**Enhancing students building skills through blended learning: A case study for Vietnam**

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**Teaching *via* blended learning is one of the effective teaching methods and is being applied strongly. In order to achieve the** best **and most effective teaching results, it is necessary to follow the principles and criteria as the basis for determining the content of the method and organize the implementation accordingly to develop the competencies for the students. The steps included that:**

1. *Step 1: Make a plan: Determine the plan, activities, and content of teaching implementation;*
2. *Step 2: Developing goals and teaching design: Developing the learning objectives of the course (including long-term and short-term goals). The workload for a combined course should not exceed that of the traditional mode course;*
3. *Step 3: Organize and implement the design: The activities built should be purposeful, highly authentic. Teaching and learning activities need to be clearly linked in terms of time and content. Keeping the ratio of time, effort, and material involved in developing blended learning related impacts the importance of the course;*
4. *Step 4: Check and evaluate: Check and evaluate from time to time in accordance with the method of testing and evaluation;*
5. *Step 5: Change and improve: From the results of inheritance evaluation, promote and improve the current plan to prepare a new plans.*
6. **Stage 1: Students learn through E-Learning**

Step 1*:* Teachers will prepare the LMS platforms to distribute information about the learning process throughout and implement classroom management [1, 2]. Design questionnaires, lesson objectives, design lectures, prepare digital documents. Upload documents, lectures, videos of learning tasks to LMS platforms for example: Google classroom / EasyClass. Then connect students with teachers through internet means to track their learning progress [3, 4].

Step 2*:* Students learn new knowledge by themselves: Based on the materials, lectures and videos provided by the teacher, students learn by themselves and complete the tasks assigned by the teacher [5, 6].

Step 3:Submit the task product: Students submit the product according to the teacher's task to the assignment section. Write down your questions and exchanges after the process of self-learning new knowledge [7, 8].

1. **Stage 2: Students learn directly to exchange knowledge. (Proposed F2F structure)**

In the process of self-study outside the classroom, students have access to new knowledge relatively systematically in accordance with students’ ability. In class, instead of giving new lectures (according to the traditional model), teachers will guide students to answer questions, present views and discuss. This stage follows these steps:

Step 1: Students use the materials provided at home to perform activities organized by the teacher in class. Through activities, students exchange knowledge and questions with teachers. Students impart knowledge and the teacher listens.

Step 2: Teachers summarize online learning results: Summarize students’ online learning results in terms of class time, grades through management features of LMS platforms. From there, there are timely comments, encouragements or reminders for students [9-11].

Step 3: Teacher comments and evaluation.

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