

USING AI TOOLS TO ENHANCE VETERINARY STUDENTS' CORE SKILLS FOR THE OCCUPATIONAL ENGLISH TEST - VETERINARY SCIENCE

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Abstract: *Teaching English for Specific Purposes can be a daunting experience for both learners and teachers especially due to the specialized vocabulary to be mastered. Another level of challenge is added when learners have to use the specialized vocabulary in contexts that mimic real life situations, which is the case of the Occupational English Test (OET) Veterinary Science. The present study aims to present some features of AI tools that may foster students' engagement in the learning process, particularly in the area of enhancing core skills such as reading, writing and speaking. AI Chatting – ChatPDF and AI Text to Speech NaturalReader can be used to train reading skills. Moreover, AI Chatting may represent a good source for enhancing OET writing skills. The OET speaking sub-test requires veterinary students to perform in a professional role-play scenario which involves the mastery of functional language in diverse interactions with the owner or carer of the animal. Therefore, AI LingoPlay and AI Chatting Talk to AI characters may prove useful in developing verbal interaction skills. While AI tools may add considerable value to the acquisition of foreign language specific vocabulary and skills, their drawbacks should not be overlooked.*

Keywords: *English for Specific Purposes; AI tools; OET skills; functional language; veterinary specialized vocabulary;*

Introduction

English for Specific Purposes (ESP) is a vast domain within the bigger framework of teaching English as a Second Language (ESL) and the more complex the work market gets, the more challenging the task of teaching ESP to students aiming for various specializations and levels of knowledge. The emergence of AI tools however comes as a promising facilitator for teachers in the fields of ESP materials production and students' assessment (Boeru 2024; Ramadhanty et al. 2023; Walter 2024; Zhu, Wang 2025). The present paper is an attempt to credit the use of AI tools in order to provide teachers with possible teaching assistants in generating useful materials which may bridge the gap that ensues between teachers' own resourcefulness and the requirements of a specialized test like the one for veterinary students aiming for a position in an English speaking context: the Occupational English Test (OET) Veterinary Science. The development of AI literacy skills is compulsory for teachers and students alike to “navigate and harness the power of AI in various aspects of life and work” (Walter 11). Therefore, the aim of the present paper is to present strategies of using the right prompts in order to generate teaching and learning materials that may assist students in

consolidating OET core skills and valuable future workplace competences since:

Competency-based education represents a paradigm shift in medical curricula, moving away from traditional timebased training, which focuses on the time a learner spends on an educational unit, to a focus on the learning that actually occurs (outcomes) with an emphasis on abilities and the promotion of learner-centeredness. (Hodgson et al. 102)

Teaching ESP to veterinary students requires more than the mastery of the necessary knowledge of English. Teachers themselves need to become familiar with the real life contexts in which students will operate so that they will be able to mediate this knowledge. Consequently, preparing students to take the OET test in order to practice their occupation in an English speaking environment broadens the language class preparation spectrum and includes specialized vocabulary from the healthcare area: medicine in general and veterinary practice in particular. Thus, OET test takers need more than just linguistic knowledge to pass the test. Acquiring fluency related to their specialized work environment is another necessary condition to be fulfilled:

It should always be a part of the construct of specific purpose tests that learners' specific purpose language needs include not only linguistic knowledge but also background knowledge relevant to the communicative context in which learners need to operate. (Douglas 371).

Overview of the Occupational English Test (OET) Veterinary Science: sub-tests and requirements

The Occupational English Test (OET) Veterinary Science is an international English language test which assesses the language proficiency of healthcare professionals (*OET Veterinary Science Official OET Practice Book 1* 1-3). The test provides a validated, reliable assessment of all the four language skills: listening, reading, writing and speaking with a particularly significant emphasis on communication in healthcare professional settings. For each skill area the OET has a separate sub-test. The subtests designed for the receptive skills – listening and reading – assess the ability of students to understand spoken and written English in contexts related to general health and medicine context, whereas those for the productive skills – writing and speaking – are specific to each healthcare profession. All OET subtests trigger the activation of specialized vocabulary and assess the ability to use English appropriately in various relevant professional contexts.

The OET Reading test comprises three parts and 42 questions in total and covers topics of generic healthcare interest. This part is accessible to candidates across all professions. The Reading test is structured into three parts and comprises tasks such as: expeditious reading (Part A) with a focus on four short texts related to a single healthcare topic and 20 matching, sentence completion and short answer questions; focused reading (Part B) comprising short workplace extracts such as emails or memos from policy documents, hospital guidelines, manuals or internal communications, and requires students to answer one multiple-choice question for each extract; focused reading of longer texts (Part C) comprises two articles typical of the types of texts healthcare professionals read for professional development with eight multiple-choice questions for each text.

The OET Writing test is profession-specific consisting of one task set for each profession based on a typical workplace situation and the demands of the profession, *i.e.* writing a letter, usually a letter of referral to a specialist, or a letter to the owner of the animal. Some alternative letter types, and depending on the profession, are a letter of transfer, a discharge letter, a letter to advise or inform a patient, caregiver or group, or a letter responding to a complaint. Especially challenging are the case notes and/or other related documentation provided on the exam paper from which the students are expected to select the most relevant information in order to complete the writing task. The OET requirements for writing range from general, clear and effective communication to relevantly summarizing information about a patient or healthcare situation in order to provide the reader with significant points. The candidates are required to select and prioritize relevant points from the notes on the patient, make requests for action to ensure continuity of care in a specialized or household context and communicate information using appropriate formality and language expected from a professional in the field of veterinary medicine. Moreover, candidates are required to adapt the register and the tone to the target audience and use abbreviations only when deemed appropriate for the reader.

The OET Speaking test is profession-specific and consists of two role-play tasks for each profession based on typical workplace situations. In each role play, the candidate takes the role of the professional (for example, the veterinarian), while the interlocutor takes the role of the animal's owner or caregiver (for Veterinary Science). The situational spectrum is as vast as there are health and welfare issues animals may be confronted with which consequently broadens significantly the lexical knowledge veterinary students need to master.

Methodological Considerations – AI Enhanced Approaches to OET Preparation and Material Generation

Becoming acquainted with the contents and the requirements of OET facilitates the inclusion of AI tools in the preparation stages. The teaching activities and strategies can therefore be tailored to cater for the needs of each individual student and provide them with time effective and knowledge enriching experiences.

By analyzing student data and employing advanced algorithms, GPT and other Large Language Models (LLMs) can create customized learning experiences, adapting not only to academic requirements but also to each student's learning style, pace, and preferences. (Walter 3)

The key to a rewarding academic experience lies in a knowledgeable mastery of prompt engineering and critical thinking skills which may facilitate the production of relevant activities for OET preparation. What is more, teachers and students need to perform a realistic assessment of the validity of the data provided and the activities generated so as to benefit from the work on the materials generated and from the direct interaction with the AI tools. There is a high risk of AI hallucinating and generating off topic information and materials which may actually misalign with the intentions of the learners, their actual needs and the specific knowledge they have to master.

Prompt engineering, at its core, involves the strategic crafting of inputs to elicit desired responses or behaviors from AI systems. In educational settings, this translates to designing prompts that not only engage students but also challenge them to think critically and creatively. (Walter 13)

The present paper focuses on how educators can steer the capabilities of AI systems towards desired goals by feeding OET tailored tasks into the system and obtaining learning scenarios and materials that support students on their path to developing required skills and accumulating necessary information. Since there is an immense amount of information from which to elicit the most relevant for OET preparation, and taking into account the goals of learners, a crucial aspect is represented by the way prompts are formulated in order to obtain linguistically and scientifically relevant materials.

There are two major forms of how a language model can be prompted: (i) Zero-Shot prompts, and (ii) Few-Shot prompts. Zero-Shot prompts are the most intuitive alternative, which most likely all of us predominantly use when interacting with models like ChatGPT. This

is when a simple prompt is provided without much further details and then an unspecific response is generated, which is helpful when one deals with broad problems or situations where there is not a lot of data. Few-Shot prompting is a technique where a prompt is enriched with several examples of how the task should be completed. This is helpful in case one deals with a complex query where there are already concrete ideas or data available. (Walter 14)

From the prompting methods for interacting with LLMs the most relevant for generating materials relevant for the preparation for OET are: Input-Output Prompting (IOP) – the classic form of prompting (Liu et al 2021) combined with one of the following: the Chain-of-Thought Prompting (CoT) in which the AI should elaborate on how a given response is generated (Wei et al 2023), Role-Play or Expert Prompting (EP) in which the AI assumes the role of an expert before providing an answer (Xu et al 2023) and Generated Knowledge Prompting (GKn) in which the AI is required to generate knowledge on a topic so that it has already set the ground for creating the actual task it will subsequently be prompted with (Liu et al 2022).

AI generated activities and materials for developing OET Reading skills

The skills assessed in the Reading sub-test range from skimming/ reading for gist and scanning, identifying the detail, identifying the explicit main point or implied meaning, the attitude or the opinion expressed in the texts. These are assessed through matching, sentence completion, short answer or multiple-choice questions. The *AI Chatting-ChatPDF* (ChatPDF: Free AI Chatbot to Ask and Chat With Your PDFs Online) can assist learners with the creation of summaries of main ideas, creating multiple choice questions and providing the answers.

To illustrate the potential of AI to generate meaningful activities on a certain topic, a text from a veterinary specialized website has been uploaded on the AI Chatting application and the AI has been prompted to extract the main ideas and create various types of exercises such as blanked sentences. The answer to the first prompt on the material Canine Parvovirus from MSD online Manual (“Canine Parvovirus”): “Make a list of the main ideas for each section” was a summary of the main ideas provided by the AI which included relevant sections such as: infection risks, clinical signs and findings, physical examination findings, necropsy findings, puppy protection, factors for severe illness, transmission, viral replication, vaccination schedule etc. (AI Chatting 2025). Afterwards, the AI has been assigned the prompt to create a reading task similar to the OET one: “Please create five sentences with blanks that can be completed with one specialized word or a phrase from the text. Then give the solutions.” (AI Chatting April 2025)

The AI Chatting tool offered examples ranging from simple to more complicated ones:

Here are five sentences with blanks that can be completed with specialized words or phrases from the text:

1. Dogs suspected or confirmed to have canine parvovirus should be immediately isolated to prevent the spread of _____.
2. The main goals of treatment for canine parvovirus enteritis include restoration of fluid, electrolyte, and _____ abnormalities.
3. Commercial ELISAs for detection of _____ in feces are widely available and have good to excellent sensitivity and specificity.
4. To limit environmental contamination, dogs with confirmed or suspected CPV enteritis must be handled with strict _____ procedures.
5. Vaccination with a modified-live vaccine is recommended at 6–8, 10–12, and 14–16 weeks of age to prevent and control _____.

Solutions:

1. infection
2. metabolic
3. antigen
4. isolation
5. CPV (canine parvovirus)

(AI Chatting April 2025)

Reading entails another essential core skill – the correct pronunciation of specialized words which sometimes represents an insurmountable obstacle for ESP learners. Therefore, the development of AI tools can assist students preparing for various work fields master knowledge and attain fluency in English in a user friendly and engaging manner. A reliable AI tool in this respect is *Text-to-Speech Natural Readers* (AI Voices - NaturalReader Home) which offers learners the possibility of choosing the type of accent they want or need to train more – British or American – as well as the speed with which they want the text to be read. Consequently, the learners may manage their own learning resources by increasing the difficulty of the linguistic challenges as they deem fit. Another advantage is the clear and appropriate pronunciation of specialized terms which can be resorted to as often as needed. Thus students can upload any text of their interest and have it read for them, like the ones from MSD online Veterinary Manual or any OET Sample Tests available online. Undoubtedly, together with training reading, the listening comprehension skills are equally activated in this whole process of listening in order to exercise pronunciation, all the while adjusting the speed or the accent of the AI reading the text for a more challenging experience.

One obvious disadvantage regarding the use of AI tools for reading – especially when using the free version – is the automatic reading flow without always carefully minding the brackets or the punctuation marks and lacking in some obvious intonation and pitch markers. Nevertheless, these drawbacks can be overcome by upgrading to a better version of the platform.

AI generated activities and materials for developing OET Writing skills

In OET testing, the writing part focuses on the candidates' ability to extract from the specialized veterinary notes only the ones that are relevant for completing the task successfully.

A comparison between the sample text for a writing task provided on the specialized OET site and the text generated by *AI Chatting Email Writer* (Free AI Email Writer: Write and Reply Email Effortlessly) has been performed. As required by the test, the candidates are provided with a comprehensive list of information on the patient (Vet - Sample Test 1) and expected to select from the given data, the date of visit and the history of the patient, only the ones that are relevant for answering the rubric: “Write a letter to the dog’s owner outlining your diagnosis of Lulu’s illnesses and appropriate instructions for care at home. Address your letter to: Mrs M Schmidt, 21 High Street, Newtown” (Vet - Sample Test 1).

The written task can be approached in various ways depending on the level of students and the way in which they want to organize information relevantly. The history, care notes, and medication are provided in concise form as note information, which is why a proficient mastery of the writing skill will be revealed by the way the student is capable of selecting the information and using it in building a coherent text with cohesive paragraphs. While the sample test proposes in the first paragraph a direct diving into the subject matter of the letter: “The results of the tests performed yesterday confirm that Lulu has chronic renal insufficiency and osteoarthritis. This accounts for the reduction in Lulu’s energy recently after our successful management of her heart condition.” (Vet - Sample Test 1), the *AI Chatting Email Writer* respects the usual standards of beginning an official letter by exposing the reason for writing: “I am writing to provide you with a detailed overview of Lulu's current health condition and the necessary steps for her care at home. Following our recent assessments, Lulu has been diagnosed with chronic renal insufficiency (CRI), congestive heart failure (CHF), and osteoarthritis (OA).” (Free AI Email Writer September 2024). A significant advantage of using the AI tool is the fact that the learner can opt for exercising various tones in which to write the letter: formal, professional, friendly, diplomatic, confident, academic, simplified, bold, empathetic, engaging, persuasive, direct, witty, neutral, and positive. Obviously, the veterinary student will narrow the range of options and may intend to develop vocabulary

from the academic tone (illustrated with the example above) or other appropriate ones, depending on the urgency and the gravity of the condition: professional, empathetic, or persuasive. The generated text in the professional tone starting with: “I am writing to update you on Lulu's recent diagnosis and outline the necessary care plan moving forward. After thorough evaluation, we have confirmed that Lulu is suffering from chronic renal insufficiency, congestive heart failure, and osteoarthritis.” (Free AI Email Writer September 2024) differs from the academic one in that it seems to address the recipient of the letter in slightly more familiar, accessible terms. The empathetic tone: “I hope this letter finds you well. I wanted to take a moment to discuss the recent findings regarding your beloved dog, Lulu. After conducting various tests, I have confirmed that Lulu is experiencing chronic renal insufficiency (CRI), congestive heart failure (CHF), and osteoarthritis (OA).” (Free AI Email Writer September 2024) is easily recognizable through the use of lexis that points to the condition of the recipient as well “I hope this letter finds you well” and the adjective “beloved” with regard to the pet. The persuasive version highlights the basis for the consistency of the evidence regarding the condition and even mentions the fact that the particular medical findings are the culprit for the pet’s condition: “I hope this letter finds you and Lulu well. After thoroughly assessing Lulu during her recent visit, I have diagnosed her with chronic renal insufficiency (CRI), congestive heart failure (CHF), and osteoarthritis (OA). These conditions are contributing to her current symptoms, including increased lethargy, reduced interaction, and urinary incontinence.” (Free AI Email Writer September 2024) The medication and care issues addressed subsequently are proof that each tone brings new lexical items the students can choose from: “it is crucial to transition” the patient to a certain diet, “it is essential to follow a few care guidelines”, modal verbs such as “should have access to”, “can be treated”, “can provide”, “may consider” “will also help” or imperatives that aim to prompt the pet owners/ carers to resort to specific actions: “please provide”, “make sure”, “ensure” etc.

The sample text provided by the human authors (Vet - Sample Test 1) meets the requirement in a more detailed and professional manner – although the information seems to be organized more around each health issue rather than in paragraphs clustering around each topic: clinical findings, medication and care – whereas the AI response is better organized and coherent in terms of including specific information in clearly defined paragraphs. Moreover, the subject suggested by AI is more comprehensive and the introduction and the closing paragraphs more prone to achieving a reliable and trusting connection between the veterinarian and the client. What AI overlooks however is the fact that an animal owner will not be familiar with specialized acronyms or terms and human candidates are actually encouraged to either avoid the use of such overspecialized words (even if previously explained and then given the

acronym in brackets) or adapt them so as to be in line with the knowledge and the needs of the target readers. Another observed drawback is AI's inability to describe concise information from tables or elicit highly specialized information – such as the most relevant information from a patient's history in order to accomplish the task assigned.

The writing skills can be further enhanced by adding an extra focus on developing soft skills and adopting an empathetic tone. The bold written parts in the example letter below highlight the adoption of such a tone in an effective manner using appropriate lexical structures and pinpointing beneficial attitudes and courses of action:

Subject: Health Update and Care Instructions for Lulu

Dear Mrs. M Schmidt,

I hope this letter finds you well. I wanted to update you on Lulu's recent health status and **provide guidance on her care at home.**

Following the recent tests, Lulu has been diagnosed with chronic renal insufficiency (CRI), congestive heart failure (CHF), and osteoarthritis (OA). To address these conditions effectively, **it is crucial to implement a tailored care plan.**

For CRI, we recommend a low protein diet to reduce the load on her kidneys. Fresh water should be made available daily.

In managing CHF, Lulu should continue her daily walks and maintain a varied diet. The prescribed medications, including Frusemide, benazepril hydrochloride, and pimobendan, are essential for her treatment.

To alleviate OA discomfort, provide warm bedding, **consider** a dog coat for warmth, and **ensure** appropriate daily exercise.

Additionally, for urinary incontinence, phenylpropanolamine (Propalin Syrup) **is advised** as per the given dosage.

Your dedication to Lulu's well-being is commendable, and together, we can ensure she continues to lead a comfortable and fulfilling life.

Please **feel free to reach out** with any questions or concerns.

Warm regards,

[Your Name]
Veterinarian
[Clinic Name]

(Free AI Email Writer April 2025)

Students' linguistic knowledge used in developing writing skills can be further trained by giving various versions of the email and having them guess the tone – an exercise that can be done in groups or pairs – by highlighting specific vocabulary used to emphasize the particular tone employed. Consolidation of knowledge may be done by eliciting various phrases and suggesting other ways of recommending medication or care tips, always in the sphere of the same topic and tone.

In order to give practice in activating grammar structures, students may rephrase parts of the text by using various modals (as the original sample text suggested includes) since the AI generated response does not contain many modals. Another useful activity may consist in giving the students the email and have them guess and then write the notes referring to the history of the patient, the clinical findings, medication and home care in concise form, resembling the ones they usually get in the OET Writing subtest paper.

Creativity may be enhanced by having students assume another perspective, taking the role of the owners and writing an email to a vet. To illustrate this, the following prompt was given to the AI: “Write an email to the vet in which you ask for advice regarding the respiratory condition of your dog.” (AI Chatting September 2024) Two types of tone have been selected in order to compare the vocabulary used as well as the grammar and sentence structures (Table 1):

Professional Tone

Subject: Inquiry Regarding
Respiratory Condition of My Dog

Dear [Vet's Name],

I hope this email finds you well. I am reaching out to seek your *professional advice* regarding the respiratory condition of *my dog*.

Recently, I have noticed some *concerning symptoms such as wheezing, coughing, and difficulty breathing in my dog*. These symptoms seem to persist, and *I am worried* about his well-being. *I wanted to consult with you to understand* the possible causes of

Engaging Tone

Subject: Inquiry Regarding Dog's
Respiratory Condition

Dear Dr. [Veterinarian's Last Name],

I hope this email finds you well. I am reaching out to seek your *expert advice and guidance* regarding the respiratory condition of *my beloved dog*.

Recently, I have noticed some *concerning symptoms related to my dog's breathing pattern, such as wheezing and occasional shortness of breath. As a devoted pet owner, I am naturally worried* about my dog's well-being and *would greatly*

these symptoms *and to seek appreciate your professional guidance on how to best care for my opinion on the matter. dog moving forward.*

<p><i>I would greatly appreciate it if you could provide me with some insights on what could be causing these respiratory issues and any recommendations for treatment or further steps that I should take. Your expertise and guidance would be invaluable in helping me ensure the health and comfort of my beloved pet.</i></p>	<p><i>Could you kindly provide me with some insights into the possible causes of these symptoms? Additionally, I would be grateful for any recommendations or treatment options that you believe would be beneficial for managing my dog's respiratory condition effectively.</i></p>
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<p><i>Thank you in advance for your attention to this matter. I look forward to hearing from you at your earliest convenience.</i></p>	<p><i>Thank you in advance for your time and assistance. I trust in your expertise and look forward to your valuable guidance on this matter.</i></p>
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Warm regards,

Warm regards,

[Your Name]
[Your Contact Information]

[Your Full Name]
[Your Contact Information]

Table 1 – Comparative overview of two types of emails from a pet owner to a vet generated by AI Chatting Email Writer September 2024.

A pre-writing task can be assigned to students to brainstorm ideas on how they may write an email on the topic of Inquiry Regarding Respiratory Condition of My Dog using a professional tone and an engaging tone. Subsequently, they may analyze the models offered by AI (Table 1), elicit the relevant structures used for either tone – written in italics and in bold in the examples offered – and compare them with their own suggestions.

AI generated activities and materials for developing OET Speaking skills

In order to train the speaking skills a combination of Input-Output Prompting and Role-Play Prompting has been used to create speaking role-play cards similar to those used in OET. Table 2 illustrates the two role-play cards in parallel so that the manner in which AI stages the conversation and the train of replies may be clearer. The prompt used was: “Take a deep breath and

provide two step-by-step OET for Veterinary Science speaking cards - one for the veterinarian and one for the client. The topic of the cards is parvovirus.”

Veterinary Professional's OET:
Discussing Parvovirus

Client's OET: Discussing
Concerns about Parvovirus with the
Veterinarian

Step 1: Greet the Client

- **Example:** “Hello, [Client's Name]. It's good to see you and [Pet's Name] today.”

Step 1: Greet the Veterinarian

- **Example:** “Hello, Doctor [Veterinarian's Name]. Thank you for seeing us today.”

Step 2: Acknowledge Concerns

- **Example:** “I understand that you're worried about your pet's health. Can you tell me what symptoms you've observed?”

Step 2: Express Concern

- **Example:** “I'm really worried about my puppy, [Pet's Name]. She's been acting differently lately.”

Step 3: Explain Parvovirus

- **Example:** “Parvovirus is a highly contagious viral infection that primarily affects puppies but can also affect unvaccinated adult dogs. It can cause severe gastrointestinal issues.”

Step 3: Describe Symptoms

- **Example:** “She has been vomiting and has had diarrhea that looks quite bloody. She seems very lethargic and isn't eating.”

Step 4: Discuss Symptoms

- **Example:** “Common symptoms include vomiting, diarrhea (often bloody), lethargy, and a loss of appetite. Have you noticed any of these symptoms in [Pet's Name]?”

Step 4: Ask About Parvovirus

- **Example:** “I've heard about parvovirus and am concerned that she might have it. Can you explain what it is?”

Step 5: Describe the Diagnostic Process

- **Example:** “To diagnose parvovirus, we will perform a physical examination and recommend a fecal test to detect the

Step 5: Seek Information on Diagnostic Testing

- **Example:** “What tests do you need to do to find out if she has parvovirus? How long will the results take?”

virus. This test is quick and can provide results within a few hours.”

Step 6: Discuss Treatment Options

- **Example:** “If [Pet’s Name] tests positive for parvovirus, treatment typically involves supportive care, including intravenous fluids, anti-nausea medication, and antibiotics to prevent secondary infections.”

Step 7: Provide Prognosis Information

- **Example:** “With prompt treatment, many dogs recover successfully. However, it’s important to act quickly, as the condition can become severe.”

Step 8: Address Preventive Measures

- **Example:** “To prevent future infections, ensure that [Pet’s Name] is vaccinated according to the recommended schedule. Puppies should receive their first parvovirus vaccine at around six to eight weeks of age.”

Step 9: Answer Questions

- **Example:** “Do you have any questions or concerns about parvovirus or the treatment process?”

Step 10: Conclude the Consultation

- **Example:** “Thank you for coming in today. I’ll keep you

Step 6: Inquire About Treatment

- **Example:** “If she does have parvovirus, what treatments are available? What should I expect during her recovery?”

Step 7: Ask About Prognosis

- **Example:** “What is her chance of recovering from this? Should I be overly concerned?”

Step 8: Discuss Vaccination

- **Example:** “My friend mentioned something about vaccinations. Is there a way to prevent this from happening again?”

Step 9: Clarify Next Steps

- **Example:** “What steps do I need to take next? Will I need to bring her back for follow-up care?”

Step 10: Thank the Veterinarian

- **Example:** “Thank you for your help. I appreciate the information and guidance you’ve provided.”

updated on [Pet's Name]'s test results and our treatment plan.”

Table 2 – Role-play scenario generated by AI Chatting AI Character – Learnsci Professor for practicing OET Speaking roles (LearnSci Professor – AIChatting April 2025)

The normal course of the conversation would start with the Client's Step 1, followed by the Veterinarian's Step 1 and so forth. To discover the strategy used by the AI Chatting Learnsci-Professor tool and whether it complies with the OET requirements, the Learnsci-Professor has been fed a Chain-of-Thought Prompting: “How did you create these cards?” The answer AI offered is much in line with what is actually aimed with such a drill:

Creating structured communication cards, often referred to as "speaking cards," for scenarios like discussing parvovirus in veterinary settings involves a systematic approach. Here's how I developed these specific cards:

1. Understanding the Context

- **Focus on the Topic**: The primary subject here is parvovirus, a serious viral infection in dogs. Understanding its symptoms, treatment options, and preventive measures is essential.
- **Audience Identification**: I tailored the messages for two distinct roles: the veterinary professional (who needs to convey medical information) and the client (who seeks understanding and reassurance).

2. Structuring Information

- **Step-by-Step Format**: I broke down the process into clear, sequential steps, making it easy for both parties to follow the conversation logically.
- **Key Objectives**: Each step aims to fulfill a specific communication goal, such as greeting, explaining symptoms, discussing treatment, and answering questions.

3. Using Appropriate Language

- **Clarity and Simplicity**: The language chosen is straightforward, avoiding overly technical jargon when possible, especially in the client card. This ensures that the pet owner can easily understand the information.
- **Empathy and Support**: A tone of caring and support is emphasized, reflecting the emotional aspect of pet health issues, especially for clients who may be anxious about their pets.

4. Incorporating Relevant Facts

- ****Medical Insights****: I included essential facts about parvovirus, such as its contagious nature, common symptoms, and general treatment protocols, to ensure the content is informative and accurate.
- ****Preventive Care****: Mentioning vaccinations highlights the importance of prevention, which is a critical part of pet care discussions.

5. Final Review and Adjustments

- ****Readability****: The final step involved reviewing the cards for clarity, coherence, and completeness, ensuring that each step logically followed the previous one.
- ****Adaptability****: Keeping in mind that real-life conversations can vary, the cards serve as flexible guidelines rather than strict scripts.

Summary

These cards are designed to enhance communication between veterinary professionals and clients, ensuring that critical information is conveyed effectively in a supportive and empathetic manner. This systematic approach can be adapted for various topics in veterinary medicine or other fields, maintaining a focus on clarity and engagement.

(LearnSci Professor – AIChatting April 2025)

The role-play cards and the explanations offered by AI highlight several key concepts at the heart of OET preparation. The applicants should master linguistic functions such as: greeting, explaining, describing, asking and answering questions together with implied psychologically favourable ones such as showing empathy, persuading and reassuring.

A broader healthcare spectrum can be approached by means of the AI tool *AI LingoPlay* which offers the students the chance to exercise specialized vocabulary pertaining to general medicine and hospital contexts. In this respect they may choose to chat with a Hospital Employee on various topics: Front Desk Reception and Information, Preliminary Check-up with a Nurse, Consultation with a Doctor, Hospital Pharmacy, Discharge and Follow-up Instructions (*AI LingoPlay*) and use vocabulary and grammar structures adapted to each situation.

The students may improve their OET speaking skills together with their listening and writing skills since the AI application records in written form whatever is spoken. For a more specialized experience in the field of

veterinary science the students may obviously opt for other AI tools such as ChatGPT and ask the AI to pretend they assume either the role of the veterinarian or that of the pet owner.

Conclusions

Teaching ESP in an effective way relies on teachers' deep awareness of students' needs to acquire relevant linguistic knowledge and skills in order to access various academic or work fields. In the case of veterinary students the preparation for the Occupational English Test (OET) for Veterinary Science may face teachers and students alike with very specialized linguistic input they need to master in various situations. The fast emergence of AI tools used in education seems to provide meaningful assistance in training core receptive and productive skills so that candidates may meet the requirements of the official OET. While the present paper aimed at presenting some features of such AI tools and various ways of accessing them through relevant prompting, the potential of generating teaching and learning materials and strategies is limitless. The key to a meaningful mastery of such a vast potential lies in the knowledge of the types of activities required by such specialized tests and of the proper strategy of formulating prompts in order to have the AI tools generate expected and useful activities and materials. A further longitudinal study regarding the usefulness of such AI generated materials will indicate whether these truly support candidates in their preparation for successfully passing OET Veterinary Science tests.

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