



Goa University

Shenoi Goembab School of Languages and Literature

Discipline of French and Francophone Studies

Report on AI-Powered tools for Language Learning

1. Title of the Event/Activity/program	AI-Powered tools for Language Learning
2. Date and Time	05/12/2025, 2 to 4pm and 2-hour Asynchronous work
3. Mode of conduct (Physical/Online)	Physical (2 hours) and Online (2 hours)
4. School/ Directorate/ Section	Shenoi Goembab School of Languages and Literature, Discipline of French and Francophone Studies
5. Collaborating Agency/School/Directorate	NA
6. Detail of the Resource Person (Brief biodata)	Dr. Natasha Maria Gomes
7. Number of Faculty attended/participated	2 faculty
8. Number of Student attended / participated	6
9. No. of external students/faculty/other participants	NA
10. The objectives of the Program/activity/event	The primary aim of this workshop was to introduce students to current technological trends and to promote the responsible and ethical use of AI tools, in accordance with the honour code, academic integrity guidelines, and best practices recommended by leading universities and regulatory bodies. The sessions offered practical exposure to AI-powered writing assistance tools, grammar and spelling enhancement platforms, and essential digital tools used in language research.

11. Description of the Program/activity/event	<p>The proposed workshop included</p> <ol style="list-style-type: none"> AI-Powered Tools for Grammar and Spelling, focusing on optimised use of tools such as Grammarly (already available through Goa University), and AI-based aids relevant to English and French. Basic Tech Tools for Research in Languages introduces foundational digital and AI-enhanced tools that support language research, workflows, and critical analysis.
12. Benefit/Key outcomes of the Program/activity/event	<p>By the end of the workshop, students will be able to:</p> <ol style="list-style-type: none"> Identify a range of AI-powered tools used for grammar, spelling, and language research. Describe the functions, limitations, and ethical considerations associated with generative AI tools in academic contexts. Apply AI-powered grammar and proofreading tools to improve clarity and correctness in short writing tasks. Analyse AI-generated text for accuracy, bias, and appropriateness within academic language use.
13. Enclosures with report	Poster, link to social media post, Geo-tagged photos, Feedback from participants, Attendance of students/faculty

Signature: *Natasha Gomes*

Name of coordinator: Dr. Natasha Gomes

Designation: Assistant Professor

Date: 23/01/2026

Signature: *Anuradha Wagle*

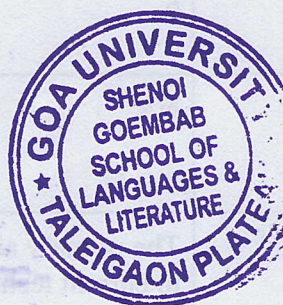
Dean: Prof. Anuradha Wagle

Seal of the School:

Signature: *Natasha Gomes*

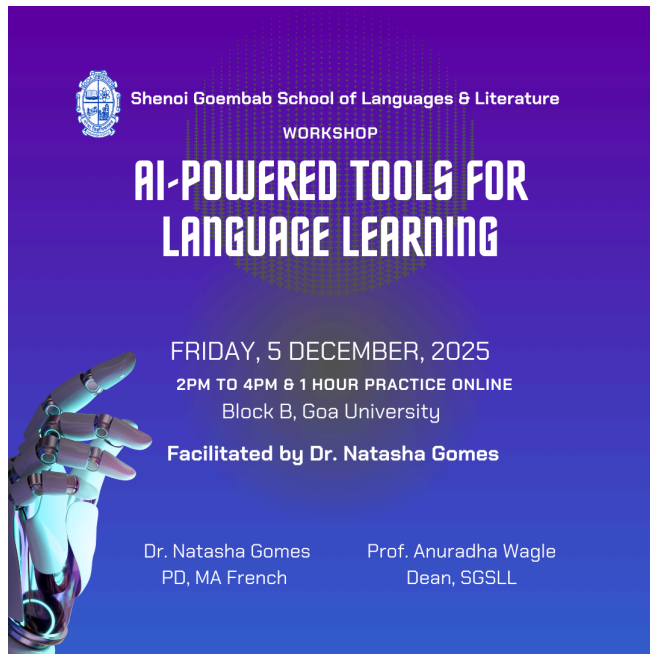
Dr. Natasha Gomes

Program Director, MA French



Enclosures

Poster



Link to social media post

<https://www.instagram.com/p/DR39888jdMh/?igsh=YTg0NndodzIzNndm>

Photos

Photo 1: Dr Natasha Gomes explaining the use of AI-powered tools for grammar and spelling

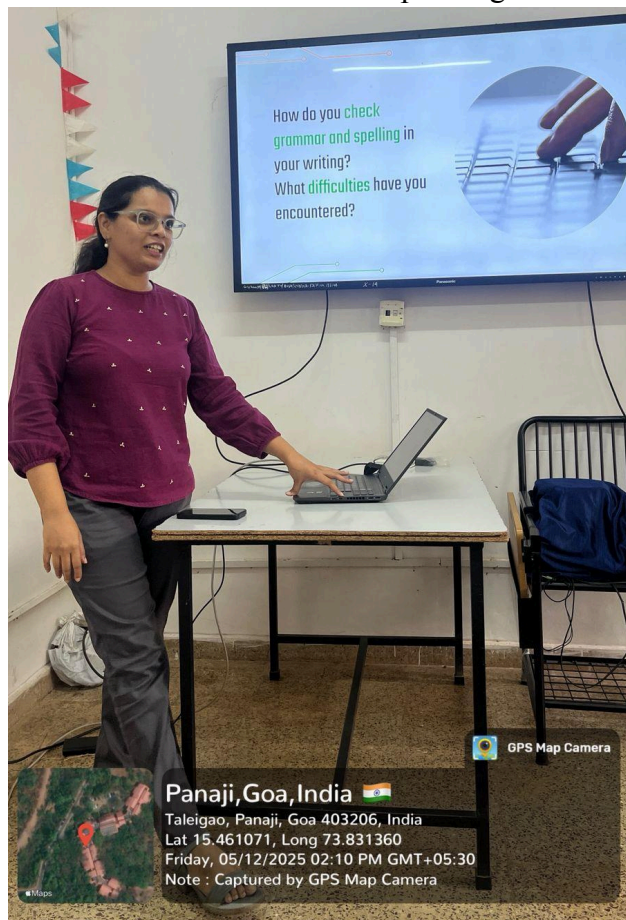


Photo 2: Students gaining insights on AI tools



Feedback from some of the participants.

What aspects of this asynchronous practice activity on Google forms did you find most beneficial for your learning? Were there any challenges you faced during the asynchronous activity? If so, how could the experience be improved?

- I loved the inclusion of the link to the tool as well as a tutorial link. Some tools were easy to figure out, but for something like Zotero, I would have been lost had there not been a tutorial link.*
- As someone who has a hard time keeping track of my research resources, I was amazed to have come across AI tools that not just help organise academic papers but also find other relevant papers.*
- Personally this activity was slightly vague as I didn't have anything on mind or something specific to search. I liked the workshop conducted in class which gave us an insight of the various tools.*
- Navigation of the tools were bit exhaustive as it's a new user experience and they need to get used to the UI but the tutorials helped.*
- It was because of this activity that I actually sat for hours and worked with these tools. I knew it in theory but now I also know to use them. So thank you ma'am.*
- I make sure to command AI to retain the original meaning without losing my style of writing.*
- By only taking suggestions and not feeding everything on these tools. Trying to view it from a third eye.*
- By not relying too much on these tools. Using it only for proofreading etc. (only if it is not personal information)*
- I ask ChatGPT for a basic outline for my work. Then I add my personal examples to it. If I have doubts, I ask ChatGPT a general question and then adapt it to my work.*

Name of the Event: AI-powered Tools for Language Learning.

List of Attendees

[illegible]