

## INTEGRATING GENERATIVE AI IN LANGUAGE FOR SPECIFIC PURPOSES INSTRUCTION: A CASE STUDY ON JOB INTERVIEW PREPARATION IN VETERINARY MEDICINE

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### Abstract

*This article explores the pedagogical integration of generative artificial intelligence (AI) into the context of Language for Specific Purposes (LSP), focusing on the preparation of veterinary students for job interviews. Through a case study, the research investigates how AI-based conversational tools – such as ChatGPT – can support the development of oral communication, professional discourse, and self-confidence in a high-stakes context. The study was conducted using a didactic sequence, integrated into veterinary medical education. This sequence leverages generative artificial intelligence to simulate and optimize the process of preparing for job offers, drafting application materials, and preparing for interviews through tailored prompts and automated feedback, thereby fostering essential professional competencies and adaptability among students. Three major pedagogical benefits emerged: (1) increased learner autonomy through self-paced practice; (2) enhanced motivation due to interactive, low-pressure dialogue with the AI; and (3) greater awareness of professional norms and discourse strategies in foreign languages. In addition, students were able to test various formulations, correct their errors in real time, and reflect on their communicative choices. However, the study also highlights the need for careful instructional framing and the various roles of the teacher. While AI offers valuable feedback, it must be used critically and under the guidance of a teacher to ensure relevance, accuracy, and alignment with learning objectives. The article concludes that generative AI, when integrated thoughtfully, acts as a pedagogical mediator that complements – not replaces – human instruction. It fosters a hybrid learning environment conducive to the acquisition of both linguistic and professional competencies in LSP.*

**Keywords:** generative AI, Language for Specific Purposes, veterinary education, oral communication, job interview preparation

### Rezumat

*Acest articol explorează integrarea pedagogică a inteligenței artificiale generative (IA) în contextul limbajului pentru scopuri specifice (LSS), punând accentul pe pregătirea studenților la medicină veterinară pentru interviurile de angajare. Prin intermediul unui studiu de caz, cercetarea analizează modul în care instrumentele conversaționale bazate pe IA – precum ChatGPT – pot sprijini dezvoltarea comunicării orale, a discursului profesional și a încrederii în sine într-un context cu miză ridicată. Studiul a fost realizat utilizând o secvență*

didactică, integrată în educația medicală veterinară, care folosește inteligența artificială generativă pentru a simula și optimiza procesul de pregătire pentru ofertele de muncă, redactarea materialelor de candidatură și pregătirea pentru interviuri prin intermediul unor îndrumări personalizate și feedback automat, favorizând astfel competențele profesionale esențiale și adaptabilitatea în rândul studenților. Au reieșit trei beneficii pedagogice majore: (1) autonomia sporită a studentului prin practică în ritm propriu; (2) o motivație sporită datorită dialogului interactiv, fără presiune, cu IA; și (3) o mai mare conștientizare a normelor profesionale și a strategiilor de discurs în limbi străine. În plus, studenții au putut testa diverse formulări, și-au putut corecta erorile în timp real și reflecta asupra alegerilor lor comunicative. În pofida acestor fapte, studiul subliniază totodată necesitatea unei structuri didactice bine gândite și a diverselor roluri ale profesorului. Deși IA oferă un feedback valoros, aceasta trebuie utilizată în mod critic și sub îndrumarea unui profesor pentru a asigura relevanța, acuratețea și alinierea la obiectivele de învățare. Articolul concluzionează că IA generativă, atunci când este integrată în mod judicios, acționează ca un mediator pedagogic care completează – nu înlocuiește – instruirea umană. Aceasta favorizează un mediu de învățare hibrid, propice dobândirii atât a competențelor lingvistice, cât și a celor profesionale în domeniul limbajelor de specialitate.

**Cuvinte-cheie:** IA generativă, limbaj de specialitate, educație veterinară, comunicare orală, pregătirea pentru interviul de angajare

### Introduction

In recent years, the emergence of generative artificial intelligence (AI) has opened new avenues for language pedagogy, particularly in the realm of Language for Specific Purposes (LSP). The capacity of AI-driven tools to simulate human-like interaction and provide immediate feedback has led to a growing interest in their integration within higher education and professional training contexts. Among these tools, conversational AI models, such as ChatGPT, have demonstrated significant potential to support learners in developing both linguistic proficiency and domain-specific communicative competence (Pérez-García *et alii*, 2026). This study situates itself at the intersection of technological innovation and applied linguistics, exploring how generative AI can be strategically employed to enhance the preparation of veterinary students for job interviews – a high-stakes professional context where oral communication, pragmatic accuracy, and self-confidence are critical.

LSP has long been recognized as a discipline that demands pedagogical approaches tailored to the linguistic, cognitive, and professional needs of learners. Unlike general language instruction, LSP courses aim to equip students with the communicative tools necessary for effective participation in professional settings, including the ability to interpret job offers, draft application materials, and engage in formal interviews (De Brito *et alii*, 2025). However, traditional pedagogical approaches often face constraints related to classroom time, availability of native or expert interlocutors, and opportunities for repeated, authentic practice. Generative AI, with its capacity to provide adaptive, context-sensitive interaction, presents a promising solution to these limitations by offering students opportunities for extensive rehearsal and individualized feedback.

This article investigates the implementation of AI-based conversational tools within a carefully designed didactic sequence that simulates real-life professional scenarios. Through the strategic use of a generative AI-driven chatbot for simulated veterinary job interviews, students were enabled to engage in iterative practice that closely approximates authentic professional interactions. This approach facilitated the refinement of both linguistic competence and domain-specific communication skills within a controlled yet realistic interview setting.

## 2. Material and Method

This study was conducted to investigate the pedagogical integration of generative artificial intelligence (AI) in the preparation of veterinary students for professional communication in high-stakes contexts, specifically job interviews. The research adopted a case study methodology, combining qualitative and descriptive approaches to analyze how AI-based conversational tools could support the acquisition of oral and written competencies, professional discourse, and self-confidence. The study population comprised undergraduate veterinary students enrolled in a course focusing on the profession of veterinarian, including both clinical and non-clinical career paths, in alignment with Unit 1 of the course book "Mastering Veterinary English with AI: an interactive Textbook for Students" (Velescu *et alii*, 2025). Participants had diverse professional interests, ranging from companion animal practice to rural veterinary work, wildlife and zoo medicine, and public or military veterinary roles.

### *Integrating Generative AI into Veterinary Professional Development: A Didactic Sequence for Job Application and Interview Simulation*

The rapid advancement of generative artificial intelligence (AI) presents transformative opportunities for veterinary education, particularly in preparing students for the professional challenges of job applications and interviews. This didactic sequence leverages AI tools to simulate real-life professional situations, enabling veterinary students to develop critical competencies in interpreting job offers, crafting tailored application materials, and honing interview skills. The didactic sequence was designed to simulate authentic professional scenarios based on detailed information from Unit 1, which describes the roles and responsibilities of veterinarians across different sectors. Generative AI tools, specifically ChatGPT, were employed to facilitate interactive learning (Chu, 2024). During the first stage, students explore various veterinary careers, including small-animal clinics, rural livestock operations, zoos, and governmental agencies. AI support allowed students to pose clarifying questions regarding required competencies, job expectations, and professional terminology.

In the initial phase, students analyze authentic job postings for veterinary positions—such as small animal clinician, veterinary pathologist, or public health specialist—using generative AI to extract and summarize key requirements,

preferred skills, and organizational values. For example, students input a job description for a small animal practice into an AI platform, prompting the tool with:

"Analyze this job description for a small animal veterinarian. List the top five required skills and three preferred qualifications, and compare them to my CV".

"Generate five likely interview questions for a veterinary public health role focusing on zoonotic disease management".

This exercise not only enhances students' ability to align their profiles with employer expectations but also fosters critical thinking about gaps in their training, prompting targeted upskilling.

The subsequent phase focuses on the creation of personalized application materials. Students used AI-assisted tools to draft cover letters and resumes, inputting their CVs and job descriptions to generate initial versions. Specific prompts include:

"Draft a cover letter for a veterinary epidemiology position, emphasizing my experience in zoonotic disease surveillance, data analysis, and collaboration with public health agencies. Use a professional yet approachable tone".

"Rewrite this resume bullet point using the STAR method: 'Assisted in spay/neuter clinics.' Highlight leadership, quantifiable outcomes, and teamwork".

The AI-generated draft serves as a foundation, which students then refine to ensure authenticity and alignment with their unique experiences. Peer review sessions and AI feedback loops – where tools evaluate clarity, relevance, and adherence to professional standards – further enhance the quality of these documents.

In this second stage, students composed application letters tailored to the positions under consideration. The AI provided real-time feedback on language accuracy, coherence, and professional tone, guiding students in adjusting both stylistic and pragmatic aspects of their written communication. Emphasis was placed on the use of precise veterinary terminology, clarity of expression, and the inclusion of relevant experiences, such as clinical placements, work experience in animal husbandry, and research participation.

The third stage involved oral simulations of job interviews. Students interacted with the AI in a dynamic, question-and-answer format, responding to prompts designed to replicate real-world veterinary interviews. The AI offered immediate feedback on clarity, professional register, and appropriateness of responses, allowing learners to rehearse multiple formulations, correct errors, and refine their communicative strategies. Students were encouraged to reflect critically on their choices and to integrate the AI's feedback with their prior knowledge of veterinary professionalism, ethical considerations, and sector-specific practices.

To effectively prepare veterinary medicine students for real-world job interviews, educators can leverage AI-driven simulations that replicate the dynamics of a professional interview setting. A well-structured prompt should

position the AI as the interviewer, guiding the student through a series of discipline-specific questions while maintaining the natural flow and pacing of a live conversation. For instance, students may be instructed to engage with the AI using a prompt such as:

"Assume the role of an interviewer for a [Veterinary Surgeon/Clinical Veterinarian/Research Veterinarian] position. You will ask me a sequence of interview questions relevant to the field, responding only as the interviewer and waiting for my answers after each question. Begin the simulation with my greeting, 'Good morning,' and proceed with questions that assess both technical proficiency and interpersonal skills, as would be expected in a professional veterinary interview".

This approach not only familiarized students with the interview format but also encouraged spontaneous, reflective responses, thereby enhancing their readiness for actual job applications (Ekin, 2023).

Using platforms capable of generating role-specific interview questions, students practiced responding to scenarios such as:

"Simulate a behavioral interview for a veterinary internship. Ask me: 'Describe a time you handled a difficult client interaction' and provide feedback on my use of empathy and professionalism".

"Conduct a mock technical interview for a veterinary pathologist. Ask me to explain my approach to diagnosing a complex dermatopathology case, then evaluate my response for clarity, logical flow, and use of evidence-based reasoning".

AI tools provided immediate feedback on response structure, content relevance, and language use, while also simulating follow-up questions to deepen critical thinking. Students recorded their responses, review AI-generated critiques, and iteratively refined their approach, building confidence and adaptability. Studies in veterinary education highlight the value of such simulations in reducing anxiety and improving performance in high-stakes interviews.

Overall, the methodological framework combined AI-mediated practice with structured pedagogical scaffolding to create a hybrid learning environment. This approach allowed students to rehearse professional interactions safely, engage actively with domain-specific discourse, and develop both linguistic and professional competencies in a contextually meaningful and ethically responsible manner.

Throughout the sequence, ethical considerations were emphasized: students were guided to use AI as a supportive tool rather than a replacement for personal reflection and authenticity. The integration of generative AI into veterinary professional development can not only prepare students for the technical and communicative demands of the workforce but also cultivate a mindset of continuous learning and adaptability – essential traits for the next generation of veterinary professionals.

In the described didactic sequence, the teacher's role was centered on scaffolding (Pangh, 2009) – providing structured, adaptive support to guide veterinary students through the complexities of interpreting job offers, drafting application materials, and navigating AI-driven interview simulations. The primary goal of these supportive measures was to foster independent text comprehension and strategic application, ensuring students gradually develop the confidence and competence to engage with professional tasks autonomously. Initially, the teacher actively intervened by employing a range of targeted strategies: prompting (e.g., asking guiding questions such as "What key skills does this job description emphasize, and how do they align with your CV?"), explicit reflection (e.g., discussing the purpose of the STAR method - Situation, Task, Action, Result - in structuring interview responses), and qualitative feedback (e.g., "Your cover letter effectively highlights your clinical experience, but consider adding a specific example of teamwork").

As students gained routine and proficiency—a process known as the fade-out phase—the teacher progressively reduced direct intervention, shifting to a more observational and facilitative role. During this phase, support was tailored to small groups or individual needs, with the teacher offering modifications to activities (e.g., suggesting alternative AI prompts for deeper reflection), direct instruction (e.g., reminding students of ethical considerations in AI use), or modeling (e.g., demonstrating a “think-aloud” analysis of a job offer to clarify expectations).

### **3. Results and Discussions**

The implementation of generative AI in the veterinary LSP course yielded several notable pedagogical outcomes, demonstrating its potential as a complementary tool for professional language development. Data analysis focused on three primary dimensions: learner autonomy, engagement and motivation, and the development of professional discourse, including both oral and written competencies.

#### **3.1. Learner Autonomy and Self-Paced Practice**

One of the most significant findings was the enhancement of learner autonomy. The AI-mediated exercises allowed students to engage in self-directed practice at their own pace, repeating tasks and exploring alternative responses without the pressure of immediate human evaluation. During the interview simulations, students demonstrated increased confidence in articulating professional experiences, formulating responses to challenging questions, and employing appropriate veterinary terminology. For example, students who practiced AI-assisted role-plays reported greater ease when describing their clinical placements, work experience in rural or zoo settings, and understanding of professional responsibilities, as outlined in Unit 1 of the curriculum. Similarly, in writing application letters, learners iteratively refined their texts using AI feedback, improving clarity, tone, and the precision of

technical terms. These results suggest that AI tools can serve as effective scaffolds for fostering learner independence while reinforcing content-specific knowledge.

### **3.2. Motivation and Engagement**

The study also highlighted a marked increase in student motivation. Interactions with AI provided a low-stakes, interactive environment in which students could experiment with language and professional scenarios without fear of negative evaluation. Students expressed enthusiasm for the ability to simulate real-life interview situations and to receive immediate, detailed feedback on their performance. Notably, this increased engagement extended beyond the classroom: students frequently returned to the AI platform outside scheduled sessions to practice additional interview questions or refine their application letters, indicating heightened intrinsic motivation and commitment to learning. These findings align with literature suggesting that interactive AI can enhance engagement through personalized, responsive learning experiences.

### **3.3. Professional Discourse and Reflective Awareness**

The use of AI contributed to the development of professional discourse and reflective skills. Students became more aware of the conventions, registers, and communicative strategies appropriate to veterinary contexts, including clinical, rural, wildlife, and public sector roles (Sobkovich, 2025). For instance, AI prompts encouraged learners to consider ethical considerations, client interactions, and the technical vocabulary associated with specific veterinary sectors. In their reflective notes, students reported increased sensitivity to nuances in professional communication, such as tactful explanation of animal health issues to clients, or the precise description of clinical procedures during interviews. Moreover, students highlighted that AI feedback helped them identify gaps in knowledge and reconsider phrasing to better align with professional expectations.

### **3.4. Challenges and Instructional Considerations**

While the results were largely positive, the study also emphasized the importance of guided integration. AI-generated feedback, although detailed and rapid, occasionally produced suggestions inconsistent with veterinary practice or professional norms. Consequently, instructor mediation was essential to ensure accuracy and contextual appropriateness. Additionally, some students initially relied heavily on AI guidance, demonstrating the need for structured scaffolding to balance independent exploration with critical reflection.

Overall, the findings indicate that generative AI can function as a pedagogical mediator, complementing traditional instruction by enhancing learner autonomy, motivation, and professional awareness. When carefully integrated

into a structured didactic sequence, AI-supported exercises enable veterinary students to rehearse professional scenarios, refine language use, and develop reflective understanding of sector-specific discourse (Mangiante & Parpette, 2004; Romero & Heiser, 2023). These outcomes suggest that AI holds significant promise in preparing students for high-stakes professional interactions, while underscoring the need for guided and critical use within a broader pedagogical framework.

#### 4. Conclusion

This study demonstrates the potential of generative artificial intelligence (AI) as a pedagogical tool in the context of *Language for Specific Purposes* (LSP) for veterinary students (Mangiante & Parpette, 2004).

The results indicate that AI-supported practice enhances learner autonomy, allowing students to rehearse independently, experiment with multiple formulations, and receive immediate feedback. This self-paced engagement fosters confidence, particularly in high-stakes situations such as job interviews, where clarity, professional register, and precise terminology are crucial. The study also highlights the motivational benefits of AI-mediated interaction. Students reported increased engagement and enthusiasm for repeated practice, noting the value of a low-pressure environment in which errors could be explored and corrected without negative judgment. Additionally, AI-supported exercises promoted reflective awareness of professional discourse, enabling learners to internalize sector-specific communication strategies and ethical considerations relevant to rural, clinical, zoo, or public sector veterinary practice.

Despite these advantages, the AI feedback, while rapid and detailed, occasionally lacked contextual accuracy or nuanced understanding of professional standards, necessitating instructor mediation to ensure pedagogical relevance. Therefore, AI functions most effectively as a complementary tool rather than a replacement for human instruction.

In conclusion, generative AI has significant promise as a pedagogical mediator in veterinary LSP courses, offering opportunities to rehearse professional interactions, refine oral and written skills, and develop critical reflective competencies. When thoughtfully integrated within a structured curriculum, AI-supported learning fosters a hybrid educational environment that simultaneously cultivates linguistic proficiency, professional expertise, and learner confidence, ultimately preparing veterinary students for the complex communicative demands of their future careers.

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➤ **Task 2: Practicing a job interview with a chatbot**

1. Before starting the exercise, take a few minutes to reflect on the following points:

- ✓ How to introduce yourself in a few sentences (name, degree, specialization).
- ✓ Why you are applying for this position and what attracts you to this clinic.
- ✓ Your most relevant experiences and skills.
- ✓ Your professional qualities (teamwork, autonomy, stress management).
- ✓ The questions you would like to ask the recruiter at the end of the interview.

2. Open ChatGPT and copy-paste this prompt into the conversation, then click *send*. Prompt to use: *"You are a recruiter in a veterinary clinic, and you will conduct a job interview for my first veterinary position. Ask me questions as in a real interview and adapt to my answers. If necessary, ask for clarifications."*

- **Introduction**  
Tell me about yourself, your academic background, and your specialization.
- **Motivation**  
Why this clinic and this position? How do you see yourself contributing to our team?
- **Skills and experience**  
What internship experiences do you have? What skills did you gain from them? How do you handle stressful situations?
- **Practical questions**  
Are you comfortable with on-call shifts and teamwork? How do you interact with stressed clients?
- **Questions to ask**  
What are the opportunities for continuing education and career growth?  
*Please provide constructive feedback on my responses."*

3. Analysis and improvement. Still in the chat, use this prompt to get an evaluation of your performance. Prompt: *"Evaluate the job interview I just completed based on the following criteria, providing specific examples from the interview:"*

Figure 1. Example activity from the Unit 1 of the course book „Mastering Veterinary English with AI: an interactive Textbook for Students“. Practicing a job interview simulation with an AI chatbot

- **Clarity and relevance of responses** Were my answers clear, concise, and appropriate to the questions? Give concrete examples of well- or poorly-formulated responses and suggest improvements.
- **Handling of practical questions** Did I adequately address topics like on-call shifts, teamwork, and client interactions? Provide examples of my responses and suggest adjustments if necessary.
- **Quality of French (if applicable)** Was my French correct (grammar, syntax, vocabulary) and fluent? Highlight specific mistakes and suggest corrections to improve fluency and accuracy.
- **Professional attitude** Did I adopt a professional and serious demeanour during the interview? Give examples of appropriate or improvable behaviour.
- **Suggestions for improvement** What areas should I improve, both in my responses and in linguistic aspects? Provide concrete improvements with specific examples from the interview.

*Please give me detailed feedback with examples so I can adjust my answers and attitude for future interviews."*

**After the chatbot interaction, take time to analyse your performance:**

- **What were your strengths?** (fluency, clarity, structured responses)
- **What aspects can be improved?** (responses too short, lack of precision, hesitations)
- **Note the Chabot's advice and redo the exercise**, incorporating the suggested improvements.

✚ **Tip:** You can repeat the interview multiple times, changing your responses and exploring different ways to present yourself.

#### **4. Discussion and feedback**

Once the training is complete, share your experience with a classmate or teacher:

- What were your strengths and challenges?
- Which answers were the hardest to formulate?
- Did you manage to ask relevant questions to the recruiter?

Figure 2. Examples of evaluating student-chatbot interactions in veterinary job interview simulations