international authors.
4. The Journal introduces and publishes the research findings in various field related to theoretical and applied sciences including (a) Natural Sciences, Technology and Environment; (b) Agriculture, Aquaculture, Biotechnology; (c) Social Science, Human Civilization and Education; (d) Political Sciences, Economics and Legislation.
5. The content published and introduced in the Journal is research findings, theoretical and practical literature reviews which have not been published in any other journals.

Chapter 2: SPECIFIC REGULATIONS

Article 3: The aims and structures of the paper

1. The scientific paper
 - a. The aim of the scientific paper is to proclaim the causes and findings of the author's specific research via a serious research process.
 - b. The paper in Vietnamese (except the abstract written in both Vietnamese and English around 120 to 150 words and about 4 to 6 key words). The length of the paper (not including tables, references and appendix) should be 3,500 – 4,000 words. The abstract in English should be right below the abstract in Vietnamese.

- c. The first page (the author's information) includes (1) the title of the paper, (2) the author's full name and the author's address. The main author's name (if the paper is written by 2 authors) appears initially with his/ her address, email and phone number.
 - d. The second page and the following ones are the main structure of the paper including (1) abstract, (2) introduction, (3) materials and research methods, (4) findings (5) recommendations and suggestions, (6) acknowledgement (if any) and (7) references.
2. The literature review
- a. The aim of the literature review is introducing the author's knowledge about a specific research area via a summary and serious discussion about the findings from the theoretical and practical discussion of the previous research.
 - b. The literature in Vietnamese (except the abstract written in both Vietnamese and English around 120 to 150 words and about 4 to 6 key words). The length of the paper (not including tables, references and appendix) should be 3,500 – 4,000 words. The abstract in English should be right below the abstract in Vietnamese.
 - c. The first page (the author's information) includes (1) the title of the paper, (2) author's full name and author's address. The main author's name (if the paper is written by 2 authors) appears initially with his/ her address, email and phone number.
 - d. The second page and the following ones are the main structure of the paper including (1) abstract, (2) introduction, (3) materials and research methods, (4) findings, (5) recommendations and suggestions, (6) acknowledgement (if any) and (7) references.

Article 4: The format of the paper

1. Margin: 2.54 cm above, below, left, right
2. Size and font: 12, Times New Roman
3. Line spacing: 1.15 – 1.2 cm for the whole paper (author's information, abstract, content [methods, findings, discussions, recommendations and suggestions, references and appendix]).
4. Alignment: justify
5. Paragraph spacing: Above paragraph – 0 pt, below paragraph – 4 pt.
6. Paragraph indentation: left margin 0, 25 cm
7. Page numbers: in the center of the page bottom.
8. Tables, graphs, pictures, math equations are in the paper.
9. Page order: information page (page 1), content (page 2 and the following ones).
10. Footnotes: in the bottom of the page and in size 11.

Article 5: The author's information page

1. Information page: (page 1) including (1) the title, author's full name, office address and email.
2. Title should be capitalized, bold and centered.
3. Author's full name: the beginning letter of each word should be superscripted and centered.
4. Author's academic title and degree, working office and address are in the footnote of the summary page and are left – aligned.
5. The main author's name (if the paper is written by 2 authors) appears initially.
6. Appendix 1, page 10 illustrates this rule.

Article 6. Regulations on the content of the paper

1. The title

The title of the paper directly reflects the content of the research. The title should be in capitalized, bolded and center-aligned.

2. Summary of the paper

a) The summary of the paper (in page 2) includes the word **Summary** and a paragraph (120 to 150 words at most) in italics describing the purpose, method and findings of the research, along with the conclusion and recommendations (if any).

b) The first letter of the word **Summary** should be capitalized, bolded and center-aligned.

c) The words *Key words* should be in italics and the key words are lower case.

d) Do not number for the word **Summary**.

3. The main content of the paper

a) The main content begins right after the summary in English (page 2). Number the items (1, 2, 3, 4...), the subsections level 1 (1.1, 1.2,...2.1, 2.2, 2.3...) level 2 (1.1.1, 1.1.2,...2.1.1, 2.1.2)... Capitalize the letter of the first word in all items and subsections level 1 and level 2. Bold the items (1, 2, 3, 4...), bold and italicize the subsections level 1 (1.1, 1.2...2.1, 2.2...3.1, 3.2...4.1, 4.2...), italicize the subsections level 2 (1.1.1, 1.1.2...1.2.1, 1.2.2..., 2.1.1, 2.1.2...3.1.1, 3.1.2...4.1.1, 4.1.2...), and lower case the subsections level 3 (if any). Align left the items and subsections.

b) The main content of the paper consists of the following: (1) introduction, (2) literature review and research method, (3) findings and discussion, (4) conclusion and recommendations, (5) thankful expression (if any) and (6) references. These parts are meant to mention the following core contents:

- Introduction

- + Overview of the research;
- + The necessity of the research;
- + Determination of the research to be solved;
- + The theoretical and practical contribution that the research is supposed to achieve.

- Literature review and research method

- + Point out the literature on which the research is based;
- + Recommend the theoretical frame related to the research problem;
- + Point out research methods and tools;
- + Mention methods of collecting and analyzing data.

- Findings and discussion

- + Summarize research findings;

- + Discuss research findings;
- + Propose the theoretical and practical contributions of the research;
- + Recommend research in the future.

- Conclusion and recommendation

- + Draw conclusions from the findings;
- + Recommend solutions based on the findings.

This is the standard structure of a scientific paper that the Journal encourages authors to practice. However, the structure of the main content of the paper can be different from that of the standard, depending on the research content, approach and method. In this case, the paper must ensure that the readers understand the position and importance of the present research.

4. Appendix II (page 11) refers to details of this regulation.

Article 7. Regulations on tables, unit of measure

1. Tables, charts... should be clear and easy to read (avoiding tables with several contents, difficult to read, complicated, font smaller than 10). Pictures are photos, drawings, computerized drawings, diagrams,... Photos should have clear content with resolution of 350 dpi at least. Pictures cited from other reports should include source of citing and the author of the paper is responsible for getting permission of other authors (if any). Use the terms Picture 1, Picture 2,... and Table 1, Table 2,... Chart 1, Chart 2,... to list the order of tables, pictures, charts,... The pictures must be grouped for the purpose of editing.

2. The name of Table should be written above Table. Notes for Table (if any) are written below Table. Names of Pictures, Charts are written below Pictures and Charts. Notes (if any) are written on the very next line of the names of Pictures and Charts.

3. In the content of the paper, when mentioning charts or pictures, the author needs to indicate which charts or pictures. It is not allowed to use such imprecise words as “the above picture” or “the below table”.

4. Length, square, volume: mm, cm, km, mm², cm², m³, μL, mL, L,...

5. Mass: g, kg, ng, μg, mg, kg, t, Da, kDa,...

6. Concentration: nM, μM, mM, M, %, μg/L, mg/L, g/L,..

7. Units of measurement: after numbers a gap (space bar) (example: 5 L, 5 kg, 5 ppm,...) but percentage is right after numbers (example: 5%).

8. The name and sign of one unit should be presented in the same type (same name or same sign). For example: kilometer / hour or km / h (not allowed: kilometer / h or km / hour).

9. The name of units should be written in lower case, vertical, with no upper case for the first letter, including the unit originated from private names, except Celsius. For example: second, ampere, kelvin, pascal...

10. Signs of units must be written in lower case, vertical, except liter

11. If the names of units come from private names, the first letter of the signs should be written in upper case. For example: A, K, Pa...

12. It is not allowed to add sub elements or other signs to the signs of units.

13. For example: it is unacceptable to use We as the sign of power unit instead of the regulated sign W.

14. When presenting the unit in form of the multiplication of two or several signs of units, the author should use dots (.).

15. On presenting the unit in the form of division, it is acceptable to use dash (-), slash (/) or negative power.

For example: meter per second is signed as ms or m /s or m.s

16. In the case of a slash following by two or several signs, it is suggested that these units be put in parentheses or transform to the product of negative power. For example: J/(kg.K); m.kg/(s³.A) or J.kg⁻¹.K⁻¹; m.kg.S⁻³.A⁻¹.

17. When showing values of items with units, it is necessary to write both the value and the sign. Between these two elements is a letter-long gap. For example: 22 m (not: 22m or 22 m).

Attention 1: When presenting the sign of the temperature unit by Celsius, no gap is allowed between the sign (°) and Celsius (C).

For example: 15 °C (not: 15°C or 15 ° C)

Attention 2: When presenting the sign of the unit of flat angle by (°), ' (minute), “ (second), there should be no gaps between values and signs (o), (’), (“).

For example: 15⁰20’30” (not: 15 ⁰20 ’30” or 15 ⁰ 20 ’ 30 ”).

Attention 3: When presenting the value by calculations, it is needed to write the sign along with each value or after values in parentheses.

For example: 12 m – 10 m = 2 m or (12-10) m (not: 12 m – 10 = 2 m or 12 – 10 m = 2 m)
12 m x 12 m x12 m or (12 x 12 x 12) m (nott: 12 x 12 x 12 m)
23 °C ± 2 °C or (23 ± 2) °C (nott: 23 ± 2 °C hoặc 23 °C ± 2)

Attention 4: On performing the decimal point of the value, it is needed to use commas, not dots.

For example: 245,12 mm (not: 245.12 mm).

18. It is needed to use commas in decimals and dots in numbers of thousands or more.

19. Ways of performing decimals are based on the measurement levels of the research method (example: if the result of measuring or scaling is in a number with two decimal places, it is advisable to write out two decimal places in that number and no more. The accurate method of 1% is often applied. That means if the whole number is units (from 1 to 9), it is imperative to use two decimals; if the whole number is tens (from 10 to 99), it is a must to use one decimal and if it is hundreds and more (≥ 100), no decimals are

Article 8. Regulations about citations in the paper

Citations in the paper must correspond with lists of document resources enumerated in reference lists.

- 1. References cited in the paper must be enumerated alphabetically (a, b, c....), and separated by the semi colon, and the year of publication must be indicated.**

For example:

Classroom environment influences greatly students' attitude and belief (Green, 2002; Harlow, 1998; William, 1997)

- 2. In the paper, in case of citations of authors with materials written in foreign languages (then called foreign materials), surnames are used, but with Vietnamese authors, surnames, middle names and first names are used.**

For example:

Classroom environment influences greatly students' attitude and belief (Green, 2002; Harlow, 1998; Võ Văn A, 2011)

Groupworks bring numerous benefits for students (Killen, 2007; Võ Văn A, 2011)

Killen (2007) says that..... Võ Văn A (2011) affirms that.....

- 3. If foreign materials have two authors with the same surnames, the first letter of two authors is written prior to their surnames and is separated by the full stop.**

For example:

Working pressure affects greatly working quality (E. Johnson & L. Johnson, 2009)

- 4. If the reference has two authors, "and" is written between two authors. "&" is used between two authors in parentheses. Two authors are all listed in every citation.**

For example:

Research findings of Crewell and Harrison (2009) show that....

Research findings of Võ Văn A and Nguyễn Văn B reveal that....

Working environment determines laborers' working quality (Crewell & Harrison, 2009; Võ Văn A & Nguyễn Văn B, 2009).

- 5. For the reference with three to five authors, surnames, middle names and first names are all listed for the first citation. From the second citation onwards, the first author is accompanied with "and cs." (partners)**

For example:

Working pressure influences working satisfaction (Kernis, Cornell, Sun, Berry, & Harlow, 1993)

Kernis, Cornell, Sun, Berry, and Harlow (1993) prove that.....

Working pressure influences working satisfaction (Kernis and cs., 1993)

Kernis and cs. (1993) prove that....

- 6. If there are six or more than six authors in the reference, the last name and cs. are written.**

For example:

Harris and cs. (2012) argue that.....

Võ Văn A and cs. (2012) state that.....

Teaching is a challenging job (Harris and vs., 2012; Võ Văn A and cs., 2012).

- 7. If the organization or the office is the author of the reference, the whole name of the organization or the office is written, then the abbreviation of the first letter of this organization is in square brackets. From the second citation onwards, the abbreviation is written only.**

For example:

Changing teaching methods aims at learners' self-taught competence (Chính phủ Việt Nam [CPVN], 2012)

Chính phủ Việt Nam (CPVN, 2012) affirms that....

Changing teaching methods aims at learners' self-taught competence (CPVN, 2012).

CPVN (2012) affirms that.....

- 8. If there are two or more than two references with the same author and the same year of publication, letters a, b, c ...are used next to the year of publication).**

For example:

Experimental research findings of Lewis (2011a; 2011b; 2011c & 2011d) show that....

Lewis (2011a; 2011b; 2011c & 2011d) proves that.....

- 9. With indirect materials cited, names and years of publication are in parentheses and at the end of the sentence.**

For example:

Johnson (2002) argues that cited in Peta, 2003, p. 197).

- 10. With citations of personal ideas (including mail, email, interview through telephone....), the format is as follows:**

For example:

Johnson (a personal idea, 12 December,1999) affirms that.....

There is an opposite relationship between teaching pressure and job satisfaction of teachers (Johnson, a personal idea, 12 December, 1999).

- 11. With citations of materials without date, “k.n” is written.**

For example:

Kinner (k.n) states that.....

Võ Văn A (k.n) argues that.....

Teaching efficiency of teachers has a correlation with working pressure (Kinner, k.n)

- 12. If a citation is less than 40 words, quotation-marks “.....” are used at the beginning and at the end of the citation to form a complete sentence. The surname, the first name of the author, the year of publication and the page number are listed.**

For example:

Cooperative studying method is considered as “the major pedagogical factor of numerous education innovation strategies” (Nguyen, Elliot, Terluw, & Pilot, 2009, p. 114)

- 13. In case of the citation with more than 40 words, quotation- marks are not used. That citation is in a new line, and each citation line is indented 0.50 cm from the left margin. The surname, the first name of the author, the year of publication and the page number are listed.**

For example:

Using t-test result for dependent variable, Tran & Lewis (2012) states that

Jigsaw studying method has positive influences on students' academic success, with the meaning $p < .05$. Besides, Students in jigsaw studying group have greater belief than students in traditional studying group, $p < .05$.

(Tran & Lewis, 2012, p. 214)

Article 9: Regulations about listing references.

1. References are at the end of the article, and starts with the title **Reference** (left margin); then with the list of references.
2. Vietnamese and foreign references are listed alphabetically A, B, C..., based on the first names for Vietnamese authors and surnames for foreign authors.
3. When references are listed, the first line is kept left, from the second line onwards, the left margin is indented 0.25 cm.
4. The way to list and format references is guided at appendix III.
5. The catalog of references are illustrated at appendix IV.

Article 10: Regulations on receiving, reviewing and publishing the paper

1. The paper sent to the Journal must follow paper regulations in these regulations of the Journal.
2. Authors send the paper in files (MS. Word files) to the Editing Board (BBT) via email or post office.
3. Authors send to the Editing Board (BBT) a file including author's personal information and main contents of the paper.
4. When receiving the paper, The Journal Secretary will reply to the author via email to confirm that the paper is received.
5. The Journal uses an objective editing process (close review). The reviewing expert's personal information is secret. Vice versa, the reviewing experts do not have any information about the author or a group of authors. There are four steps in the editing process:
 - a. The Journal receives the draft of the paper;
 - b. Review for the first time;
 - c. Send to the reviewer;
 - d. Decide and publish.
6. The paper will be edited by two experts in the editing board of the Journal of the same major. In the case that the paper is out of the professional major of the editing board, the Journal will send the paper to experts of An Giang university or institutes, or other universities for reviewing, which takes from 1 to 2 weeks.
7. The secretary of the Journal will send the result to the author via email or post in the fifth week (since the date of receiving the draft), enclosed two editing reports of two experts. There are 4 results:
 - a. Publish without editing;
 - b. Publish with some minor editing;
 - c. Re-send the paper after editing major problems;
 - d. Do not accept to publish
8. The editing board will not re-send the paper to the author in the case that the paper is not acceptable for publishing.

Article 11: Royalty policy

When the paper is acceptable for publishing, the author will receive royalty in accordance with the regulations on internal expenditure of An Giang University.

Article 12: Copyrights of the paper

1. The author completely agrees to give the copyright of the paper, including the abstract for the Journal to explore since the paper is received.
2. The author is completely responsible for its content and the legality about copyrights.
3. The author are not allowed to send the paper to other Journals until the final editing “Do not accept to publish” of the editing board of the Journal.
4. The Journal reverses the right of not posting, stop publishing to articles not by the author in case of conflicts on the copyrights.
5. The author has to give explicit and accurate references cited in the paper and to ensure the accuracy of citations.

Article 13: Correction of information

1. When realizing there are some mistakes in the content of the article, the author has the right to request BBT (the editing board) for correction in the next issue.
2. Correction requirements have to be sent in document to the Journal with the author’s information and the content to be corrected.

Article 14: Contact information for submitting the paper

1. The Journal regularly receives articles, assess and review in accordance with the regulations of the Journal. The scientific paper and the literature review meeting the requirement will be published on the latest published periodical Journal. The Journal encourages the author to send the paper in soft copy through the website of the Journal at tapchikhoahoc@agu.edu.vn
2. The submission address: **Tạp chí Khoa học, Trường Đại học An Giang**
Lầu 3, Khu Hiệu bộ, 18 Ung Văn Khiêm, Phường Đông Xuyên, Thành phố Long Xuyên, tỉnh An Giang.
Điện thoại: 0766 25 65 65 (1712); Fax: 0763 842 560
Website: <http://sj.agu.edu.vn>
Email: tapchikhoahoc@agu.edu.vn

**Chapter III
IMPLEMENTATION**

Article 15: The office of Research Management and External Relations is responsible for guiding the author to submit the paper in accordance with this regulation.

Article 16: Chief editor, Deputy editor-in-Chief, Editing board, Management and secretary board of the Science Journal of An Giang University have the responsibility to implement this regulation.

Article 17: The author submitting the paper to the Science Journal of An Giang University must follow this regulation.

The Rector

(Signed)

Appendix I: Bibliography

THE CORRELATION BETWEEN THE SCHOOL ENVIRONMENT AND STUDENTS' ATTITUDE AND BELIEF

Nguyễn Văn Khoa (*)

Trần Quốc Phong (**)

Võ Hồng Nam (***)

(*) ThS. A University

E-mail: nvkhoe@au.edu.vn

ĐT: 0917456789

(**), (***) TS. B University

E-mail: tqphong@ab.edu.vn

vhnam@ab.edu.vn

8. Appendix II The page of the paper's content

**THE CORRELATION BETWEEN THE SCHOOL ENVIRONMENT AND STUDENTS' ATTITUDE
AND BELIEF**

Summary

Key word

(Vietnamese)

Summary

Key word

(English)

1. Introduction

.....

2. Research methodology

2.1 *Xxxx xxxx xxxx*

The text starts here.....

2.1.1 *Xxxx xxxx xxxx*

The text starts here.....

2.1.2 *Xxxx xxxx xxxx*

The text starts here.....

2.2 *Xxxx xxxx xxxx*

The text starts here

2.2.1 *Xxxx xxxx xxxx*

The text starts here

2.2.2 *Xxxx xxxx xxxx*

The text starts here

3. Findings and discussion

4. Conclusions and recommendations

References

Appendix (if any)

Appendix III List and format of reference types

1. Journal articles

Author. (year of publication). *Journal title*. *Volume* (number), page - page. DOI numbers (if any).

a) One author

Larocque, M. (2008). Assessing perceptions of the environment in elementary classrooms: the link with achievement. *Educational Psychology in Practice*, 24, 289-305.

<http://dx.doi.org/10.1080/02667360802488732>

Nguyễn Văn A. (2008). Assessing perceptions of the environment in elementary classrooms: the link with achievement. *Educational Psychology in Practice*, 24, 289-305.

<http://dx.doi.org/10.1080/02667360802488732>

b) Two authors (use the symbol “&” for the journals with more than 2 authors)

Larocque, M., & Johnson, L. (2008). Assessing perceptions of the environment in elementary classrooms: the link with achievement. *Educational Psychology in Practice*, 24, 289-305.

<http://dx.doi.org/10.1080/02667360802488732>

Nguyễn Văn A., & Nguyễn Văn B. (2008). Assessing perceptions of the environment in elementary classrooms: the link with achievement. *Educational Psychology in Practice*, 24, 289-305.

<http://dx.doi.org/10.1080/02667360802488732>

c) More than 7 authors (list the names of the first 6 authors followed by ... and then the last author's name)

Harris, M., Graham, B., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., ... Cruz, P. (2001). Writing labs and the Hollywood connection. *Journal of Film and Writing*, 44, 213–245.

<http://dx.doi.org/10.1080/02667360802488732>

d) Two and more than two papers with the same author and the same year (using the alphabet [a, b, c...] after the year of publication).

Green, T.J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408–416.

<http://dx.doi.org/10.1080/02667360802488732>

Green, T.J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636–643.
<http://dx.doi.org/10.1080/02667360802488732>

2. Books

Author. (year of publication). *Book title*. Place of publication: Publisher.

Note: *Book title is italicized*. Always capitalize the initial letter of the first word in the title. If the book contains subtitles, capitalize the initial letter of the first word in the subtitle also.

a) One author

Mandelbaum, M. (2002). *The ideas that conquered the world: Peace, democracy, and free markets in the twenty-first century*. New York, NY: Public Affairs.

b) Two authors, use an ampersand (&) between 2 authors; more than two authors, use “&” before the last author’s name.

Nguyễn Văn A. & Nguyễn Văn B. (2007). *Các phương pháp xác định độ tin cậy đối với thang đo định lượng* (Xuất bản lần thứ 2). Hồ Chí Minh: Nhà xuất bản Giáo dục.

Nguyễn Văn A., Nguyễn Văn B., & Nguyễn Văn C. (2007). *Các phương pháp xác định độ tin cậy đối với thang đo định lượng* (Xuất bản lần thứ 2). Hà Nội: Nhà xuất bản Giáo dục.

c) The book published from the second time onwards

Nguyễn Văn A. (2007). *Các phương pháp xác định độ tin cậy đối với thang đo định lượng* (Xuất bản lần thứ 2). Hà Nội: Nhà xuất bản Giáo dục.

Helfer, M.E., Keme, R.S., & Drugman, R.D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

d) Organization as author

Quốc hội Nước Cộng hòa Xã hội Chủ nghĩa Việt Nam. (2010). *Luật viên chức*. Hà Nội: Nhà Xuất bản Chính trị Quốc gia.

3. Edited books

Author (Edition.). (Year). *Book title*. Place of publication: Publisher.

Nguyễn Văn A. (Biên tập). (2007). *Các phương pháp xác định độ tin cậy đối với thang đo định lượng*. Hồ Chí Minh: Nhà xuất bản Giáo dục.

Duncan, G.J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

4. Translated books

Author. (Year). Book title (translator). Place of publication: Publisher. (the time of the original book published).

a) Books translated from one foreign language into Vietnamese

- Translated whole book

Nguyễn Văn A. (1987). *Lý thuyết nhận thức* (Nguyễn Văn A, Biên dịch). Hà Nội: Nhà xuất bản trẻ. (Quyển sách gốc được xuất bản năm 1980).

- Translated chapter of the book

Nguyễn Văn A. (1987). Hoạt động nhận thức (Nguyễn Văn A, Biên dịch). Trong Nguyễn Văn B (Biên tập), *Lý thuyết nhận thức* (tr. 210–320). Hà Nội: Nhà xuất bản trẻ. (Quyển sách gốc được xuất bản năm 1980).

b) Books translated from a language A into a language B, but not in Vietnamese

Laplace, P.S. (1951). *A philosophical essay on probabilities*. (Truscott, F.W & Emory, F.L,Trans.). New York, NY: Dover. (Original work published 1814)

5. Books with multiple parts (1, 2, 3...)

Author. (year of publication). *Book title* (Volume number). Place of publication: Publisher.

Nguyễn Văn A. (1999). *Lịch sử thế giới* (Quyển 1). Hà Nội: Nhà Xuất bản Giáo dục.

Wiener, P.(1973). *Dictionary of the history of ideas* (Vol. 1). New York, NY: Scribner's.

Wiener, P.(1973). *Dictionary of the history of ideas* (Vols. 2–4). New York, NY: Scribner's.

6. Chapters in edited books

Author. (year of publication). Chapter title. In E. E. Editor (Ed.), *Book title* (page of the chapter). Place of publication: Publisher.

a) Books edited in Vietnamese

Nguyễn Văn A. (1987). Hoạt động nhận thức. Trong Nguyễn Văn B (Biên tập), *Lý thuyết nhận thức* (tr. 210–320). Hà Nội: Nhà xuất bản Trẻ.

b) Books edited in foreign languages

O'Neil, J.M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B.R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107–123). New York, NY: Springer.

7. Reports

Author. (year of publication). *Report title* (Report number). Place of publication : Publisher.

Nguyễn Văn A. *Phương pháp phân tích số liệu định tính* (Số 91). Cần Thơ: Trường Đại học Cần Thơ.

Mazzeo, J. (1991). *Comparability of computer and paper-and-pencil scores* (No. 91). Princeton, NJ: Educational Testing Service.

a) Reports from private organizations

Công ty Cổ phần A. (2012). *Tình hình kinh doanh 6 tháng đầu năm năm 2013* (Số 12). An Giang: Tác giả.

American Psychiatric Association. (2000). *Practice guidelines for the treatment of patients with eating disorders* (No. 13). Washington, DC: Author.

b) Reports from non-government organizations

Author, A. (2009). *Title of report* (Research Report No. xx). retrieved from NGO website: <http://www.ngo.xxxxxxx.pdf>

c) Report by a government

Chính phủ nước Cộng hòa Xã hội chủ nghĩa Việt Nam. (2011). *Chiến lược phát triển Giáo dục* (Số 711). Hà Nội: Văn phòng Chính phủ.

National Institute of Mental Health. (1990). *Clinical training in serious mental illnesses* (DHHS Publication No. ADM 90-1679). Washington, DC: US Government Printing Office.

d) Report by a university

Trường Đại học A. (2012). *Báo cáo tổng kết năm học 2012-2013* (Số 12). Hà Nội: Trường Đại học A, Khoa Sư phạm.

Shuker, R. (Eds.). (1990). *Youth, media, and moral panic* (No. 11). Palmerston North, New Zealand: Massey University, Department of Education.

8. Article published in daily or weekly newspapers

a) Article published in printed newspapers

Tác giả. (Ngày, tháng, năm xuất bản). Tựa đề bài báo. *Tên tờ báo*, số, tr-tr.

Nguyễn Văn A. (Ngày 9 tháng 4, 2013). Giáo dục đạo đức cho học sinh phổ thông hiện nay. *Tuổi trẻ*, 2, 4-5.

Henry, W.A. (April 9, 1990). Making the grade in today's schools. *Time*, 135, 28–31.

b) Article published in online newspapers

Nguyễn Văn A. (Ngày 9 tháng 4, 2013). Giáo dục đạo đức cho học sinh phổ thông hiện nay. *Tuổi trẻ*. Truy cập từ <http://xxx.xxx.com>.

Schultz, S. (December 28, 2005). Calls made to strengthen state energy policies. *The Country Today*. Retrieved from <http://xxx.xxx.com>

9. Thesis or dissertation

a) Thesis or dissertation online or in databases

Author. (Year of publication). *Title of the thesis or dissertation*. Retrieved from <http://www.xxxxxx.com>

Nguyễn Văn A. (2006). *Tính tương tác trong lớp học tiếng Anh*. Truy cập từ cơ sở dữ liệu Trường Đại học A, Hà Nội, Việt Nam.

b) Unpublished thesis or dissertation

Nguyễn Văn A. (2006). *Tính tương tác trong lớp học tiếng Anh*. (Luận văn thạc sĩ không xuất bản). Trường Đại học B, Hồ Chí Minh, Việt Nam.

Nguyễn Văn A. (2006). *Tính tương tác trong lớp học tiếng Anh*. (Luận văn Thạc sĩ/Tiến sĩ không xuất bản). Trường Đại học B, Hồ Chí Minh, Việt Nam.

Wilfley, D.E. (1989). *Interpersonal analyses of bulimia* (Unpublished doctoral dissertation). University of Missouri, Columbia.

10. Workshop or conference paper

a) Paper selected to report in workshops or conferences

Nguyễn Văn A. (Tháng 9, 2009). *Sự biến đổi khí hậu toàn cầu*. Bài viết được trình bày tại hội thảo Bảo vệ môi trường sinh thái thế giới, Hồ Chí Minh, Việt Nam.

Lanktree, C. (February, 1991). *Early data on the Trauma Symptom Checklist for Children (TSC-C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

b) Poster (in form of slides) selected to report in workshops or conferences

Ruby, J., & Fulton, C. (June, 1993). *Beyond redlining: Editing software that works*. Poster session presented at the annual meeting of the Society for Scholarly Publishing, Washington, DC.

11. Material published online without date

a) Material in Vietnamese

Nguyễn Văn A. (k.n.). *Nâng cao năng lực nghiên cứu khoa học cho giảng viên các trường đại học*. Truy cập từ <http://www.psywww.com/psyrelig/psyrelpr.htm>

b) Material in foreign languages

Nielsen, M. E. (k.n.). *Notable people in psychology of religion*. Retrieved from <http://www.psywww.com/psyrelig/psyrelpr.htm>

12. Material online that has no author and no date

a) Material in Vietnamese

Nâng cao năng lực nghiên cứu khoa học cho giảng viên các trường đại học. (k.n.). Truy cập từ <http://www.psywww.com/psyrelig/psyrelpr.htm>

b) Material in Vietnamese

Notable people in psychology of religion. (n.d.). Retrieved from <http://www.psywww.com/psyrelig/psyrelpr.htm>

13. Thesis or dissertation abstract

Nguyễn Văn A. (2008). *Năng lực tư duy của sinh viên*. [Bản tóm tắt]. Bản tóm tắt được truy cập từ <http://www.journalwebsite.com>

Woolf, N.J., Young, S.L., & Butcher, L.L. (1991). *MAP-2 expression in cholinceptive pyramidal cells* [Abstract]. Abstract retrieved from <http://www.journalwebsite.com>

14. Unpublished writing or lecture

Nguyễn Văn A. (2006). *Quá trình hình thành và phát triển nhân cách*. Trường Đại học B, Hà Nội, Việt Nam.

Matthews, P. (1957). *Notes for a lecture on Prague*. Peter Matthews Memoirs (Box 12). Archives of Xxx, University of Xxx, Location.

15. Recorded interview

Nguyễn Văn A. (2007, Ngày 2 tháng 3). *Phỏng vấn bởi Nguyễn Văn B* [Băng ghi âm]. Môi trường lớp học, Tỉnh An Giang

Allan, A. (1988, March 2). *Interview by F. Smith* [Tape recording]. Oral History Project, Location.

16. Photograph (Image/ Picture)

[Ảnh của Nguyễn Văn A]. (2007). *Lưu trữ tại Thư viện tỉnh An Giang*.

[Photographs of M. King]. (ca. 1912–1949). *M. King Papers* (Box 90, Folder 21), Manuscripts and Archives, University Library, Location.

17. Audio recording

Nguyễn Văn A. (Người nói). (2007). *Cách giáo dục trẻ em*. (Băng ghi âm số: 207). Hồ Chí Minh, Việt Nam.

Costa, P.T. (Speaker). (1988). *Personality, continuity, and changes of adult life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

18. Recording [Music]

Nguyễn Văn A. (2004). Một cõi đi về [Thu âm bởi Nguyễn Văn B]. *Tưởng nhớ Trịnh Công Sơn* [CD]. Hồ Chí Minh: Trung tâm Rạng Đông.

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [CD]. London: Big Pig Music Limited.

19. Film

Nhà sản xuất., & Giám đốc sản xuất. (Ngày phát hành). Tựa đề phim. Quốc gia sản xuất.

Nguyễn Văn A. (Nhà sản xuất), & Nguyễn Văn B. (Giám đốc sản xuất). (2007). *Hoa thủy tinh* [Phim hình]. Việt Nam.

Producer, P.P. (Producer), & Director, D.D. (Director). (Date of publication). *Title of motion picture* [Motion picture]. Country of origin: Studio or distributor.

Smith, J.D. (Producer), & Smithee, A.F. (Director). (2001). *Really big disaster movie* [Motion picture]. United States: Paramount Pictures.

Harris, M. (Producer), & Turley, M.J. (Director). (2002). *Writing labs: A history* [Motion picture]. (Available from Purdue University Pictures, 500 Oval Drive, West Lafayette, IN47907)

Appendix IV. References

Nguyễn Văn An. (2013). Các phương pháp dạy học tích cực. *Tạp chí khoa học*, 7, 24-34.

Aiken, L. R. (1974). Two scales of attitude toward mathematics. *Journal for Research in Mathematics Education*, 5(20), 67-71.

Aldridge, J. M., Fisher, B. L., Taylor, P. C., & Chen, C. (2000). Constructivist learning environments in a cross-national study in Taiwan and Australia. *International Journal of Science Education*, 22, 37-55.

<http://dx.doi.org/10.1080/095006900289994>

Anderson, G. J. (1973). *The assessment of learning environments: A manual for the learning inventory*. Halifax: Nova Scotia.

Chionh, Y. H., & Fraser, B. J. (2009). Classroom environment, achievement, attitudes and self-esteem in geography and mathematics in Singapore.

International Research in Geographical and Environmental Education, 18, 29-44.

<http://dx.doi.org/10.1080/10382040802591530>

Fisher, D. L., Giddings, G. J., & McRobb, C. J. (1995). Evolution and validation of a personal form of an instrument for assessing science laboratory classroom environments. *Journal of Research in Science Teaching*, 32, 399-422. <http://dx.doi.org/10.1002/tea.3660320408>

- Fisher, D. L., & Khine, M. S. (2006). *Contemporary approaches to research on learning environments: Worldviews*. Singapore: World Scientific.
- Fraser, B. J. (1994). Research on classroom and school climate. In D. Gabel (Ed.), *Handbook of research on science teaching and learning* (pp. 493-541). New York: Macmillan.
- Fraser, B. J. (1998). Science learning environments: Assessment, effects and determinants. In B. J. Fraser & K. G. Tob (Eds.), *The international handbook of science education* (pp. 527-564). Dordrecht: Kluwer Academic Publishers.
- Fraser, B. J. (2007). Classroom learning environments In S. K. Abell & N. G. Lederman (Eds.), *Handbook of research on science education* (pp. 103-124). Mahwah, NJ Lawrence Erlbaum.
- Fraser, B. J., & Fisher, B. L. (1982). Predicting students' outcomes from their perceptions of classroom psychological environments. *American Educational Research Journal*, 4, 498-518.
<http://dx.doi.org/10.3102/00028312019004498>
- Fraser, B. J., & Walberg, H. J. (1995). *Improving science education*. Chicago, IL: The National Society for the Study of Education.