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ACTIVE READING IN FOREIGN LANGUAGES AS PART OF AUTONOMOUS LEARNING WITH NEW LANGUAGE LEARNING TOOLS

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Abstract: *In today's fast changing world, in which information travels at an unprecedented speed, going beyond one's mother tongue to obtain up-to-date information about current economic, political, cultural, scientific or military issues has become almost routine for a considerable number of people. This process of continuous information and self-instruction is based on active reading. The emergence of AI tools that translate instantly and accurately from almost all foreign languages into any target language is an undeniable help, but also a threat to the individual's wish to invest effort in learning. AI tools such as ChatGPT have seen a remarkable increase, but other tools, known to a much lesser extent, offer comparable benefits, being readily applicable. This is the case of add-ons, which are tools designed to improve not only safety, but also web browsing functionalities. In the field of communication, there are several add-ons that provide language support for translation, correction, processing and improvement of texts in any foreign language. The present article aims to show how people can use the facilities of add-ons in the field of foreign languages intelligently, so that they remain in a state of active engagement and do not completely abandon themselves to technology, disregarding personal effort and critical thinking. Active reading with add-ons, necessarily associated with post-reading actions, allows individuals to retain authority over their own learning and control over the progress they make autonomously in one or more foreign languages.*

Keywords: *active learning, add-ons, Artificial Intelligence, self-instruction, foreign languages, autonomous learning*

JEL Classification: D83, Z19.

1. Introduction

The emergence and development of AI have already created the impression that learning foreign languages will no longer be necessary. Major players in the AI market warn that AI will soon replace teachers, because it is presumably a better teacher than humans are, always able to customize learning and improve learning outcomes (Ivanova, 2025). We can assume this overarching prediction includes the field of foreign language teaching, too.

The loss of children's, young people's, and adults' ability to read in their mother tongue has been a widely researched topic of discussion even before the advent of AI. Reading in foreign languages is a niche activity of additional complexity, reserved to those who not only have the pleasure, motivation, and/ or ability to read regularly, but also have a sufficiently advanced command of foreign languages to perform this activity.

With the development of technology, one can talk about the democratization of the access to information in any foreign languages (Messias *et al.*, 2023). From the limited access to a few internationally spoken languages, humanity has now reached a point where texts written in almost any language of the world are within virtual reach, and time and space limitations are removed.

At a time when attention has shifted entirely to AI, there is a preoccupation for finding ways to keep users connected to their learning and retain authority over it, without abandoning themselves to AI or completely delegating control and personal authority (Constantin, 2024a). The present article aims to highlight that reading texts in foreign languages on the internet can be done constructively and that an add-on tool can keep the user committed to learning using AI, in a state of engagement with respect to the practice of active and regular reading in foreign languages.

Thus, the study represents an attempt to restore the importance of ordinary regular reading (Canvat, 2007) in the context of receptive activities of texts written in foreign languages with the help of new technologies. In this respect, we support Passeron's view that "Whatever the text read, whatever the reading conditions, whatever the reason for reading, anything that helps those who read the least to read a little more is good" (Passeron, 1993, apud Canvat, 2007). Language support add-ons accelerate this reading, and, in the context of active reading undertaken by autonomous users, they enable progress in foreign language development.

2. Regular active reading

Most studies on reading address the topic of reading literary texts from didactic, sociolinguistic, or psycholinguistic perspectives. Bemporad (2014) attempted to reconceptualize the modes and types of literary reading, showing that it must be approached in light of dichotomies that consider both the social context and the individual purpose. This outlines the distinction between free voluntary and compulsory reading (Singly de, 1993), between regular and scholarly reading (Canvat, 2007), or between leisure reading and professional reading, constrained by external requirements (David, 2012).

This distinction can easily be transferred to the reading of non-literary texts: general or specialized press, testimonials on travel websites, medical aesthetics or dentistry clinics, museum presentations.

The present article puts emphasis on private, regular, and selective reading, sometimes done in fits and starts, with a purely personal purpose, not imposed from the outside, i.e., reading for pleasure done autonomously (CEFRL, 2001: 45). Given that specialists are concerned about the disappearance of people's interest in reading, this personal reading in informal settings should not be underestimated. It should be regarded as an excellent opportunity to develop the very skills which the lack of literary, academic, or professional reading would hinder: perceptual skills, memory, decoding skills,

inferencing, predicting, imagining, referring back and forth, or rapid scanning (CEFRL, *idem*: 92).

If literary reading in a multilingual environment represents a path to language acquisition (Bemporad, 2014), we could hypothesize that the habit of reading texts, albeit short, regularly, systematically, and autonomously could develop a series of skills related to reading, such as identifying different genres, understanding texts as linguistic entities, understanding and interpreting messages in context (CEFRL, *idem*: 91). This repeated, cultivated, conscious contact with accessible texts in foreign languages is also acknowledged to enhance proficiency in the target language, as well as active reflection on crosslinguistic correspondences (Simard, 2007).

There are several post-reading actions that the reader can perform to foster language learning: taking notes, writing a text based on the reading, follow-up discussions, working on grammar, working on vocabulary, increasing reading speed etc.

Given that the last two decades have seen a paramount change in news consumption patterns, with people using more and more sources of information via the internet, online reading has become "the essential new literacy skill", built through the frequent use of learning strategies (Cheng, 2016; Watson, 2025). All these learning strategies would be obliterated if readers chose not to actually read a text, but to systematically activate the version automatically translated by translation engines or AI.

3. Autonomous readers in foreign languages

For a better understanding of our analysis, it is necessary to distinguish between two categories of readers:

a). Readers whose language skills are not strong enough to decode the written message and who want immediate benefits, obtained as easily as possible. Given their limited linguistic profile, they would be deprived of any information conveyed by means of foreign languages unless they resorted to tools that facilitate text comprehension. Considering modern tools, one can assume that these readers would rely precisely on the full translation of texts into their native language, which gives the tools a strictly utilitarian role, that of understanding. This purely "troubleshooting" reading level is devoid of any formative role.

b). Readers who are aware of the importance of continuous foreign language learning, in authentic situations, who have a plurilingual profile and are motivated to improve it. These are metacognitive learners (Salehi & Bolandifar, 2025), most of them multilingual, but who may ignore their linguistic potential (Béacco & Byram, 2007). They are eager to improve their foreign language skills, to learn a less familiar language and to apply advanced comprehension and intercomprehension techniques which help them understand a text in a foreign language. For conscious multilingual users who read constantly articles in foreign languages, add-ons combine a strictly utilitarian role with a formative one.

People read in a foreign language because they have a purpose to achieve, such as extracting specific information, extracting detailed information, or getting the general picture of the text (Harmer, 1991; Cabuyao & Velasco, 2025). All this supposes global reading, but the processing is always performed in accordance with the objective envisaged by the reader and entails the use of different sub-skills (Vizental, 2008: 155). Reading sub-skills are mostly subconscious in one's mother tongue, being shaped by

education, training and occupation, but they need to be developed and reactivated in a foreign language, which supposes an active participation on the part of the reader (Harmer, 1991). Such sub-skills are the scanning of the text, when readers know exactly what kind of information they want to find and broadly disregard the other information and the unknown language, reading for detailed understanding, which is mainly concerned with what can be grasped beyond what the author actually presents, and skimming, when the reader is interested in the main points of the text, in having an overview, without much concern to details.

The good understanding of an informative text presenting news is likely to require at least B2 level for reading, considering the descriptor in The Common European Framework of Reference for Languages (CEFR): "I can read articles and reports concerned with contemporary problems in which the writers adopt attitudes or viewpoints. I can understand contemporary articles and literary prose" (CEFR, 2001: 26). B1 level could also prove satisfactory provided texts pertain to fields the reader is familiar with and do not comprise sophisticated structures or vocabulary: "I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters" (CEFR, *idem*: 26).

It can be assumed that many people interested in keeping up to date with the latest events around the world, as reflected in the international press or on news websites, do not have the foreign language proficiency levels mentioned above. It is a situation in which the poor or lack of foreign language skills may cause a divide similar to the digital one (Yaman, 2014). They are potential readers with language skills that can prevent them from correctly understanding texts, but who are unwilling to be deprived of the information provided in a foreign language.

This linguistic gap is currently bridged successfully by computer-assisted translation tools. Recent statistics regarding the use of Google Translate clearly show the extent of the online translation phenomenon. For example, it is believed that the number of words that Google Translate alone handles daily (146 billion words) exceeds the output of the work performed by professional translators worldwide over a long period of time (<https://poeditor.com/blog/translation-statistics/>). To Google Translate, which is considered the top machine translation system, we should add Azure AI Translator, Translate Me, and Rask AI, AI chatbots, and novel tools such as add-ons that use search engines, which have been less well known and used to date.

4. Access to Translations

When it comes to understanding texts written in foreign languages on the internet, today's users have several solutions at their disposal.

4.1. Using Google Translate for text fragments

Google Translate is already a classic translation tool, widely used by specialists and non-specialists in language sciences. Its main advantage is that it is free, has gained recognition in the field, and already has an established practice that has propelled it to the forefront of translation tools. Its main disadvantage is the back-and-forth between the add-on page read on the internet, from which a word or fragment is selected that has not been understood at all or not understood correctly by the reader (Fig.1). Thus,

in order to translate text fragments using Google Translate, the user has to use an intermediary page, that of Google Translate or DeepL. Only after leaving the translation engine page can the user reintegrate the translated text, so there will always be a break generated by the necessity to leave the original page.

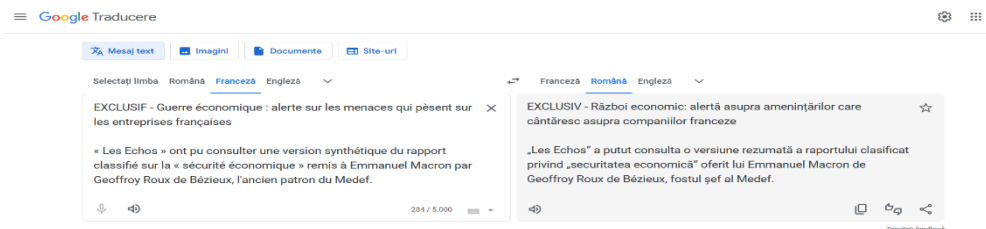


Figure 1: Fragment of the page, translated using Google Translate

4.2. Using Google Translate to translate the entire page

In order to translate the web page using Google Translate, the user has to copy the address of the web site in the source language, paste it into the left window of Google Translate and choose the target language. A new link opens in the right window, corresponding to the address introduced on the left. By clicking this link, the visitor can see an instant translation in the language he/ she wants, other than that of the original site. Thus, they can proceed with the search on this site, without the need of a manual translation. Generally, the translations are good enough to ensure an uninterrupted flow of information.

The experience is identical to browsing the website in its original version: the same design, the same information, but in the chosen foreign language. The experience is pleasant, and the visitor feels comfortable, seamlessly integrating the information in a harmonious way, even viewing dynamic elements typical of the original website, such as scrolling images or background videos. Simulations have shown that displaying information in a foreign language generally works without any problems. Translation via Google Translate is a fast and efficient way to translate and offers increasingly better translation options, despite occasional hesitations and errors. Overall, it remains an extremely useful tool, but one that is relatively underused by users.

For comparison, here is what the segmented or full-page translation of the pages presented above would look like if Google Translate were used. English and French were chosen for demonstration purposes, but any working language of Google Translate can be selected. As Figure 2 shows, errors occur in certain cases, but not in others (Fig. 2).

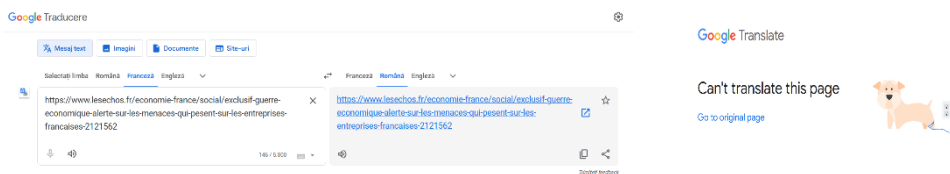


Figure 2. Step 1. Translation of the entire page using Google Translate (French website *Les Echos*). Step 2. Failure to translate the text following the link in Google Translate.

The example in English indicates an attempt to translate the entire page, which was successfully completed (Fig. 3 and Fig. 4).

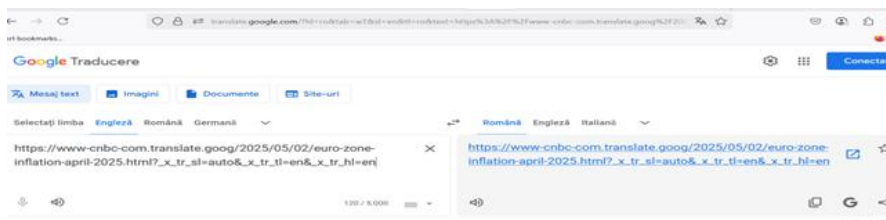


Figure 3: Step 1. Translation of the entire page using Google Translate (CNBC website in English)

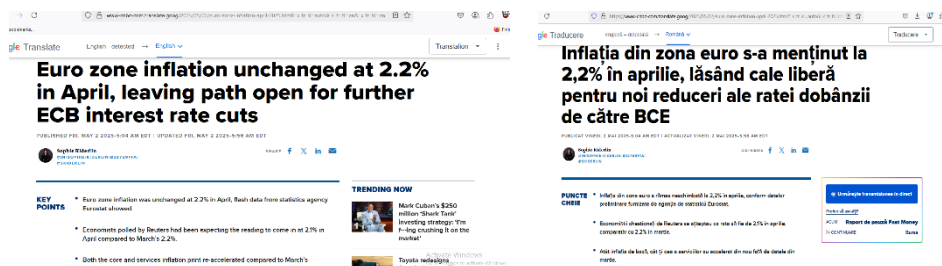


Figure 4: Step 2: translating the entire page using Google Translate (CNBC website in English)

4.3. Translator integrated into the Firefox browser (Beta version)

Integrated into the Firefox browser search bar, this translation tool is nevertheless ignored by most readers. The version available at the time of this analysis was a test version, as indicated by the Beta label.

Two surprising aspects should be remarked: on the one hand, although it is a tool integrated into the browser, it does not appear systematically on all websites: in our analysis, we could find it on the website of the French publication, but not on the English-language one (Fig. 5).





Figure 5: Presence/absence of the symbol for the translator included in the browser, depending on the website

In the case of the browser, translations improve over time. For example, an early version (May 2025) contained translation errors that could affect comprehension: *alerte sur les menaces* – *alerta amenintarilor* (literally *threat alert*); an improved version was provided a few months later (in October 2025): *alerta cu privire la amenintarile* (literally *alert concerning threats*).

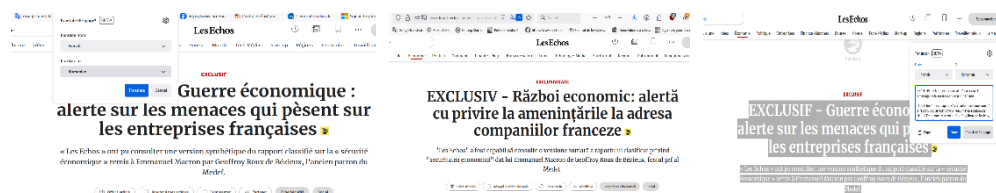


Figure 6. Translation into Romanian using the “translate this page” and “selected text” feature integrated in Browser (versions May and October 2025)

This tool translates entire pages as well as fragments of various sizes (Fig. 6).

4.4. Add-ons - the most accessible and probably the most used in the future

Add-ons are tools that have been added to web browsers (Mozilla Firefox, Chrome, Microsoft Edge) to enhance their functionality and extend their capabilities. They are connected to areas such as alerts and updates, bookmarks, news, feeds and blogging, entertainment, privacy and security, shopping, communication, and web development. In the field of foreign language communication, there are add-ons that have seen a significant increase in use and relevance in recent times and that provide language support mainly for translation, correction, reading aloud, processing, and improvement of texts in any foreign language.

The significant increase in the number of language support add-ons, by 66% in one year (from 1620 in October 2024 to 2683 in November 2025) for the Firefox search engine alone, is relevant to the interest generated by foreign language translation (<https://addons.mozilla.org/en-US/firefox/extensions/category/language-support/>).

A detailed analysis of the top 100 add-ons on Firefox with language support shows that the best known and most used are translators and dictionaries (Constantin, 2024b).

Translation add-ons offer multiple benefits. First, they can satisfy autonomous users whose language skills are enough to decode most of the written message, but who may encounter words or phrases that are new for them or whose meaning is not sufficiently clear. In this way, foreign language users rely on their existing linguistic competence and supplement it, so that for them, add-ons have both a utilitarian and a formative role. If repeated, this experience of immersion in authentic texts and the conscious discovery of new vocabulary can create the conditions for language acquisition, which is similar to the way someone learns their mother tongue (Krashen, 1982).

Then there are users who only have a basic repertoire of vocabulary, grammatical structures, and language skills (CEFRL, 2001: 112-114). These are the ones who are most likely to resort to modern tools for a complete automatic translation of the text into their native language. In this case, they immediately benefit from the extension function to understand the original text, but this time the tool has a strictly utilitarian role, as there is no learning beyond the act of translation. This scenario could be changed to something similar to the one mentioned above, assuming that the user is interested in investing some effort in learning foreign languages and considers the translated text as a starting point for post-reading activities. Therefore, the main objective of translation, namely understanding the text, should be coupled with the desire to learn or improve the target foreign language.

Add-ons offer several immediate advantages: they provide instant linguistic solutions without requiring too much effort on the part of the reader, they stimulate interest in discovering new resources (e.g., we can add the Read Aloud option), and allow contact with a large number of foreign languages. The disadvantages concern the decrease in the reader's cognitive effort (which may influence cognitive performance) and the fact that solutions are not always perfect.

5. Case study: the Simple Translate add-on

From the series of add-ons for multilingual support, we have chosen to present a specific example: Simple Translate, a widely used language support tool that is easy to install and free of charge.

5.1. Generalities

At the beginning of May 2025, the Simple Translate extension was among the best rated add-ons for language support out of all the Mozilla Firefox extensions, and the 3rd most used add-on for this search engine, after the Grammar and Spelling Checker and the French spelling dictionary. It is also available for Chrome and Edge. It is offered free of charge but its developer appreciates financial contributions for its further development. The source of the translation versions offered can be chosen by the user: either Google Translate, or DeepL. If registration is not required for the Google Translate data base, the selection of DeepL as the source of translations requires registration using an authentication key. It is very likely that the average user will not be interested in taking additional steps to access the information. But, in case a precise translation is necessary, users can switch between the two sources, so that they can compare the two versions. At the time it was analyzed for the present article, the extension comprised 31 source and target languages connected to DeepL, while Google Translate made it possible to manage translations from and into 249 languages (November 2025).

When decided to use the extension, the user has to enable the add-on, select the text to be translated (word, phrase, sentence, fragment), then the translation button pops up, the user selects the target language, and the translation is displayed directly on the same page. Alternatively, one may choose not to select any text and, after selecting the language, choose the option "Translate this page", which makes the translation of the entire page appear on a distinct page. The Toolbar popup allows users to also select the default language from which and into which translation is required, without the need for selecting the language each time. If text appears that is written in the language

initially set as the default target language, the application detects it accurately and automatically translates it into the second language that can be pre-programmed as the target language.

Although it may seem like an auxiliary element, the interface plays a crucial role in the reader's choice of the add-on from among the hundreds of competing options. In Simple Translate, the reader can configure the style of the translation panel, display position on the web page, top or bottom of selected text or clicked point (Fig. 7); font color and font size of translation result etc. (https://addons.mozilla.org/en-US/firefox/addon/simple-translate/?utm_source=addons.mozilla.org&utm_medium=referral&utm_content=search). The translation display remains on the screen even if the page is scrolled. It disappears with a simple click and reappears whenever the reader touches the symbol displayed on the page, usually at the bottom of the selected text (Fig. 7).



Figure 7. Translation from French into Romanian by selected fragments using Simple Translate. Pop-up display with the translation of selected fragment.

5.2. Simulation

In what follows, we are going to consider reading texts in a foreign language readers may be interested in for personal or professional reasons, and to whose understanding they would like to have instant access.

This part of the article exemplifies how a translation add-on can be actually used in such a situation and what its advantages are over older translation engines. We are going to show the possible applications and the benefits and drawbacks of using it, but without focusing on a specialized analysis of aspects related to the theory of translation.

The source texts we are going to use are the introductions to two articles published in French and English: "Exclusif - Guerre économique : alerte sur les menaces qui pèsent sur les entreprises françaises" from *Les Echos* (by Anne Drif, Renaud Honoré, published on the 26th Sept. 2024), and "Euro zone inflation unchanged at 2.2% in April, leaving path open for further ECB interest rate cuts" from CNBC (by [Sophie Kiderlin](#), published on the 2nd May 2025), respectively. The former is a French newspaper which requires a subscription for reading the articles in full, while the latter is an American news and business website providing articles and access to broadcasting programmes partly free of charge.

The texts selected belong to the economic field and they comprise both general and specialized vocabulary, as well as simple and more complex structures. The Simple Translate extension was first used to obtain the Romanian version of the input texts in

French, repeatedly generating an error (Fig. 8), and the Romanian version of the input text in English, respectively (Fig. 9).

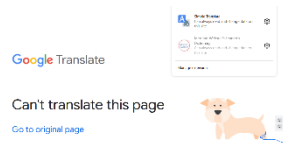


Figure 8. Translation of the entire page from English into Romanian using Simple Translate

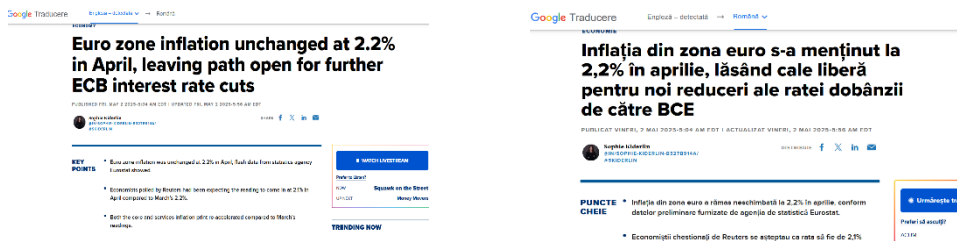


Figure 9. Translation of the entire page from English into Romanian using Simple Translate

Then the original text in English was translated into French, too (Fig.10).

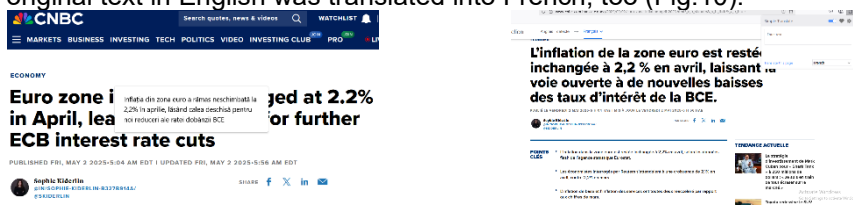


Figure 10. Translation of the entire page from English into French using Simple Translate

We first focused on the translation of the entire text displayed on the computer screen, then we considered fragments, phrases or isolated words from the input language. These are displayed in the fixed bilingual box, always located in the top right-hand corner (Figs. 11 and 12), or in the mobile box in the target language, displayed on the page. Our objective was to test the usefulness of the translation extension and evaluate the accuracy of the translation output.

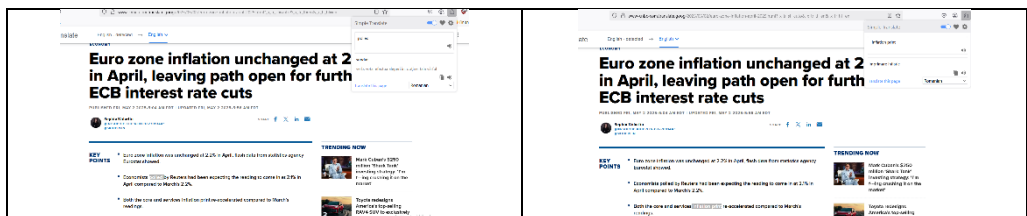


Figure 11. Translation from English into Romanian by selected words or phrases using Simple Translate

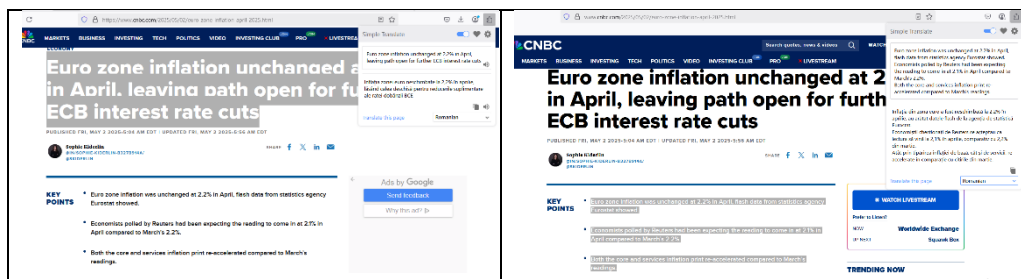


Fig. 12 Translation from English into Romanian by selected fragments using Simple Translate

Our experiment shows that the translations are not perfect, but they can offer an overall pertinent view of the texts regarding the content of the articles considered by those users who do not have a good enough command of French or English, respectively. If the user only aims at a global understanding of the text, the translated text will definitely allow him/ her access to enough information to see if it is worth reading the entire article. It can be noticed that, irrespective of the source language, there are cases in which the user will have to make a semantic adaptation effort. If the text does not contain complicated jargon, this should be done quite rapidly, as the user is aware from the very beginning that certain parts of the translation may be approximate or imprecise.

5.2.1. Source text in French

Attempts to activate the Translate entire page option in the well-known French economic journal using the Simple Translate add-on generated errors each time, even though they were made some time apart. The persistence of the error indicates a technical problem, probably related to programming. The translations were done considering fragments (Fig. 7):

- *Guerre économique : alerte sur les menaces qui pèsent sur les entreprises françaises - Război economic: alertă asupra amenințărilor care cântăresc asupra companiilor franceze.* It is clear for any speaker of Romanian that the noun „amenintari” and the verb “a cântări” do not collocate and that the verbs “apasă” or “planează” should be used. The machine activated the first meaning of the verb “peser” = “a cântări”, but its secondary meanings would be more appropriate in this context. The secondary meanings of *peser* = *a apăsa*, *a plana* would be more appropriate here.
- Two more situations in which adaptation is needed can be found in the subtitle of the same article in French. E.g., « *Les Echos* » *ont pu consulter une version synthétique du rapport classifié sur la « sécurité économique » remis à Emmanuel Macron par Geoffroy Roux de Bézieux, l'ancien patron du Medef.* - „*Les Echos*” *a putut consulta o versiune rezumată a raportului clasificat privind „securitatea economică” oferit lui Emmanuel Macron de Geoffroy Roux de Bézieux, fostul șef al Medef.* In Romanian, we would rather say “*o versiune sintetică*” or “*o versiune rezumativă*”, not “*o versiune rezumată*”, while a report is actually “*prezentat*” or “*inmanat*”, not “*offered*” to a state president.
- Sometimes the user only has queries about one isolated word, which he/ she can mark in the text. The translation offered by the machine may instantly clarify an

area of semantic opacity, but there may also be cases in which the lack of context results in confusing translations. For instance, if the user only looks for the meaning of the word “*pésent*”, he/ she receives the Romanian version “*cântărește*”.

- In the case of the word “*remis*” (*au président*) marked in isolation, the Romanian equivalent “*predat*” (*presedintelui*) is much more appropriate compared to the term “*oferit*”, provided in the initial text.



Fig. 12 Translation from French into Romanian by selected words using Simple Translate

5.2.2. Source text in English

It is interesting to notice that, when English is the source language, the translation into Romanian is flawless provided the entire page is translated at once. In this case, the machine translation could recognize complex language structures and sophisticated vocabulary and provide a translation which is accurate and sounds natural into the target language.

Nevertheless, the situation significantly and unexpectedly changes when only isolated words or phrases are provided for translation or even extensive fragments, such as a long title or key points. In some cases, a semantic adaptation would be enough to construct the whole meaning, in some others the meaning may remain ambiguous, as a translation is provided which is very remote to the meaning in the original text:

- In the first part of the title, the concord of the adjective “*neschimbate*” is wrongly achieved with reference to the noun in the genitive “*zone*”, and not to the noun “*inflația*”.
- The title contains an omission of the auxiliary verb, which is a common headline convention in English, but in Romanian, the simple translation, without inserting the copular verb “*a fi*”, sounds awkward.
- The adjective “*further*” is rendered into Romanian by the adjective “*suplimentare*”, while a translation using “*mai multe reduceri*” would sound more natural.
- The adjective “*flash*” from the “*flash data*” is rendered into Romanian using a neologism formed from the same English noun, which has no connection with the meaning of the word in the original version, so the meaning of the word remains covert.
- The noun “*reading*” is translated taking into account its first meaning, that of “*citire*” or “*lectură*” and ignoring the context, while an appropriate translation would be “*valoarea să fie/ să ajungă la*”.
- The last key point is entirely mistranslated: “*Both the core and services inflation print re-accelerated compared to March’s readings*”—“*Atât prin tipărirea inflației de bază, cât și de servicii re-accelerate în comparație cu citirile din martie*”. This is probably due to the many collocations it comprises (“*core inflation*”, “*services inflation*”, “*inflation print*” and to the coincidence of the past simple form and past participle form of the verb “*to re-accelerate*”. An appropriate translation would be “*Atât inflația*

de bază, cât și cea din domeniul serviciilor au crescut/ au înregistrat o creștere accelerată comparativ cu valorile din martie”.

- When considering words or short phrases in isolation, the mistranslation occurring with fragments persists, but some additional errors can be spotted. For example, the past participle “*polled*” is rendered into Romanian by “*sonda*” (“verb: vota, efectua alegeri în, obține, tăia vârful”). The translation is flawed grammatically, as it does not agree with the plural noun, and the choice of the word also signals a contextually not appropriate equivalent. With all this, following the hints from the translation, the user can definitely infer the meaning of the word. However, when some context is added, so when “*economists polled*” is selected, the translation becomes accurate: “*economiștii chestionați*”. Another example would be “*inflation print*”, translated as “*imprimare inflație*”.

Gaps in translation can also be found from English into French and vice versa, but overall, the errors are fewer than in the case of English-to-Romanian translations:

- the noun “*reading*” is mistakenly taken as a gerund and translated by “*en lisant*” (noun: lecture, interprétation, connaissance, leçon, récitation, discussion, variante, explication, culture)
- „*flash data*” is translated by „*données flash*”
- “*core and services inflation*” is translated by “*inflation du cœur et des services*”.

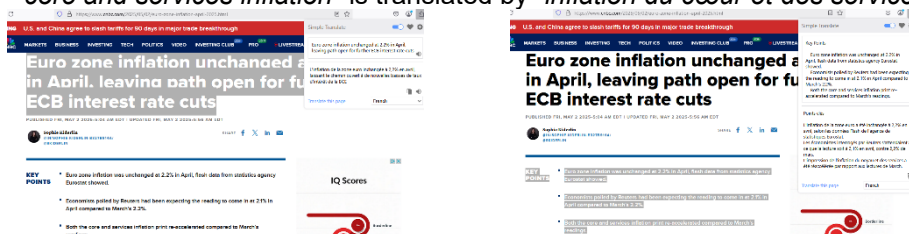


Figure 12. Translation from English into French by selected fragments using Simple Translate

The versions offered by Simple Translate are similar to those obtained through Google Translate. This is not surprising, as the add-on uses Google Translate, acting as an invisible bridge between the foreign language material and the translation engine.

The aim of the article was not to provide an exhaustive analysis of the syntactic or grammatical errors generated by activating language support add-ons. The choice of short texts was deliberate, as the purpose of the analysis was to present the capabilities of a modern tool, while also pointing out the hesitations or even errors that can occur in the absence of careful and attentive reading.

6. Conclusions

The emergence of AI tools that instantly provide good translations from and into almost all foreign languages is an undeniable help, but also a threat to individuals' wish to invest effort in learning and practicing foreign languages.

Add-on tools for language support allow people to quickly access the translation of selected fragments into any foreign language in real time, regardless of their size (entire page, paragraph, sentence, phrase, or word). The translations they provide are of

acceptable quality or even comparable with those generated by experienced translators and they are constantly improving. Therefore, in the future the translations generated are very likely to be of higher quality.

The great innovation of an add-on such as the Simple Translate compared to already existing and reputable translation applications lies in the presence of the popup translation button on the original page. This allows autonomous readers engaged in the active reading not to abandon the text written in the foreign language (more or less known), but to activate their personal comprehension strategies and to use the add-on only as a helpful tool.

Transforming the complex receptive activity of a written text in a foreign language, with everything it entails in terms of processes and skills, into a simple "click" command that generates a complete translation in a target language poses threats connected to language learning and acquisition. And this applies to any foreign language, whether international or not, regardless of users' level of proficiency. Direct translations are the easiest and quickest to obtain, but this can become a trap, as they have the disadvantage of not advancing readers' knowledge of the language or their language skills.

Personal linguistic progress can be achieved through active reading, which involves going beyond the linear reading of a text and engaging in conscious learning. Consequently, when switching from one foreign language to another, autonomous users who self-initiate reading should seek not only to understand the meaning conveyed by the text, but also to practice the foreign language in which the text was written. Instead of translating an entire page written in a foreign language, they can activate the translation tool on that page, which instantly provides the desired version of selected fragments.

In the future, it will become increasingly difficult to see foreign languages as we have traditionally seen them, because technology can no longer have a marginal role in receiving and even producing messages in a foreign language.

The process of integrating technology into learning can and must begin in school, where teachers can introduce diverse and innovative modern tools into their foreign language classes, which students can subsequently use in real-life situations. This would equip students with life-long learning skills that will help them become competent and autonomous language users. We actually expect that the definition of the competent and autonomous language user will soon change to involve, besides the command of foreign language skills, the readiness and ability to take advantage of modern tools that accelerate and enhance language learning, in line with sustainable language learning (Maican & Cocoradă, 2021).

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