Vivaai Framework: Revolutionizing Interview Readiness in ELT Classrooms

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ABSTRACT

The VIVAAI Framework is a tiered, AI-powered system designed to enhance students' mock interview performance, oral fluency, and employability readiness within English Language Teaching (ELT) classrooms. By integrating tools such as ChatGPT, Google Docs Voice Typing, Yoodli AI, Mockmate, and Google Interview Warmup, the framework offers scalable, cost-effective mock interview coaching adaptable to both low-resource and high-tech environments. Tier 1 supports basic spoken practice with AI-generated questions and real-time transcription. Tier 2 incorporates data-driven feedback tools for deep performance analysis, enabling learners to reflect, revise, and improve. Developed by Shuhasyini Balan and recognized with national accolades, VIVAAI empowers educators to revolutionize speaking training through accessible, AI-supported platforms, thus promoting student autonomy, engagement, and communication confidence.

Keywords: AI in ELT, mock interview, oral fluency, employability, tiered framework

INTRODUCTION

One of the most pressing challenges in English Language Teaching (Brown, 2007; Harmer, 2015) (ELT) today is not just helping learners achieve grammatical accuracy or pass standardized tests, but ensuring they can confidently communicate in real-world professional settings. While many institutions succeed in developing students' academic reading and writing skills, there remains a critical gap in spoken fluency, self-confidence, and performance under pressure (Dörnyei, 2009)—particularly during high-stakes interactions such as job interviews.

In polytechnic and TVET (Le & Nguyen, 2022) (Technical and Vocational Education and Training) settings, this problem becomes even more pronounced. Students are expected to transition smoothly into the workforce, yet many face barriers when it comes to articulating their thoughts in English, especially in formal or evaluative scenarios. Mock interviews, although highly effective (Nguyen, 2022) for preparing learners, are underutilized in many ELT classrooms due to several constraints such as time limitations for one-on-one feedback, large class sizes, lack of trained evaluators, and limited access to tools for personalized support.

As a result, students often complete their studies with minimal exposure to authentic speaking practice, particularly in the form of structured, scenario-based simulations that mirror professional expectations. This results in low confidence, unpreparedness, and poor performance during actual interviews—not because they lack knowledge, but because they lack practice, feedback, and support.

To address this significant gap, the VIVAAI Framework was developed as a practical, accessible, and AI-powered coaching solution for ELT classrooms. The acronym stands for Visual, Interactive, Voice-Activated Artificial Intelligence, and it integrates a series of free and advanced AI tools to deliver a tiered, scalable mock interview experience. The design of VIVAAI centers on three core needs: accessibility for low-resource institutions (Zawacki-Richter et al., 2019) and students with basic internet access; automation for instant feedback and minimal instructor burden; and autonomy for students to reflect, improve, and build communication confidence independently.

By bridging the gap between classroom fluency and workplace readiness, the VIVAAI Framework promotes not only linguistic competence but also 21st-century skills (Trilling & Fadel, 2009) such as self-regulation, adaptability, and digital literacy. It reimagines how mock interviews can be delivered—not as a luxury for elite learners, but as a fundamental right for every student seeking to succeed in an increasingly competitive, English-driven job market.

PEDAGOGICAL APPROACH

The VIVAAI Framework is structured into two distinct yet complementary tiers to accommodate diverse learning needs, technological capacities, and English proficiency levels among students. This dual-tiered approach provides both inclusivity and flexibility, allowing educators to implement the technique in a variety of educational settings, from low-resource classrooms to high-tech digital labs.

Tier 1 is designed (Godwin-Jones, 2018) for beginners or students with limited access to advanced technology. It utilizes ChatGPT to simulate real-world interview questions, allowing learners to generate and rehearse personalized responses. Students engage in oral practice by responding to these questions using Google Docs Voice Typing, which transcribes their spoken words into written text in real time. This visual feedback helps learners identify grammatical errors, vocabulary gaps, hesitation markers, and sentence structures. They are encouraged to highlight repetitions, underline incomplete ideas, and revise weak vocabulary using color-coded strategies. This step not only builds oral fluency but also raises awareness of their speaking patterns and areas for improvement. The simplicity of the tools and the self-directed structure make Tier 1 highly accessible and easy to replicate without the need for advanced software or instructor supervision.

Tier 2 is designed (Lee, 2020) for advanced users or institutions with better access to digital infrastructure. It introduces platforms like Yoodli AI, Google Interview Warmup, and Mockmate, which offer a comprehensive feedback ecosystem. These tools assess a wide range of speaking features (Warschauer & Healey, 1998) such as tone, fluency, use of filler words, and relevance of content. Yoodli provides visual reports on pace, hesitation count, and confidence metrics. Google Interview Warmup uses keyword analysis to evaluate if responses align with industry expectations. Mockmate simulates employer-style interviews, enabling students to experience pressure-free yet professional practice sessions. Learners are then required to document their experience in structured self-assessment logbooks, noting down AI-generated feedback, personal reflections, and future goals. They also use detailed rubrics to evaluate their performance on parameters such as grammar, vocabulary, fluency, pronunciation, and delivery.

The VIVAAI technique not only promotes consistent and reflective learning but also encourages learners to take ownership of their progress (Schunk, 2012). It reduces dependency on instructor time, promotes digital fluency, and transforms passive classroom activities into engaging, interactive experiences. The structured cycle of speaking, feedback, reflection, and tracking ensures long-term improvements and prepares learners for authentic workplace communication. Supporting materials such as logbook templates, rubrics, and demo videos can be accessed via a QR code for easy adoption by other educators.

DISCUSSION

The VIVAAI Framework has demonstrated significant impact in diverse English Language Teaching (ELT) contexts, particularly within polytechnic and TVET (Le & Nguyen, 2022) environments in Malaysia. By aligning mock interview preparation with the use of accessible AI tools, the framework has enabled students to improve their oral fluency, build confidence, and experience authentic professional communication scenarios. Its implementation in real classrooms has not only boosted student participation but also earned national recognition (Almusharraf & Khahro, 2020), including awards for educational innovation.

One of the most compelling strengths of the VIVAAI Framework is its adaptability. The two-tier system is intentionally designed to cater to the wide spectrum of student readiness and institutional capabilities. For example, institutions with limited digital infrastructure can confidently use Tier 1 to introduce AI-driven mock interview practice through simple, free tools like ChatGPT and Google Docs Voice Typing. In contrast, institutions with more resources and higher student digital literacy can implement Tier 2 for a more in-depth, data-driven coaching experience using Yoodli AI, Mockmate, and Google Interview Warmup. This dual structure ensures no learner is left behind, and every classroom—regardless of budget or bandwidth—can benefit from the framework.

Educators have reported multiple benefits from adopting the VIVAAI Framework. It significantly reduces their workload by shifting routine practice and feedback to automated AI platforms. Instead of monitoring every student individually, teachers can now focus on high-impact mentoring and targeted interventions. The use of rubrics and logbooks also allows for systematic tracking of student progress, supporting data-informed instruction (García-Peñalvo, 2021). Educators appreciate the clear structure and the ability to customize activities according to their classroom context.

For students, the benefits are multifold. They gain regular speaking practice in a low-pressure environment, helping them overcome fear and hesitation. The real-time visual transcription and AI-generated feedback make language learning more engaging, reflective, and purposeful. The rubric-based evaluations and logbooks foster ownership, as students are encouraged to set their own learning goals and monitor their progress over time. This framework nurtures not only communication skills but also autonomy, resilience, and self-awareness.

The framework has also proven effective in workshops, competitions, and peer learning sessions, where students presented their recorded mock interviews and reflected on their development

journeys. This further validates its scalability and potential for institutional integration.

Overall, the VIVAAI Framework stands out as a modern, meaningful solution to a longstanding challenge in ELT classrooms. It transforms interview preparation from a one-time, instructor-led task into an ongoing, learner-driven process. Its structured, tiered design ensures flexibility, while its reliance on free and widely available tools ensures inclusivity. As both students and educators benefit from its practical, real-world focus, VIVAAI represents not just an innovation—but a movement towards more equitable, empowered, and employability-focused English language education.

CONCLUSIONS

The VIVAAI Framework is not merely a pedagogical technique, but a transformative tool that redefines how speaking practice and interview preparation can be conducted in English Language Teaching (ELT) classrooms. Its structured, tiered design makes it highly practical and inclusive, offering both low-tech and high-tech pathways to develop students' oral fluency, confidence, and job readiness. By integrating artificial intelligence tools into the classroom environment, VIVAAI empowers learners to experience real-time feedback, engage in authentic practice, and take charge of their personal learning journey.

For students, the value of the framework lies in its ability to create a safe space for trial and error. Through repeated exposure to AI-simulated interviews, learners become more fluent, more aware of their weaknesses, and more confident in their strengths. The use of rubrics and self-assessment logs encourages deep reflection and helps students track tangible progress over time. As a result, students are not only better prepared for job interviews, but also develop communication skills that are critical for lifelong success (Luxton, 2016).

For educators, VIVAAI offers a sustainable solution to the common challenges of large classes, limited feedback time, and unequal access to coaching resources. It reduces reliance on one-on-one assessments and introduces a modern, data-informed approach to language teaching that aligns with 21st-century learning goals. Teachers can adapt the framework to suit their own curriculum and student needs, making it a highly flexible and customizable instructional strategy.

Ultimately, the VIVAAI Framework enhances classroom engagement, nurtures learner autonomy, and promotes equity in education by bridging technological gaps. Its proven effectiveness, adaptability, and relevance to employability make it an essential innovation in contemporary ELT practice. By embracing this framework, educators can equip students not just to pass interviews—but to excel in them, opening doors to brighter academic and professional futures.

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