



USING ChatGPT IN THE FRENCH LANGUAGE COURSE FOR VETERINARY STUDENTS

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Abstract

The emergence of many forms of free tools and applications, easy to use thanks to the «chatbot» format, based on Generative Artificial Intelligence, such as ChatGPT, has forced the reflection on their use in education and training. Such a tool, capable of expressing itself in a coherent language and with a large amount of information at its disposal, is a non-negligible asset for a language teacher. In addition, in a foreign language course (French) adapted to a professional audience with specific needs, the help obtained by using such tools can be extremely valuable in saving time and resources. In this article, I will show some practical possibilities of using ChatGPT for the French language course adapted to students of Veterinary Medicine at the University of Life Sciences «Ion Ionescu de la Brad» in Iasi.

Keywords: *ChatGPT; Artificial Intelligence; teaching; veterinary student, French*

INTRODUCTION

Available to the public since the end of November 2022, ChatGPT is a chatbot, a conversational agent capable of answering any question formulated in text. Its name comes from the contraction of Chat (conversation) and GPT (Generative Pre-Trained Transformer), a family of large-scale language models (LLMs) created by the US company Open AI. ChatGPT is based on a corpus of hundreds

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of billions of pieces of text (for GPT-4, its latest version), mostly taken from the Internet or books, on which it was pre-trained during its initial learning. The second phase of its learning was supervised by humans (Grandjean, 2023).

When students learn a foreign language in a classroom setting, they typically receive input from the teacher but have limited opportunities to actively use their language skills and even fewer chances to engage in real-world conversations. Classroom interruptions and strict schedules often make it challenging to balance the teacher's output with the learner's input, resulting in insufficient practice and reinforcement of knowledge.

The interactive language theory in language teaching highlights the importance of collaboration between learners and interlocutors, underscoring the benefits of conversational AI like ChatGPT in enhancing communication for language learners. ChatGPT offers a realistic environment for practicing conversations in a foreign language, utilizing extensive language materials. Here are some of the benefits of using ChatGPT:

- Convenient access to learning resources

ChatGPT provides language learning materials at various proficiency levels, including vocabulary lists, conversation exercises, grammar lessons, and other resources suitable for different learning stages. Unlike traditional books and courses, ChatGPT's materials can be tailored to match the individual learner's language level.

- Creating personalized learning strategies

Learners can interact with ChatGPT based on their interests and needs, requesting targeted training strategies for different language skills. They can control their learning activities, receive new input, and reinforce their memory, exploring effective methods that suit them. For instance, learners can compare and analyze different translation results provided by ChatGPT to improve their translation skills.

- Providing feedback and filling knowledge gaps

ChatGPT helps identify and address gaps in students' language learning, offering suggestions and corrective measures to enhance their skills. It provides guidance on word usage, sentence structure, and grammar, helping learners correct mistakes and improve proficiency.

- Stimulating interest in language learning

ChatGPT generates interactive responses based on learners' objectives, stimulating their interest and motivation. Its excellent semantic understanding allows for accurate interpretation of user queries, facilitating multiple conversations. ChatGPT supports teachers by offering teaching materials and curriculum design, helping them prepare and implement lessons more effectively.

- Assisting teaching and research

ChatGPT aids teachers in lesson planning by generating content, offering quick ideas for syllabuses, and providing comprehensive course materials. It can also simulate conversations with learners and assist with translations.

- Enhancing speaking and writing skills

ChatGPT serves as a conversation partner and writing coach, helping students improve their speaking and writing abilities. It provides authentic phrases, proverbs, and examples related to specific topics, enhancing language expression.

- Automated assessment and feedback

ChatGPT assists teachers in evaluating students' learning outcomes and language proficiency, offering targeted feedback to improve their skills. It helps teachers monitor progress and address learning challenges.

- Virtual teaching and interactive experiences

ChatGPT enables teachers to interact with students through online tools, providing a diverse and flexible teaching experience. It allows for the use of multimedia technology and interactive activities, making learning more engaging and effective.

- Potential for educational change

ChatGPT technology can transform education by improving teaching management, traditional methods, learning experiences, and efficiency. It automates administrative tasks, enhances classroom management, and provides real-time feedback and support. ChatGPT's interactive nature and extensive resources make it a valuable tool for modernizing education and improving learning outcomes.

ChatGPT, as a member of the generative AI family, is able to create original content. Its speciality: creating texts. ChatGPT has a huge advantage over search engines: it remembers the exchanges you have with it during the same session.

So you can ask him for clarification or corrections to a question you've already asked or a document he's created, without having to rephrase everything. This generative AI is capable to:

- create any type of textual document: slogan, tagline, article, press release, report, dissertation, thesis, poetry, music, etc. Summarise one or more documents of any size;
- correct the spelling and grammar of any text, improve the document according to your instructions and adopt any style of writing (formal, academic, marketing, journalistic, Victor Hugo or Steve Jobs...);
- translate and write in almost any language;
- create, convert and debug computer code;
- create functions and macros on demand for Excel, Google Sheets, LibreOffice, etc.

It's amazing how these new tools, known as "Generative Artificial Intelligences", are responding to our demands. So bluffing that it brings to mind the words of science fiction writer Arthur C. Clarke, who said that "any sufficiently advanced technology is indistinguishable from magic" (Arthur C. Clarke, 1968). Magic is out of the question, of course, because the neural networks on which these technologies are based were devised more than 70 years ago. From the very beginnings of artificial intelligence in the 1950s, there were 2 opposing traditions," explains Hugues Bersini, Professor of computer science and co-director of the ULB AI Research Laboratory, IRIDIA. Symbolic and logical AI, based on rules, and AI based on neural network architecture. The former has long predominated. To find a solution to a problem, it relied on rules laid down by the programmer. For example, for an AI to drive a vehicle, it was first necessary to model the environment, formalising driving in mathematical language, etc. But this kind of AI, even if it has had some successes, such as designing spelling checkers or the best possible route on a map, has come up against obstacles such as pattern recognition or visual perception."

There are other interesting facilities of using ChatGPT in Language Learning. By leveraging a speech recognition engine, students' spoken language can be converted into text. This text is then processed by ChatGPT to analyze pronunciation and provide feedback on speech errors. This approach, known as speech recognition technology, allows for detailed analysis and feedback on spoken content.

Automated Q&A systems, which utilize natural language processing, are designed to respond to user inquiries. ChatGPT mimics natural conversations, offering students a platform to practice language skills. During these interactions, students receive feedback on grammar, pronunciation, and vocabulary, thereby enhancing their communicative abilities.

Next, ChatGPT generates a variety of language materials, including sentences, paragraphs, and articles. These materials provide students with opportunities to practice reading and writing, improving their understanding of grammar rules and expanding their vocabulary.

ChatGPT assists students in crafting natural and fluent text, offering new ideas and supplementing their writing with appropriate words and phrases. It also provides high-quality corrections and revision suggestions through natural language generation technology, aiding in the refinement of students' writing skills.

ChatGPT aids in translating text between different languages, producing translations that are generally accurate, fluent, and faithful to the original. This helps students develop their translation skills and exposes them to different translation strategies by generating multiple versions of the same text for comparison.

Finally, ChatGPT provides text summarization. The process of summarizing long texts into concise statements helps students grasp the main points quickly. ChatGPT's summarization capabilities speed up reading and comprehension by highlighting key words and phrases central to the text's main ideas. Tools like GPT-2 can be used to generate summaries, making it easier to process lengthy texts.

METHODOLOGICAL CONSIDERATIONS

Key questions for FSP teachers

Foreign language (French) for specific purposes (FSP) educators often face two immediate questions: What skills must they develop to excel in this field? And how can they master the required competencies without being specialists themselves? In fact, the medical or other specialized French teachers remain language teachers. One cannot become a doctor after a few weeks of training or

even years of teaching medical French. Therefore, language teachers are not expected to be medical experts. Their role is to focus on developing students' language skills rather than verifying clinical accuracy. This point was emphasized during my first years of teaching experience with students of the Veterinary Medicine from the University of Life Sciences in Iasi, Romania.

Teaching a specialized language without being a specialist

Addressing the second question—how to teach specialized French without being a domain expert—requires a methodological approach. By tackling specialized vocabulary through linguistic, disciplinary, and professional lenses, teachers can effectively enter the field without mastering it entirely. The key competency for French teachers is methodological and didactic: creating diverse exercises and activities, structured in rigorous training programs to prepare students for professional practice in French.

Challenges in course design for medical French

The primary challenge in designing medical French courses is the lack of specific training in this area. FSP teachers often have linguistic or literary backgrounds and struggle to prepare specialized courses. They may not fully understand the realities of FSP, making the task more difficult as they often do not know their students' specific language needs beforehand.

DESIGNING AN EFFECTIVE TRAINING PROGRAM FOR FRENCH FOR SPECIFIC PURPOSES (FSP)

The design of a training program for French for Specific Purposes (FSP) requires a structured approach to address the unique needs of learners. This involves a meticulous process of research, creation, and evaluation to ensure the program effectively enhances the linguistic, communicative, and cultural competencies of students. This article outlines the traditional key steps in designing such a training program, emphasizing the importance of needs analysis, curriculum development, use of authentic materials, and the cultivation of essential skills with the tool of ChatGPT:

Research and analysis

The initial phase of designing a FSP training program involves thorough research and analysis to understand the learners' context and specific language needs. This phase can be broken down into two main steps:

1) Analyzing the learner's situation:

Understanding the background, proficiency levels, and professional requirements of the learners is crucial. This can be achieved through interviews, questionnaires, and consultations with subject matter experts. Tools such as those provided by www.francparler.org can be invaluable in this stage, offering detailed frameworks to assess learners' characteristics and requirements.

2) Identifying language needs:

The next step is to determine the specific communication scenarios the learners will face in their professional environments. This involves pinpointing the linguistic tasks they need to perform, such as interacting with colleagues, interviewing patients, or discussing medical cases. Detailed needs analysis helps tailor the training to address these specific communication requirements.

Creation and organization

Once the needs analysis is complete, the focus shifts to the creation and organization of the training program. This involves several critical steps:

1) Defining learning objectives:

Based on the identified needs, clear learning objectives must be established. These objectives should encompass the development of linguistic, communicative, and cultural competencies that are relevant to the learners' professional contexts.

2) Developing the curriculum:

The curriculum should be structured to meet the defined objectives. It must be comprehensive, integrating various activities that promote language skills, particularly oral comprehension and the translation of technical terms. The curriculum should also be adaptable to accommodate different proficiency levels and availability of students.

3) Gathering authentic materials:

Effective FSP courses rely on authentic materials that reflect real-world professional scenarios. These materials may include textbooks, specialized

journals, articles, dictionaries and websites. Authentic audiovisual resources, such as vethospital films or interviews with healthcare professionals, provide practical insights and help learners connect with their field.

4) Creating didactic materials:

Developing instructional materials that facilitate active learning is essential. These materials should include exercises, activities, and assessments designed to reinforce the learning objectives and provide students with practical language use opportunities.

5) Implementing teaching techniques and activities:

The program should incorporate a variety of teaching methods and activities that engage learners and promote effective learning. Techniques such as role-playing, simulations, and interactive discussions can be particularly beneficial in a FSP context.

Monitoring and evaluation

The final phase involves monitoring and evaluating the training program to ensure its effectiveness and make necessary improvements. This phase includes:

- **Tracking and assessing progress:** Regular assessments should be conducted to monitor learners' progress and evaluate their performance against the learning objectives. This helps in identifying areas that need further improvement.
- **Analyzing data:** Data from assessments, feedback, and observations should be analyzed to understand the effectiveness of the training program. This analysis provides insights into what works well and what needs adjustment.
- **Making necessary adjustments:** Based on the analysis, adjustments should be made to the curriculum, teaching methods, and materials to enhance the learning experience and outcomes.
- **Continuing the improvement process:** Continuous improvement is key to maintaining the relevance and effectiveness of the training program. Regular updates and revisions should be made to ensure the program evolves with the changing needs of learners and advancements in the field.

Key competencies for French for Veterinarians

The vet French curriculum aims to equip learners with essential skills, including:

- Navigating internship sites.
- Interacting with medical and paramedical staff.
- Interviewing pets' owners.
- Providing instructions.
- Documenting observations and consulting other specialized doctors.
- Collecting and interpreting test results.
- Prescribing treatments and explaining prescriptions.
- Organizing animal discharge and writing reports.
- Scheduling exams or consultations.
- Communicating with pets' owners.
- Presenting and discussing medical articles.
- Discussing clinical cases.
- Performing shift handovers.

Designing a training program for FSP requires a systematic approach that includes thorough research, careful planning, and ongoing evaluation. By addressing learners' specific needs and using authentic materials, educators can create effective programs that enhance professional language skills. Continuous improvement and adaptation are essential to ensure the training program remains relevant and effective in preparing learners for their professional roles. The use of authentic documents in FSP courses is also crucial for motivating students and preparing them for professional situations. Educators must adapt materials to meet learners' needs, focusing on language skills that align with their specific professional contexts. The comprehensive approach of using detailed needs analysis and authentic materials ensures that FSP training is relevant, practical, and effective.

DESIGNING HOW CHATGPT MAKES A TEACHER'S JOB EASIER WHEN DESIGNING AN FSP PROGRAM IN VETERINARY MEDICINE

Within the framework of the French language course with specific objectives, such as for students of Veterinary Medicine, the French language teachers make consistent efforts to inform themselves about the professional communication situations that future veterinarians will face in the French-speaking area and try to respond as precisely as possible to these needs. Personally, I have made several trips to France for this purpose, to interview farmers and veterinarians, to record conversations between veterinarians and animal owners (with great difficulty due to the protection of personal data), to collect advertising material for various veterinary medicines, information leaflets for animal breeders, health booklets, prescription models and medical reports. All these materials were then adapted and taught to students with an A2-B1 level in French (Velescu, 2016). Although this approach is facilitated by access to the Internet, the emergence of tools such as ChatGPT describes a real evolution in the design and customisation of French language teaching programmes for professional purposes (Uberti, 2024). Whereas until now, obtaining professional documents was a tedious process, with a field visit to get to know the specialist field, and confidential data making research tedious and time-consuming, today, in just a few seconds, the program designer can obtain a list of professional tasks with a simple command: "Give me a list of the professional tasks most frequently carried out by veterinary" (see screenshots 1 and 2).

ChatGPT ▾

Donne-moi une liste des taches professionnelles les plus frequemment effectuees par les medecins veterinaires.



Les tâches professionnelles des médecins vétérinaires sont variées et peuvent différer selon leur spécialisation et le type de pratique (animaux de compagnie, animaux de ferme, animaux exotiques, etc.). Voici une liste des tâches les plus fréquemment effectuées par les vétérinaires :

1. Examen et diagnostic :

- Effectuer des examens physiques des animaux.
- Diagnostiquer des maladies ou des conditions de santé.
- Utiliser des techniques d'imagerie médicale (radiographies, échographies, IRM) pour aider au diagnostic.

2. Soins médicaux et chirurgicaux :

- Administrer des traitements médicaux pour diverses affections.
- Effectuer des interventions chirurgic. ↓s, allant des opérations de routine (comme la

Screenshot 1

ChatGPT ▾

- Effectuer des interventions chirurgicales, allant des opérations de routine (comme la stérilisation) à des chirurgies plus complexes.
 - Administrer des anesthésiques et surveiller les patients pendant les procédures chirurgicales.
- 3. Prévention et vaccination :**
- Administrer des vaccins pour prévenir les maladies.
 - Conseiller les propriétaires sur les protocoles de vaccination et de prévention des maladies.
- 4. Prescrire et administrer des médicaments :**
- Prescrire des médicaments appropriés pour traiter des affections spécifiques.
 - Administrer des médicaments par voie orale, injectable ou topique.
- 5. Conseils aux propriétaires :**
- Donner des conseils sur la nutrition, les soins et l'entretien des animaux.
 - Conseiller sur la gestion comportementale et le bien-être animal.

Screenshot 2

The answer proposed by ChatGPT (often in the form of points) can be progressively rephrased and nuanced in the form of a dialogue. The user can ask for further details about each of the proposed information, for example : "Give me more details about point 2" (see screenshots 3 and 4).

ChatGPT ▾

Bien sûr, voici des détails supplémentaires sur les soins médicaux et chirurgicaux effectués par les vétérinaires :

Soins Médicaux :

1. Traitement des Maladies :

- **Infectieuses** : Traiter des infections bactériennes, virales, fongiques et parasitaires à l'aide d'antibiotiques, antiviraux, antifongiques et antiparasitaires.
- **Chroniques** : Gérer des maladies chroniques telles que l'arthrite, le diabète, les maladies rénales et cardiaques.
- **Aiguës** : Soigner des affections aiguës comme les allergies, les infections respiratoires ou les troubles gastro-intestinaux.

2. Soins de Support :

- Administrer des fluides intraveineux pour les animaux déshydratés ou en choc.
- Fournir des soins palliatifs aux animaux en fin de vie pour assurer leur confort.

Screenshot 3

ChatGPT ▾

- Utiliser des analgésiques et des anti-inflammatoires pour gérer la douleur postopératoire ou chronique.
- Mettre en œuvre des techniques de gestion de la douleur comme l'acupuncture ou les thérapies laser.

Soins Chirurgicaux :

1. Chirurgies de Routine :

- **Stérilisation** : Réaliser des opérations de stérilisation (castration et ovariectomie) pour contrôler la reproduction des animaux domestiques.
- **Détartrage** : Effectuer des soins dentaires, y compris le nettoyage des dents et l'extraction de dents infectées ou endommagées.

2. Chirurgies d'Urgence :

- **Traumatismes** : Réparer des fractures osseuses, des lacérations profondes et des blessures internes suite à des accidents ou des combats.

Screenshot 4

Additional elements can also be added to obtain answers that are even more appropriate to the students' needs ("Veterinarians often work with other specialists to provide comprehensive and specialised care for animals. What tasks do veterinarians perform in collaboration with other specialists? " (see screenshots 5 and 6).

ChatGPT ▾

- Travailler avec les propriétaires pour mettre en place des modifications comportement et des programmes d'entraînement.

Collaboration avec des Spécialistes Externes

1. Spécialistes en Santé Publique Vétérinaire :

- Travailler sur des programmes de prévention et de contrôle des maladies zoonotiques (maladies transmissibles entre les animaux et les humains).
- Participer à des enquêtes épidémiologiques et des recherches en santé publique.

2. Éthologues :

- Étudier le comportement animal dans des contextes variés, souvent pour améliorer les conditions de vie des animaux en captivité ou pour des projets de conservation.

3. Pharmacologues Vétérinaires :

- Rechercher et développer de nouveaux médicaments vétérinaires.
- Collaborer sur des essais cliniques pour évaluer l'efficacité et la sécurité de nouveaux

Screenshot 5

ChatGPT ▾

- Aider à affiner les diagnostics et à planifier des interventions chirurgicales.

Collaboration avec des Spécialistes en Conservation et Faune Sauvage

1. Vétérinaires de la Faune Sauvage :

- Participer à des programmes de conservation, de réhabilitation et de réintroduction d'espèces sauvages.
- Travailler sur des projets de recherche pour mieux comprendre les besoins de santé des populations animales sauvages.

2. Biologistes de la Faune :

- Collaborer sur des études écologiques et comportementales des espèces sauvages.
- Participer à la gestion des habitats et des populations pour promouvoir la biodiversité et la conservation.

Ces collaborations permettent aux vétérinaires de fournir des soins de haute qualité, d'élargir leurs compétences et de participer à des efforts multidisciplinaires pour le bien-être animal et la santé

Screenshot 6

It is a team work in which the role of the teacher (programme designer) and the role of the tool are clearly defined: the teacher asks questions and progressively

guides the answers to obtain the desired information (list of professional tasks, working documents, etc.). He then sorts out the information he considers relevant for the students. Having a list of personalised professional tasks, the teacher can have it validated by specialists, i.e. practising veterinarians. This validation can also take the form of a questionnaire, in which the vets tick off the professional tasks that really correspond to the reality on the ground. Here are some job-specific documents that students should know and be able to complete and formulate. To this end, the teacher can work on such authentic documents in order to familiarise students with the lexicon and typology. These documents are essential to ensure the efficient and professional management of veterinary care, while complying with the legal and ethical standards of the profession. (see screenshots 7 and 8)

Documents Cliniques et Médicaux

1. Dossier Médical de l'Animal :

- **Historique Médical** : Contient les antécédents médicaux, les vaccinations, les traitements passés et les chirurgies.
- **Notes de Consultation** : Enregistre les résultats des examens cliniques, les diagnostics, les traitements prescrits et les recommandations de suivi.
- **Résultats de Laboratoire** : Inclut les résultats des analyses de sang, d'urine, de fèces et d'autres tests diagnostiques.
- **Imagerie Médicale** : Comprend les radiographies, les échographies, les IRM, et les interprétations des images.

2. Feuilles de Chirurgie :

- **Protocoles Préopératoires** : Détails (↓ la préparation de l'animal avant la chirurgie (jeûne, tests préopératoires)

Screenshot 7

- **Feuilles d'Anesthésie** : Enregistre les types et doses d'anesthésiques utilisés, les paramètres vitaux monitorés pendant la chirurgie.

3. Ordonnances :

- **Prescriptions Médicales** : Documentation des médicaments prescrits, incluant les dosages, les instructions d'administration et les éventuelles interactions médicamenteuses.
- **Formulaires de Prescription** : Utilisés pour prescrire des médicaments contrôlés ou spécifiques nécessitant une documentation particulière.

Documents Administratifs

1. Formulaires d'Admission et de Consentement :

- **Formulaire d'Admission** : Recueille les informations de base sur l'animal et le propriétaire lors de la première visite.
- **Consentement Éclairé** : Document signé par le propriétaire donnant son accord pour les procédures diagnostiques ou thérapeutiques après avoir été informé des risques et des bénéfices.

Screenshot 8

Moreover, we can even obtain a template for such a document, for example, we can request a specific veterinary surgical report. Of course, this document is fictitious, but it includes the typical elements that would be found in such a report, i.e. all the important steps of the procedure, from the pre-operative preparation to the post-operative conclusion and recommendations.

Collecting professional speeches

The most time-consuming step in designing a professional French course is generally collecting professional speeches in context. Analysing these speeches allows us to identify typical structures, lexicon and grammatical elements used by professionals in their profession.

This method (Mangiante, Parpette, 2004) is based on field observation in context, documentary research online or in specialised manuals, medical treatises, etc. The use of the ChatGPT tool can represent a considerable gain in time at this stage. For example, I would like to familiarise my students with the conversations that take place between a veterinarian and a pet owner and I will

formulate the following order: "Give me an example of a conversation between a vet and a pet owner". This conversation shows the diagnostic and decision-making process for surgery, with the emphasis on clear, empathetic communication between the vet and the pet owner. (See screenshots 9 and 10)

Dr. Durand : Bonjour Mme Martin, comment allez-vous aujourd'hui ?

Mme Martin : Bonjour Dr. Durand, je vais bien, merci. J'ai un peu peur pour Max. Il ne semble pas être lui-même ces derniers temps.

Dr. Durand : Je suis désolé d'entendre cela. Pouvez-vous me dire ce qui ne va pas avec Max ?

Mme Martin : Oui, bien sûr. Depuis quelques jours, il est très léthargique et ne mange presque rien. Il vomit aussi de temps en temps.

Dr. Durand : D'accord. Merci pour ces informations. Depuis combien de temps Max présente-t-il ces symptômes ?

Mme Martin : Ça fait environ trois jours maintenant.

Dr. Durand : Avez-vous remarqué d'autres symptômes, comme de la diarrhée, une toux, ou des difficultés respiratoires ?

Mme Martin : Non, rien d'autre. Juste la léthar  le manque d'appétit et les vomissements.

Screenshot 9

(Le Dr. Durand examine Max)

Dr. Durand : D'accord, Mme Martin, l'examen de Max montre qu'il a une sensibilité abdominale. Je recommanderais de faire une radiographie pour voir s'il a avalé quelque chose qui pourrait causer ces symptômes. Nous ferons aussi une analyse de sang pour vérifier son état général.

Mme Martin : D'accord, faisons cela. J'espère que ce n'est rien de grave.

Dr. Durand : Je comprends votre inquiétude. Nous allons faire de notre mieux pour identifier le problème rapidement. Je vais emmener Max pour les tests maintenant. Cela prendra environ 30 minutes.

(Après les tests, le Dr. Durand revient avec les résultats)

Dr. Durand : Mme Martin, les radiographies montrent qu'il y a un corps étranger dans l'estomac de Max. Il semble avoir avalé un morceau de jouet. Cela pourrait expliquer ses symptômes.

Mme Martin : Oh non, pauvre Max. Que devons-nous faire maintenant ?

Dr. Durand : Nous devons enlever ce corps étranger. Une chirurgie est nécessaire pour le retirer en toute sécurité. Je comprends que cela peut être stressant, mais c'est la meilleure option pour le

Screenshot 10

Depending on the result, we can guide ChatGPT to search for the information we are interested in through additional commands. For a more precise exploration, we can ask it to highlight the steps of a query or other contextual elements. Also, to ensure that lexical and grammatical terms and structures are used at the student's level of knowledge of French, we can rephrase the query: "Adapt this conversation to make it understandable for someone with an A2 level of French. The interaction must remain realistic." (see screenshots 11 and 12)

Dr. Durand : Bonjour Mme Martin, comment ça va aujourd'hui ?

Mme Martin : Bonjour Dr. Durand, ça va, merci. Mais je suis inquiète pour Max. Il ne va pas bien.

Dr. Durand : Oh, je suis désolé. Qu'est-ce qui ne va pas avec Max ?

Mme Martin : Depuis quelques jours, Max est très fatigué. Il ne mange presque rien et il vomit parfois.

Dr. Durand : D'accord. Depuis combien de jours Max est comme ça ?

Mme Martin : Depuis trois jours.

Dr. Durand : Avez-vous vu d'autres problèmes ? Comme la diarrhée, la toux ou des problèmes pour respirer ?

Mme Martin : Non, juste la fatigue, le manque d'appétit et les vomissements.

Dr. Durand : Très bien. Est-ce que Max a mangé quelque chose de bizarre ou avalé un objet ?

Mme Martin : Pas que je sache. Mais il aime mâcher ses jouets.

Screenshot 11

Mme Martin : Oui, faisons ça. J'espère que ce n'est pas grave.

Dr. Durand : Je comprends. Nous allons faire les tests maintenant. Cela prendra environ 30 minutes.

(Après les tests, le Dr. Durand revient avec les résultats)

Dr. Durand : Mme Martin, la radiographie montre que Max a avalé un morceau de jouet. C'est pour ça qu'il ne va pas bien.

Mme Martin : Oh non, pauvre Max. Que devons-nous faire ?

Dr. Durand : Nous devons enlever le morceau de jouet avec une chirurgie. C'est la meilleure solution. Je peux vous expliquer la procédure si vous voulez.

Mme Martin : Oui, s'il vous plaît. Je veux savoir.

Dr. Durand : D'accord. Nous allons endormir Max, ouvrir son estomac et enlever le jouet. Ensuite, nous refermerons son estomac. Max restera à la clinique pour quelques heures après la chirurgie, puis il pourra rentrer chez vous avec des instructions pour les soins.

Mme Martin : D'accord. Faisons la chirurgie. Merci, Dr. Durand.

Screenshot 12

Identification of language skills and structures

A tool like ChatGPT allows the generation of new dialogues and phrases, which makes it possible to identify different terms and grammatical structures that can be used in the same situation: "take a seat", "you can sit down", "sit down" etc. Thus, repetitive structures, specific to a given communication situation, highlight the linguistic skills and means that should be addressed in a foreign language course. At the same time, these quite realistic speeches adapted to the profile of the learners can be processed in various ways to emphasize certain stylistic and pragmatic nuances and effects, such as: "Write this conversation again, but this time the owner is difficult and recalcitrant." This version of the conversation shows how the vet can deal with a difficult owner while maintaining a professional level and ensuring the best care for the animal. (see screenshots 13 and 14)

Dr. Durand : Bonjour Mme Martin, comment ça va aujourd'hui ?

Mme Martin : Bonjour. Pas bien du tout, Max ne va pas bien et je suis très inquiète.

Dr. Durand : Oh, je suis désolé. Qu'est-ce qui ne va pas avec Max ?


Mme Martin : Depuis trois jours, Max est très fatigué. Il ne mange presque rien et il vomit. Je veux que vous le soignez tout de suite.

Dr. Durand : D'accord. Je vais examiner Max. Puis-je savoir s'il a mangé quelque chose de bizarre ou avalé un objet récemment ?

Mme Martin : Comment voulez-vous que je sache ça ? Vous êtes le vétérinaire, c'est votre travail de trouver ce qui ne va pas.

Dr. Durand : Je comprends, Mme Martin. Je vais vérifier les signes vitaux de Max et toucher son ventre. Peut-être que nous devons faire d'autres tests. Ça vous va ?

Mme Martin : Si ça peut le soigner plus vite, faites ce que vous devez faire. Mais je ne veux pas


Screenshot 13

Mme Martin : 30 minutes ? C'est trop long ! Vous ne pouvez pas faire ça plus vite ?

Dr. Durand : Nous devons prendre le temps nécessaire pour bien faire les tests. C'est important pour comprendre ce qui se passe.

Mme Martin : D'accord, mais dépêchez-vous.

(Après les tests, le Dr. Durand revient avec les résultats)

”

Dr. Durand : Mme Martin, la radiographie montre que Max a avalé un morceau de jouet. C'est pour ça qu'il ne va pas bien.

Mme Martin : Un jouet ? Comment est-ce possible ? Qu'allez-vous faire maintenant ?

Dr. Durand : Nous devons enlever le morceau de jouet avec une chirurgie. C'est la meilleure solution pour Max. Je peux vous expliquer la procédure si vous voulez.

Mme Martin : Encore attendre ? Pourquoi ne pouvez-vous pas juste lui donner un médicament pour le faire passer ?

Screenshot 14

Another important objective for the students is the knowledge of the surgical instruments commonly used in veterinary practice in various diagnostic or surgical procedures. The requirement can also be fulfilled in order to obtain a version with translation into the mother tongue: (see screenshot 15).

Instrument Médical (Français)	Instrument Médical (Roumain)
Stéthoscope	Stetoscop
Thermomètre	Termometru
Otoscope	Otoscop
Ophtalmoscope	Oftalmoscop
Pince hémostatique	Pensă hemostatică
Ciseaux chirurgicaux	Foarfece chirurgicale
Scalpel	Bisturiu
Pince à disséquer	Pensă de disecție
Aiguille et seringue	Ac și seringă
Table d'examen	Masă de examinare
Tensiomètre	Tensiometru
ECG (Électrocardiogramme)	ECG (Electrocardiogramă)
Appareil à ultrasons	Aparat cu ultrasunete
Lampe chirurgicale	Lampă chirurgicală
Cathéter	Cateter

Screenshot 15

CHALLENGES OF USING CHATGPT IN FOREIGN LANGUAGE EDUCATION

Diminished intercultural communication abilities

ChatGPT relies on extensive data and focuses more on the external aspects of language rather than the internal cultural context. If the training data lacks cultural nuances or is culturally biased, ChatGPT may produce text that does not adhere to intercultural communication norms, potentially misleading learners and diminishing their intercultural communication abilities. Although ChatGPT is beneficial for human-computer interaction, relying solely on it is not conducive to developing learners' intercultural communication skills. Learners miss out on learning how to switch and apply different intercultural strategies based on varying cultural contexts and communication situations. The following are particular points of interest:

Weakening self-correction abilities

ChatGPT can detect and point out errors in students' work, offering suggestions and corrective actions, but it cannot directly edit or correct the errors. For example, it can provide advice on word usage, sentence structure, and language expression to help students improve their writing skills. However, students need to carefully review these suggestions and make their own revisions. They must also learn to identify and understand their mistakes to avoid repeating them. While this feedback process can help improve language skills, there's a risk that students might not effectively correct their mistakes, leading to repeated errors.

Ensuring content accuracy

Large-scale language models like ChatGPT face challenges in translation accuracy and fluency due to the complexity of converting between different languages. Some phrases or words lack direct equivalents in the target language, requiring contextual inference. In speech recognition, these models must handle diverse speech inputs, including different accents, speeds, and intonations, which can impact recognition accuracy.

Issues with academic integrity

ChatGPT can assist students with their coursework, raising concerns about academic integrity. There is a growing problem of students using ChatGPT for cheating, such as writing assignments and essays, which is particularly prevalent in universities.

Usage limitations

Generative AI systems like ChatGPT have several limitations. They struggle to comprehend intrinsic logical relationships and can generate incorrect content. Current large-scale language models do not fully understand knowledge systems and relationships as humans do, leading to potential misinformation. Such limitations can cause comprehension difficulties and cognitive biases.

APPROACHES FOR EDUCATORS TO EFFECTIVELY UTILIZE CHATGPT

Embracing AI

One objective of science is to make our life easier, and ChatGPT exemplifies this through its advanced AI technology. While teachers might feel threatened by its existence, it's important to recognize that ChatGPT is not designed to replace teachers. It lacks creative and logical reasoning skills and cannot replicate the social and emotional aspects of teaching. Educators should adopt a proactive attitude towards AI, viewing it as a tool to enhance teaching rather than replace it. Continuous learning and acceptance of new technologies are crucial.

Enhancing digital literacy

Modern education demands higher digital literacy from both teachers and students. The rise of big data and AI has created new requirements for teachers' information literacy, including digital teaching, content creation, communication, and collaboration. Teachers should stay informed about digital education theories and master the use of digital tools, applying this knowledge to improve their teaching practices.

Human-machine collaboration

Educators must become proficient in human-computer collaboration. When AI products enter the classroom, they introduce complex interactions that require educators to harness their potential. Teachers should transition from a mindset of replacement to one of symbiosis, using ChatGPT as a supplementary tool. They need to become adept at integrating AI into their teaching, using it to enhance their personal teaching skills and exploring new ways for humans and machines to collaborate.

Enhancing professional competence

AI technology encourages teachers to pursue innovative methods, revolutionizing traditional teaching models. Teachers must continually update their teaching philosophies and methods to adapt to new environments and requirements. This includes participating in professional development,

reflecting on teaching practices, and collaborating with peers to share experiences and improve collectively.

Emphasizing student-centered learning

Education's goal is to foster critical thinking and value judgment, rather than merely transferring knowledge. In an AI-driven environment, students have diverse access to information and need to cultivate skills in searching, discerning, and critically evaluating that information. Teachers should prioritize developing students' innovative thinking, problem-solving skills, and information processing and identification abilities, ensuring that education is both student-centered and teacher-guided.

Ensuring adequate guidance and supervision

AI tools like ChatGPT offer significant educational advantages, but they also carry risks if not properly supervised. Teachers must guide and monitor students' use of these technologies to ensure they develop a rational and informed understanding. Establishing a correct attitude towards AI is crucial for effective problem-solving, as inappropriate motivations can impede independent thinking. Educators should work to enhance students' digital literacy, protect their privacy and security, and encourage the responsible and thoughtful use of AI technology.

Despite the obvious interest that such a tool can represent in the teaching process, it is necessary to systematically check the information provided by ChatGPT to avoid any inaccuracies. An example of good practice could be the use of this tool in a subsequent discussion with an expert or professional in the field in order to validate, invalidate or complete this information. ChatGPT is not all-powerful. Here are some of its main limitations:

- Its responses tend to be academic and standardised: its default style is rather cold and impersonal, unless it is asked to write in a particular style or tone.
- ChatGPT does not mention its sources, unlike Wikipedia or press articles.
- It can "hallucinate", inventing an answer when it does not have an answer to a question.
- His answers can mix the true with the false with perfect consistency.

- ChatGPT has neither ethics nor emotions. To compensate for its shortcomings, it adopts a neutrality bias that aims to nuance its comments as much as possible.

But the use of the dialogues proposed by this tool guarantees a personalised and task-oriented course and allows access to valuable resources that are difficult to obtain in courses with professional objectives. Artificial intelligence is just beginning and allows us to dream of the time when it will be able to freely generate video and audio resources with realistic professional interactions that can be exploited in language courses. The teachers are highly encouraged to integrate ChatGPT into their language activities and assessment practices. This can be achieved by incorporating ChatGPT into language practice exercises and homework assignments, designing interactive language games and exercises, and using AI-based assessments for more accurate and immediate student feedback. Additionally, educators can collaborate with AI developers to ensure ChatGPT is culturally sensitive, inclusive, and respectful of students' privacy and data protection.

Moreover, ChatGPT can aid language teachers in their daily tasks by offering innovative tools for language instruction and assessment, thereby enhancing student language proficiency and success.

CONCLUSIONS

In the realm of French language courses tailored for specific professional objectives, such as those for Veterinary Medicine students, significant strides have been made to align instructional content with the real-world communication scenarios that future veterinarians will encounter. The innovative use of AI tools like ChatGPT represents a major evolution in this educational endeavor, offering substantial improvements over traditional methods.

The traditional approach, as illustrated by personal experiences, involved extensive fieldwork to gather relevant professional documents and interactions. This method, while thorough, was time-consuming and often hampered by issues such as the protection of personal data. For instance, collecting and recording conversations between veterinarians and animal owners required significant effort and posed challenges in terms of data privacy.

The advent of ChatGPT offers a transformative solution to these challenges. By simply inputting commands, educators can quickly generate lists of professional tasks, dialogues, and other relevant content. This capability not only saves time but also allows for the creation of highly customized educational materials that are precisely tailored to the needs of the students. For example, a simple query to ChatGPT can produce detailed professional tasks that can be further refined and validated by practicing veterinarians, ensuring that the content is both accurate and relevant.

Moreover, ChatGPT facilitates the creation of authentic documents and dialogues that are crucial for familiarizing students with the professional lexicon and typical communication structures used in their field. This is particularly important in medical French training, where understanding and using specific terminology accurately is essential. The tool can generate realistic conversations between veterinarians and pet owners, which can then be adapted to match the language proficiency level of the students, ensuring that the instructional material is both accessible and practical.

The ability of ChatGPT to generate diverse linguistic expressions and grammatical structures enhances the learning experience by exposing students to a variety of ways to convey the same information. This not only aids in the development of linguistic competence but also prepares students for real-life scenarios where they may need to adapt their communication style based on the context.

In addition to linguistic benefits, ChatGPT supports the identification and teaching of key professional skills. For instance, it can simulate challenging interactions, such as dealing with a difficult pet owner, which helps students develop important soft skills like empathy, patience, and professional resilience. These scenarios can be crafted to maintain a realistic tone, ensuring that students gain practical experience in handling complex situations.

Furthermore, the tool's capacity to provide translated versions of technical documents into the students' native language helps bridge comprehension gaps, making complex professional content more accessible. This feature is particularly valuable in contexts where understanding precise technical details is critical for professional practice.

In conclusion, the integration of ChatGPT into the design and customization of French language courses for specific professional purposes

significantly enhances the efficiency and effectiveness of language instruction. It allows educators to rapidly develop accurate and relevant content, tailor it to the students' proficiency levels, and focus on both linguistic and professional skill development. This marks a significant advancement in the field of language education, leveraging AI technology to meet the evolving needs of students and the demands of professional communication.

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BIONOTE

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