40th ACT+1 Convention Singapore, 2026

THE ANCHOR

Relationships, Belonging & Wellbeing in an AI Age

A practitioner's report from Tân Văn Education System, Viet Nam

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FOREIGN LANGUAGE CENTER · LIFE SKILLS AND ARTS CENTER · EDUCATION SERVICE CONSULTANT · TRAVEL SERVICE CONSULTANT
TÂN VĂN
ACT+1
Since 1995



A moment in a classroom — and where we stand



Mai, age 5 — topic: colours

The app confirms she is right. She turns from the screen — and waits for her teacher's smile.

She did not need the machine to tell her she was right.

She needed her teacher to share the joy with her.

THE QUESTION SHIFTS

What can AI do?

→ What can only a human being do?

We built this model, we ran it in our own classrooms, and we corrected it more than once.

The policy moment — and what we stand on

THE GAP — no policy anywhere on emotional connection in the digital classroom

Decision 2371/QĐ-TTg (2025) English as a second language, 2025–2035 · tens of millions of students, ~1 million teachers

Technology skills — Teacher training in digital tools

Digital infrastructure — Devices, connectivity, digital classrooms

- UNESCO (2023) — human-centred AI in education
- OECD Learning Compass 2030 — wellbeing at the centre, not at the edge

67.16%

1,235 of 1,839 preschools in Ho Chi Minh City run the English familiarisation programme

64 / 123

Viet Nam's rank, EF English Proficiency Index 2025

More devices, wider coverage — and the gap has not closed.

Three challenges we see in our own classrooms

01



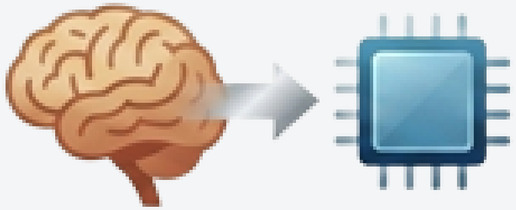
Declining direct interaction

96.9%

of upper-secondary students treat social media as essential — and struggle to hold a face-to-face conversation.

HCMC DOET, 2025

02



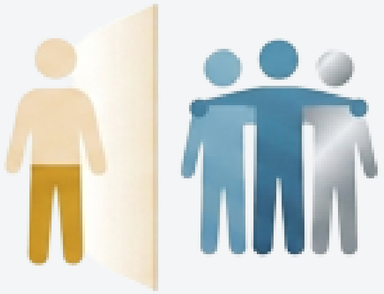
Cognitive offloading

Outsourcing thinking

The line is not whether a student uses AI. It is how much thinking they keep when the tool is taken away.

Sparrow et al., 2011

03



Emotional isolation

About 1 in 5

adolescents experience a mental health problem; researchers describe a loss of relational safety.

Chirayath & Babu

A student who does not feel heard will not take a risk in a second language — and speaking a second language is nothing but risk.

3 branches in Ho Chi Minh city, Vietnam








TÂN VĂN
30
CÔNG ĐOÀN GIÁO DỤC TỈNH BÀ RỊA VŨNG TÀU VÀ LONG AN
Chúc Mừng
PROUD TAN VAN EDUCATION SYSTEM
32
YEARS
INNOVATION - INTEGRATION - DEVELOPMENT
CÔNG ĐOÀN NGÀNH GIÁO DỤC TỈNH LONG
CHÚC MỪNG NGÀY NHÀ GIÁO VIỆT NAM 20
TÂN VĂN
30
1994-2024




HỌP MẶT SƠ KẾT HỌC KỲ I
& LỄ NHẬN CỜ TRUYỀN THỐNG









> 300 partner preschools











>66.000 students


HỘI THI ĐỐ VUI ANH VĂN
NĂM HỌC 2004-2005




TRƯỜNG MẦM NON 19-5 THÀNH
BÉ VUI HỌC TIẾNG ANH
HO CHI MINH CITY EDUCATION AND TRAINING DEPARTMENT
TAN VAN FOREIGN LANGUAGE CENTER


HO CHI MINH CITY EDUCATION AND TRAINING DEPARTMENT
TAN VAN FOREIGN LANGUAGE CENTER
pears
MAGIC BOX
ENGLISH FOR FUN
sunny
today's temperature
very hot
hot
warm
snowy

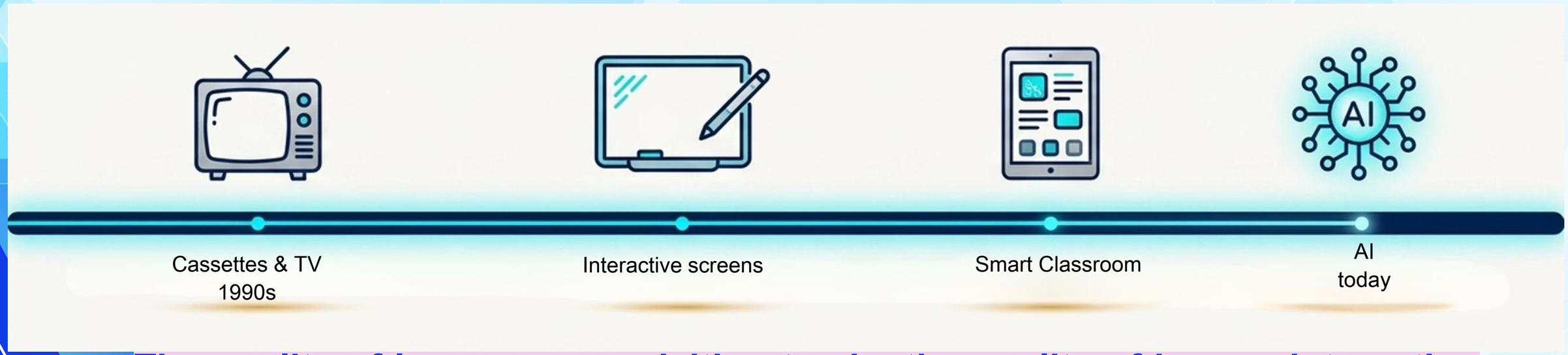

Match
TOPIC: TOY


Welcome to English class
Welcome to English class


HỆ THỐNG GIÁO DỤC TÂN VĂN
Tan Van Education System
hơn 32 năm - Đổi mới - Hội nhập - Phát triển
TÂN VĂN
Tan Van Education System
My Little Uri
CURRY 30

The environment these observations come from

32	3	600 +	300 +	66,000 +
years	branches	teachers	partner preschools	students



The quality of language acquisition tracks the quality of human interaction — however modern the technology in the room.

We are not reporting on one pilot class — but on what does not change across 300 very different schools

A SEVEN-STEP PROCESS — THREE STEPS DECIDE WHETHER IT WORKS

AI, introduced under control

1. Prepare the necessary conditions
2. Develop teachers' digital and AI competencies
3. Internal rules on the scope of AI use and the protection of children's data — a trust question with parents.
4. Appraise and select tools that assess AI applications for age suitability, with safety as the primary consideration.
5. Every AI-generated material is reviewed, verified and piloted before it is used at scale.
6. Implement step by step
7. After each cycle: evaluate, reflect, and change what needs changing.

AI supports the teacher — it never replaces the teacher

AI drafts. Teachers approve.
That order never reverses.

The Anchor: what the machine does, what the teacher does

30% AI & TECHNOLOGY	70% THE TEACHER

AI & TECHNOLOGY ≈30%

The domain of accuracy

- A native-like pronunciation model — more patient than any of us
- Instant practice and feedback (TanvanKids)
- Personalised practice at each child's own pace
- Materials, images, games, question banks
- Repetitive administration — marks, records, reports

THE TEACHER ≈70%

The domain of courage

- Notices a child losing confidence before the child can say so
- Listens to what is not yet in words; asks the open question
- Builds the context that makes speaking worth the risk
- Leads conversation, presentation and debate — real communicative risk
- Inspires, shapes character, builds identity and values

ACCURACY ↔ COURAGE

A child does not need courage to tap a screen. A child needs courage to speak.

70/30 is Tân Văn's own practice model, not a measured or validated ratio

IF THE REINVESTMENT DOES NOT HAPPEN, THE MODEL IS A SLOGAN

The mechanism: time saved is time reinvested

TECHNICAL TIME
lesson plans · marking · materials

→ AI →

TIME RETURNED
hours given back to the teacher

→

HUMAN CONNECTION
watching · listening · talking

5.9 hours / week

US K–12 teachers who use AI regularly report saving about 5.9 hours a week.

Gallup & Walton Family Foundation, 2025

ACADEMIC LIMIT

This is US K–12 data. We have not measured this at Tân Văn in the same way, and we do not present it as ours.

What our teachers tell us: the time no longer spent making worksheets goes back into watching, listening and talking to the children.

Anatomy of a thirty-minute lesson — the Emotion Circle

MIN 0–5 the 30%	MIN 5–30 · the 70% — human interaction

Minutes 0–5:technology-supported input

Emotion song

· flashcards happy – sad – angry

· TanvanKids model pronunciation

Minutes 5–30 — the Emotion Circle

The class sits in a circle. Each child holds a happy or a sad face and says one sentence, with expression, gesture and movement.

The teacher: listens → names the emotion → smiles to confirm → asks for a little more.



“I feel happy because I play with my friend.”

The ratio is a timetable, not a metaphor.

Technology at the edge, human experience at the core

























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Fun Day At The Zoo with Uri


HỆ THỐNG GIÁO DỤC
TÂN VĂN




The Bakery
99.000


DANNY GREEN
Khuyến mãi
99.000 đ/KG
TÂN VĂN


TÂN VĂN


plus
CO.OPXtra
EXIT
CO.OPXtra Linh Trung
TÂN VĂN


fahasa
EXIT
LỐI THOÁT
TÂN VĂN
First Day At The Bookstore with Lin


CỐ ĐA NẴNG
JOYO
TÂN VĂN



HỆ THỐNG GIÁO DỤC TÂN VĂN

Tan Van Education System

Happy Mid Autumn







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SPRING FESTIVAL

Technology at the edge, human experience at the core

EDGE — TECHNOLOGY

Robots · Interactive tables · Tablets

CORE

HUMAN EXPERIENCE

Touch · Explore · Ask · Talk · Create



Some of the most meaningful language learning deliberately uses no AI at all.

They see the giraffe — not a picture of one.

Take turns · listen · wait · stand in front of others and be seen — not one of those can be built by an application.

OPEN HOUSE


OCCUPATION
doctor
teacher


SỞ GIÁO DỤC VÀ ĐÀO TẠO THÀNH PHỐ HỒ CHÍ MINH
HỆ THỐNG GIÁO DỤC TÂN VĂN
Kính tặng
Trường Mầm non Sen Hồng - Đặc khu Côn Đảo
PHÒNG HỌC SỐ







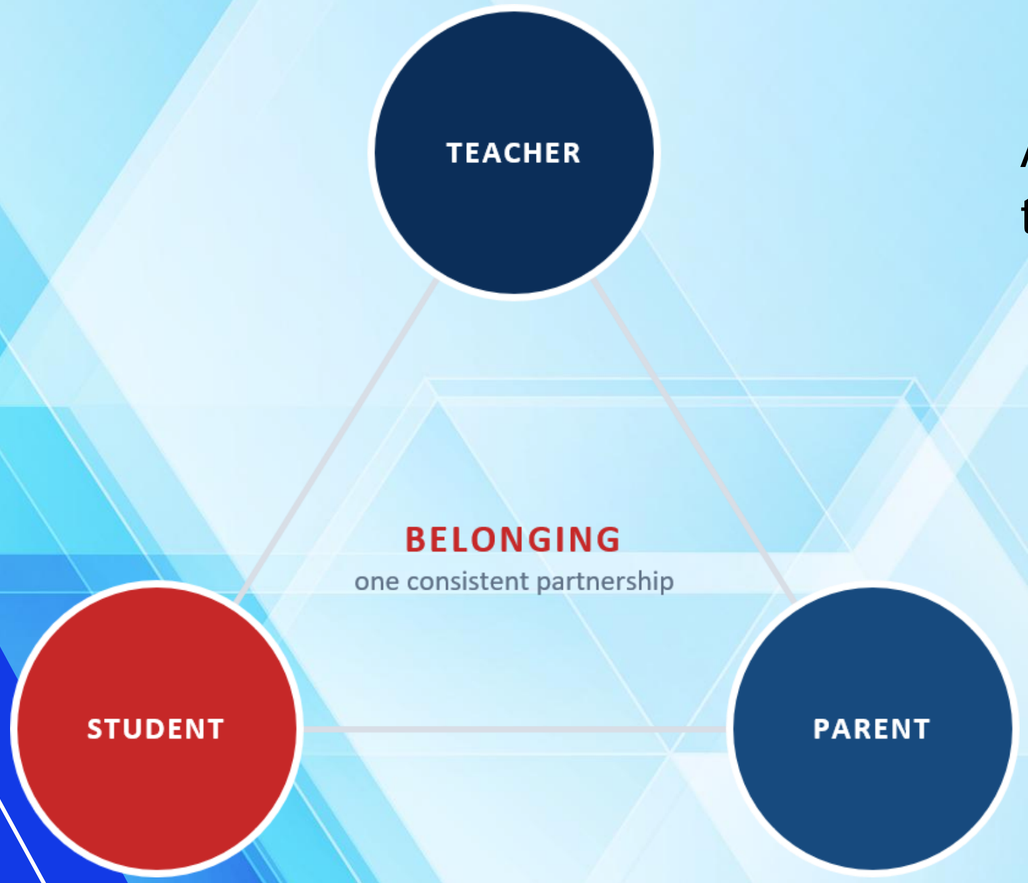








Open House — teacher, student, parent



AI is present only as supporting material. The value comes from the direct interaction between teacher and child.

BEFORE “Is my child good at English?”

AFTER **“How does my child learn?”**

A school and a family working from the same understanding are worth more to a child than any platform we could buy.









Conversation First — five to seven minutes

5-7

MINUTES of natural, unscripted conversation at the start of every lesson

No worksheet · no screen
· no correct answer waiting at the end

INSIDE THE CLASSROOM · the 70%

Real human communication, led by the teacher

OUTSIDE THE CLASSROOM · the 30%

AI-supported pronunciation and vocabulary practice, at each student's own pace

"I disagree because…"

— a Grade 5 student. It means the student believes their voice matters.

AI gave time back to the teacher.

AI-supported practice happens outside the classroom, so classroom time is protected for real communication. Communicative competence: Hymes, 1972

What changed — and what we do not claim

WE DO NOT CLAIM MEASURED EFFECTS.

Teacher, parent reports and classroom observation — practitioner evidence, not an impact study.



Speak up more readily.
In the Emotion Circle, children who used to stay silent now offer a sentence without being asked.



Spend the time they once spent cutting flashcards watching how each child reacts.



Ask a different question - no longer “Is my child good at English?” but “Why does she stop talking when she is unsure?”



More selective about where AI belongs — and more explicit about where it does not.

Observations, not causal impact — the measurement work is still ahead of us.



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SẢN PHẨM CỦA BÉ













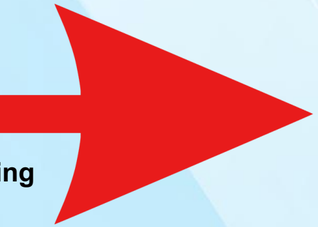





HỆ THỐNG GIÁO DỤC
TÂN VĂN
OCCUPATION
doctor
teacher
farmer
driver
cook
Monday
Tuesday
Wednesday
Thursday
Friday
WELCOME
TO
OUR
CLASS

From corrector to connector

CORRECTOR



CONNECTOR



HIGH-TECH FOR HIGH-TOUCH

The higher the technology in a classroom, the deeper the human connection has to become.

Not the same. Deeper.



What was difficult

1

We adopted AI faster than we wrote the rules.

Step 3 of our process exists because we learned that in the wrong order. Write the rules first.

2

The hardest thing for teachers was deciding when NOT to use AI.

They learned the tools quickly. Knowing when to leave them switched off is professional judgement, not a training module.

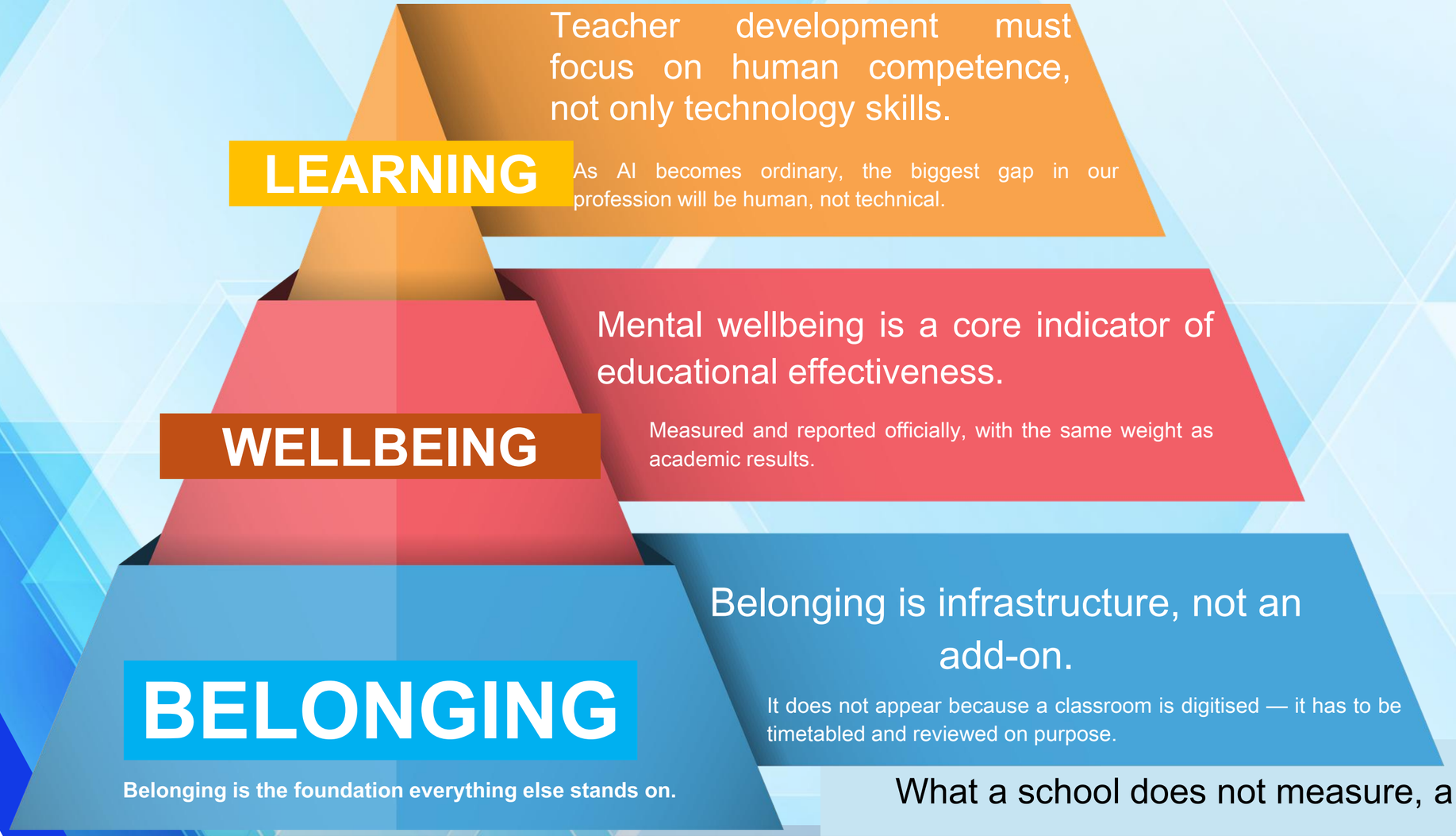
3

THE MEASUREMENT GAP

We can describe change. We cannot yet quantify it to the standard this room would expect.

That is the first thing we intend to fix — a proper study of the Conversation First protocol, and wellbeing indicators inside our own quality assurance.

Three lessons we would offer



What a school does not measure, a school does not manage.

Recommendations — four groups, one ask each



EDUCATION AUTHORITIES

Make Social and Emotional Learning compulsory in English teacher standards — and weight student wellbeing equally with proficiency.



SCHOOLS

Adopt the 70% human / 30% AI model, and design group activities as community-building — not as a way to show off the equipment.



TEACHERS

The most important tool you have is not the technology. It is the relationship.



PARENTS

A short, real daily conversation does what an app cannot. A child needs some discomfort in real conversation - please do not rescue them with an application.



AI can make education smarter.

But only human beings can make education more meaningful.


Listen and circle



Tân Văn Education System · Ho Chi Minh City, Viet Nam

Thank You

Since 1995

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