

Article

# AI-Assisted Café Reading for EFL Learners: Comfort, Engagement, and Usability in an Eight-Week Pilot

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**Abstract:** This pilot study explored the potential of relocating English as a Foreign Language (EFL) reading activities to a café setting supported by AI tools. Sixteen intermediate learners (B1–B2) participated in an eight-week, single-group program that combined Google Lens and ChatGPT with peer discussion and instructor guidance. Data were collected through pre/post self-report surveys and guided post-session conversations documented in field notes. The pre-session survey measured enjoyment of reading in English (an affective-motivational construct), whereas the post-session survey measured comfort in the café setting (a situational-environmental construct); these are reported as independent descriptive profiles rather than as a pre-to-post change score. Findings indicated that learners reported high situational comfort in the café environment, sustained engagement across all sessions, and practical benefits from using AI tools for vocabulary support and text clarification. Usability ratings for the tools were moderate, with some participants citing challenges linked to app-switching and cognitive load; two students expressed reservations about environmental distractions and AI tool complexity. The study demonstrates the feasibility and affective appeal of integrating “third-place” learning environments with AI-assisted reading, while acknowledging limitations of sample size, the absence of a control group, reliance on self-report, and the lack of objective comprehension measures. Because the design cannot rule out novelty effects, Hawthorne effects, or social-desirability bias, results should be interpreted as exploratory. These findings suggest that café-based, AI-supported models may enhance learner engagement and merit further controlled research using waitlist-control or crossover designs.

**Keywords:** Café-Based Learning; Third-Place Environments; Artificial Intelligence in English Language Teaching (ELT); English as a Foreign Language; Learner Engagement

## 1. Introduction

Engagement and comprehension have long been central concerns in language learning research. Traditional classroom settings, while structured and familiar, are increasingly complemented by alternative spaces and technological innovations that promise to reshape how learners interact with language. Informal or “third-place” environments, such as cafés, have gained attention in education as potentially valuable settings where students feel more relaxed, socially connected, and intrinsically motivated. At the same time, artificial intelligence (AI) tools are emerging as influential supports in second language acquisition, offering on-demand vocabulary help, text summarization, and personalized feedback.

Although there is a growing body of work on both informal learning environments and artificial intelligence (AI) in education, the two strands of research have largely developed in isolation. Studies have shown that natural or aesthetically pleasing spaces can enhance focus, well-being, and engagement, while AI-enabled applications and

chatbots have demonstrated potential for scaffolding comprehension and supporting autonomous practice. However, little is known about how physical third-place environments and AI tools might work together to influence reading engagement and learning outcomes in English as a Foreign Language (EFL) contexts. This gap is particularly relevant as educators seek to design learning experiences that extend beyond the classroom and integrate technology in meaningful, learner-centered ways.

This study examines how a café-based reading environment, paired with AI-supported tools, influences intermediate EFL learners' engagement, comfort, and perceived support for comprehension. By relocating reading to a relaxed, socially interactive "third place" and integrating tools such as Google Lens and ChatGPT, it explores how non-traditional settings and digital scaffolds intersect to shape the reading experience.

## **Research Questions**

1. How did learners perceive their comfort and engagement in the café-based setting?
2. How did they evaluate the usability and usefulness of AI tools (Google Lens, ChatGPT)?
3. What frictions and supports did they identify in combining third-place learning with AI?

## **2. Literature Review**

### **2.1. Third-Place Learning Environments and Student Experience**

Oldenburg conceptualizes third places as social settings separate from home and work that foster informal interaction, belonging, and community [1]. On university campuses, cafés often operate as third places that support social connection, respite, and informal learning for students [2–4]. Evidence from a South African university shows that students regard campus cafés as accessible and socially valuable, while also reporting affordability and inclusivity constraints that limit equitable participation [5]. Taken together, these findings suggest that the third-place ideal warrants context-specific scrutiny in higher-education settings.

From an environmental psychology perspective, comfortable, informal settings can support comfort, attention, and engagement. Syntheses show that contact with natural environments tends to improve selective attention and working memory in school-aged learners, with effects moderated by task demands and exposure duration [6,7]. Evidence also indicates that outdoor learning and recreation are linked to meaningful gains in psychological well-being and social connectedness among young people [8]. Although cafés are commercial rather than natural spaces, research on ambience suggests that calming visual and auditory cues can reduce stress in dining settings, and that moderate background noise can facilitate some forms of creative cognition—mechanisms that may help explain students' perceived comfort in café study spaces [9,10].

Scholars caution against attributing learning gains to environmental features alone. Attention Restoration Theory (ART) remains influential, yet critiques highlight conceptual vagueness and inconsistent operationalization of core constructs, which limit explanatory power. Meta-analytic work also reports low-to-moderate effects and shows that results vary with task type and study protocol, underscoring the need to treat setting as one contributor rather than the cause. Evidence from large classroom studies points in the same direction: physical design accounts for a notable but partial share of variance in student progress, so task design, social dynamics, and tools must be considered alongside environmental cues [11–14].

In EFL contexts, third-place settings may support engagement when they help satisfy learners' basic psychological needs for autonomy, competence, and relatedness. Evidence from Turkish English preparatory programs shows that students' perceptions of autonomy-supportive teaching predict need satisfaction, which in turn predicts multidimensional engagement and achievement [15]. Related work in the same context links autonomous motivation and academic buoyancy to higher course grades [16]. A welcoming café that fosters choice, belonging, and competence could therefore nurture relatedness and autonomy more effectively than some formal classrooms, which may increase persistence on challenging reading tasks, consistent with Self-Determination Theory [17]. At the same time, ambient noise and commercial barriers matter. Moderate noise can facilitate certain creative processes, but higher or sustained noise impairs comprehension and attention, and affordability concerns can limit equitable participation in campus cafés. These factors mean careful facilitation is necessary to avoid distraction and exclusion.

Equity and design considerations are central to using cafés as learning spaces. Evidence shows that "third

places” are unevenly distributed across communities, with higher-poverty areas offering fewer options, which constrains who can participate and on what terms [18]. Research on coffee shops further indicates that ambience, layout, and seating influence gathering behavior and place attachment, shaping how different groups use the space [19]. University studies in the Global South report parallel tensions, where campus cafés are valued yet constrained by affordability and inclusivity issues, challenging Oldenburg’s social “leveler” ideal [5,20,21]. For language educators, these patterns translate into concrete design choices—careful site selection and negotiated pricing, provision of quiet study areas, and explicit group norms—aligned with universal-design principles to reduce barriers and broaden participation. When environmental affordances, social dynamics, and pedagogy are aligned, cafés can function as productive third-place settings for EFL reading.

## 2.2. Informal/Semi-Formal Learning and Place-Based Pedagogy

Place-based pedagogy positions learning in community and local contexts, which can heighten relevance and support deeper engagement. Reviews of nature-specific and outdoor instruction report consistent gains in student engagement, psychological well-being, and, in many studies, academic outcomes, though effects vary with program design and assessment focus [22–24]. In language education, theory and evidence indicate that authentic contexts and materials can strengthen motivation and facilitate acquisition; meta-analytic work on study abroad also shows advantages for second-language development compared with at-home instruction [25–28]. These findings support the use of community and out-of-class settings to complement classroom instruction, provided that designs attend to task demands, learner needs, and assessment quality.

Research on semi-formal learning spaces indicates that settings such as reading clubs, libraries, and self-access centers can foster learner autonomy and peer collaboration [15,29]. Reviews of informal and free-choice learning also show outcome variability across contexts and methods [30], while noise, implementation quality, and universal-design considerations remain important design constraints [31–33]. Extensive-reading and digitally supported reading programs further suggest that sustained time, accountability, and scaffolding are needed for learners to maintain independent reading habits [34–39].

Not all findings are positive. Informal settings can introduce uncontrolled distractions, logistical hurdles, and uneven instructional quality. Reviews of informal and free-choice learning report wide variability in outcomes across contexts and methods [30]. Noise, interruptions, and unstable group dynamics can reduce concentration; background speech and music reliably depress reading performance, especially for learners who rely more on external regulation [31]. Implementation quality also varies: a recent meta-analysis of mathematics interventions in informal environments found modest average effects and incomplete reporting on key quality indicators [32]. These risks imply a stronger role for instructional design. Teachers should select venues deliberately, establish clear group norms, and align tasks with the affordances and constraints of the setting, consistent with Universal Design for Learning guidance [33].

In EFL research, out-of-class and place-based reading initiatives show mixed outcomes. Surveys often report higher engagement, yet gains on standardized comprehension measures are inconsistent unless programs provide sufficient time, accountability, and scaffolding aligned to learner proficiency [29,34–36]. For example, an Ethiopian Grade 8 extensive-reading intervention showed no advantage over controls during a short, minimally supported phase, but significant improvements emerged once reading time was extended and motivating activities were added [34]. Similarly, recent reviews argue that without teacher guidance and transitional supports, many learners do not sustain independent, extensive reading in or out of class; programs that embed structure and digital accountability tend to fare better [36,37].

In sum, semi-formal and place-based settings can support motivation, autonomy, and peer collaboration when designs include clear norms, leveled texts, and progress monitoring to minimize distraction and sustain effort [29,36]. Pairing café-based reading with digital scaffolding—such as Learning Management System (LMS)-based reading logs or quiz-based accountability systems—offers a practical way to align tasks with learner skills and document growth [36–39].

## 2.3. Digital Support for L<sub>2</sub> Reading

Digital reading tools—especially glosses and supportive multimedia—have long been central to research in L<sub>2</sub> reading, with many studies examining their impact on vocabulary acquisition and comprehension [40]. However,

these earlier meta-analyses are now dated, and more recent work provides updated insights.

A 2023 review of digital reading's impact on L<sub>2</sub> vocabulary learning found that digital support, such as lexical glosses and personalized reading systems, had substantial positive effects. The within-subject studies showed an upper-medium effect ( $d \approx 1.39$ ), while between-subject comparisons revealed a large effect ( $d \approx 1.45$ ); notably, systems offering lexical glosses ( $d \approx 2.59$ ) and personalized reading systems ( $d \approx 1.58$ ) were particularly effective. These results suggest that when learners can access supportive digital tools during reading, vocabulary learning is significantly enhanced.

Meanwhile, recent meta-analytic evidence specifically on multimedia glosses (i.e., glosses incorporating text, images, audio, or video) indicates a moderate overall effect ( $g \approx 0.63$ – $0.76$ ) for L<sub>2</sub> vocabulary acquisition. Importantly, gloss types and learner proficiency moderate outcomes: single-mode glosses (e.g., just a textual definition) often outperform multi-mode glosses, and pop-up/margin positioning tends to be more effective than bottom or in-text glosses, especially for recognition tests [41].

Yet, these tools can also introduce cognitive challenges. Overreliance on glosses may reduce learners' engagement in deeper vocabulary processing; some studies argue that glosses—especially when poorly designed—can distract learners or circumvent productive involvement. Additionally, on-screen reading (relative to print) may impair comprehension, especially in leisure reading contexts, with one large-scale synthesis finding a notably stronger correlation between print reading and comprehension ( $r = 0.30$ – $0.40$ ) compared to digital reading habits ( $r \approx 0.05$ ) [42].

In sum, digital scaffolds like glosses and personalized systems show robust promise for supporting L<sub>2</sub> vocabulary learning and comprehension—but the effectiveness depends heavily on design choices (gloss mode, placement), learner proficiency, and careful mitigation of distractions and over-scaffolding. These findings underscore the potential value of integrating AI tools such as Google Lens and ChatGPT—but paired, critically, with attention to usability, cognitive load, and learner empowerment.

## 2.4. AI in ESL/EFL

Artificial intelligence is reshaping language education by enabling personalized scaffolding, adaptive feedback, and expanded learning opportunities [43]. A recent systematic review of 70 empirical studies on ChatGPT in English as a Second Language (ESL)/EFL reported that most research concentrates on writing, with far fewer studies on other skills, such as reading. Reported affordances include personalized learning and teacher support, while common concerns include misinformation, privacy risks, and academic dishonesty [44]. This gap in reading-focused work is directly relevant to the present study.

A scoping review of studies on ChatGPT in EFL reading instruction found that ChatGPT can enhance reading comprehension, learner motivation and engagement, and AI literacy through personalized interactions. The review also noted frequent limitations, including short time frames, underdeveloped prompting strategies, and ethical issues such as reliability and learner dependency [45]. These patterns point to the need for structured interventions that test how AI functions within reading environments.

Empirical studies further illuminate the learner experience. As a personalized tutor, ChatGPT can adapt content and practice to learners, supporting individualized guidance [46]. Learners don't simply accept output wholesale; studies in EFL writing show metacognitive engagement—students refine prompts, evaluate feedback, and selectively adopt suggestions [47,48]. In higher education, acceptance among Chinese EFL students is shaped by habit and performance expectancy, and facilitating conditions (access and support) are decisive for actual use [49]. Together, these findings point to training and resource design as preconditions for sustainable integration.

A multi-method study in *System* reports that continued use of ChatGPT for self-directed EFL learning is driven by interactivity, enjoyment, trust, and subjective norms through perceived usefulness, while human-likeness, self-efficacy, and technology anxiety act through perceived ease of use [50]. Taken together with recent syntheses, the literature shows real promise—personalization, feedback, and teacher support—alongside layered challenges around usability, ethics, and pedagogy, which matter even more when extending use to reading [43,44,51].

Gap and relevance. Despite growing work on AI in ESL/EFL, reading remains comparatively under-examined, particularly in non-classroom third places such as cafés. This study addresses that gap by testing AI scaffolding in a café-based reading environment, with attention to motivation, tool usability, and setting [44,45].

## 2.5. Usability and Cognitive Load in Tech-Mediated Reading

The effectiveness of digital and AI-based reading tools depends not only on their pedagogical affordances but also on their usability and the cognitive load they impose. Cognitive Load Theory holds that working memory is limited and that instructional design should balance intrinsic load (task complexity), reduce extraneous load (design inefficiencies), and cultivate germane load (schema construction) [52]. Design missteps—cluttered interfaces, unnecessary navigation, or fragmented workflows—raise extraneous load and can depress learning outcomes, a pattern documented in mobile-learning reviews and empirical work on interface design [53].

One recurring problem in digital reading is the split-attention effect: when learners must divide attention across dispersed sources (e.g., text, pop-ups, and separate tools), processing demands increase and comprehension can suffer [54,55]. In mobile-assisted EFL reading, platform and workflow choices matter: studies report lower accuracy on mobile compared to paper when learners adopt less effective strategies, and frequent switching between reading and look-up tools risks further interruptions to cognitive flow [56,57]. Experimental human-computer interaction (HCI) research on mobile tasks similarly shows that interruptions and divided attention reduce reading performance and hamper task resumption [58]. These findings justify integrated, minimally interruptive designs for AI-supported reading.

Human-computer interaction research reinforces this point. Digital multitasking and interruptions carry measurable costs for attention and stress [59,60]. Task switching also reduces efficiency and accuracy, especially when switching is frequent or imposed [61]. Because working memory supports second-language processing and L<sub>2</sub> reading, interruptions may be especially disruptive for EFL learners [62].

Usability assessment frameworks help manage these risks. The System Usability Scale (SUS) offers a brief, reliable measure of perceived usability [63] and is widely used across domains, including education [64,65]. Many reviews now describe the SUS as a field standard for quick benchmarking [66]. Still, SUS is a generic instrument: it provides a global usability score but is not diagnostic and may miss domain-specific needs such as language scaffolding or anxiety triggers, so complementary qualitative data are advisable [64,67].

In sum, digital and AI reading tools can scaffold L<sub>2</sub> reading, yet their benefits depend on minimizing extraneous cognitive load and ensuring usability. Without careful onboarding and user-centered design, the tools themselves become distractions.

## 2.6. Synthesis and Research Gap

Research on third-place environments (e.g., cafés) shows that informal, aesthetically appealing settings can foster belonging, reduce stress, and support student engagement, while raising questions about inclusivity, affordability, and potential distractions [1, 5]. Work on semi-formal and place-based pedagogy similarly indicates that learning beyond the classroom can bolster motivation and autonomy, provided the pedagogy is deliberately scaffolded [22,24].

Meta-analytic work cautions that certain forms of digital reading are linked to shallower comprehension than print, underscoring the need for careful task and interface design [68]. Evidence on digital scaffolds for L<sub>2</sub> reading, especially textual and multimedia glosses, shows reliable positive effects on vocabulary learning and, in some designs, comprehension, with outcomes moderated by gloss type, language, modality, and learner proficiency [40,41,69,70]. These strands together motivate the present study's focus: structured, café-based L<sub>2</sub> reading paired with AI-supported scaffolding that attends to motivation, usability, and setting.

Recent reviews of AI in ESL/EFL highlight strong potential alongside clear limits. Systematic reviews show that most ChatGPT research emphasizes writing, with comparatively little attention to reading; benefits commonly reported include personalized support for learners and teachers, while concerns focus on misinformation, privacy, and academic integrity [43,44]. Scoping work that targets reading reports positive effects on motivation and comprehension but also notes short time frames, limited prompting strategies, and ethical issues, including reliability and dependence [45]. These patterns point to the need for more empirical studies on AI-supported reading in authentic learning settings.

Usability and cognitive load also matter. Cognitive Load Theory holds that working memory is limited and that designers should minimize extraneous load while aligning tasks to learner needs [52]. Frequent task switching and interruptions carry additional costs for attention, efficiency, and stress in digital work, which may further hinder L<sub>2</sub>

processing [59,61]. Benchmarks such as the System Usability Scale provide quick, reliable snapshots of perceived usability, and they are widely used across domains, including education, yet they don't capture domain-specific needs in language learning [63,64].

Gap and rationale. While cafés and other third-place environments can support comfort and engagement, and AI tools can scaffold comprehension, little is known about how these dimensions interact in EFL reading [1,5]. This study addresses that gap by examining weekly café-based reading sessions supported by AI tools (Google Lens and ChatGPT) and analyzing their effects on learners' engagement, comfort, and comprehension. By attending to the affective dimension (comfort, social interaction) and the technological dimension (usability, support for comprehension), it tests how environment and AI can be aligned for more effective, enjoyable language learning.

### **3. Methodology**

#### **3.1. Research Design**

This study adopted a mixed-methods, single-group pre-post design to explore the feasibility and learner engagement of café-based reading sessions supported by AI tools. The design allowed the measurement of changes in students' perceptions across an eight-week module while also capturing their reflections on the social and technological aspects of the intervention. As an exploratory pilot, the study did not seek to establish causal effects on reading comprehension, but instead focused on affective responses, comfort, and usability.

#### **3.2. Participants**

Sixteen intermediate-level English-as-a-foreign-language (EFL) students (aged 18–20) participated. All were enrolled in the preparatory school of Fatih Sultan Mehmet Vakıf University, Istanbul, during the 2023–2024 academic year. Placement tests administered by the institution confirmed their proficiency at the B1–B2 Common European Framework of Reference for Languages (CEFR) level. Participation was voluntary, and informed consent was obtained.

#### **3.3. Setting**

Weekly guided reading sessions took place in a cozy garden café near the university campus. The venue was chosen for its relaxed atmosphere, accessible location, and suitability for collaborative group learning. Each session lasted approximately 90 min, creating an informal yet structured environment distinct from the classroom.

#### **3.4. Materials**

Students read passages from the prescribed intermediate-level English textbook used in their course, *Reflect Reading & Writing 3: Student's Book* [71]. These texts ensured curricular alignment while offering opportunities for vocabulary growth and reading practice. AI tools were integrated as supplementary supports:

- Google Lens: used for instant vocabulary recognition and translation.
- ChatGPT: employed for summarization, paraphrasing, and clarifying difficult passages.

A short orientation in the first session introduced prompt examples (e.g., "Summarize this paragraph in one sentence," "Explain this word in simple English") to encourage effective use.

#### **3.5. Data Collection Instruments**

- Pre-session Survey: assessed learners' baseline enjoyment of reading in English, prior group reading experience, and familiarity with AI tools (see **Appendix A**).
- Post-session Survey: measured perceived comfort in the café, usability of AI tools, and self-reported outcomes (e.g., vocabulary growth, reading ease, social interaction). Items were rated on 5-point Likert scales (see **Appendix B**).
- Qualitative data: At the end of each session the instructor conducted brief, guided post-session conversations with each table group (approximately 5–8 min per group), following a short topic guide with three open-ended prompts: (a) how the café environment felt for reading, (b) how they used the AI tools and whether they found them helpful, and (c) what they felt they learned or struggled with. These exchanges were conversational

rather than formal interviews: they were not audio-recorded or transcribed verbatim, and participation was voluntary and informal. The instructor took handwritten field notes during and immediately after each conversation, capturing key phrases, recurring observations, and notable remarks in the students' own words (in Turkish, later translated by the researcher). The term "semi-structured interviews" appeared in an earlier draft but overstates the formality of the procedure; we use "guided post-session conversations with concurrent field notes" throughout this revision to describe the method accurately. Because the data consist of researcher-recorded field notes rather than verbatim transcripts, the qualitative findings should be read as indicative themes reflecting the instructor's systematically documented observations, not as the product of a full interview-based qualitative analysis. This distinction affects the trustworthiness of the thematic findings: the themes are credible as practitioner-level evidence corroborated by eight weeks of repeated observation, but they lack the auditability that audio-recorded, member-checked interview data would provide.

### 3.6. Procedure

1. Orientation: Students completed the baseline survey before the first session.
2. Weekly Sessions: Over eight weeks, students engaged in 90-min guided reading at the café, supported by AI tools.
3. Ongoing Support: AI use was monitored, and the instructor provided assistance where needed.
4. Post-surveys: At the end of the module, students completed post-session surveys.
5. Guided post-session conversations: brief, guided conversations with each table group, documented through concurrent field notes, provided qualitative data on comfort, engagement, and AI use.

### 3.7. Data Analysis

- Quantitative: Descriptive statistics (means, standard deviations) were calculated for pre- and post-measures. Differences between baseline enjoyment and post-session comfort were examined using paired-samples *t*-tests (if assumptions were met) or Wilcoxon signed-rank tests as nonparametric alternatives. AI usability scores were analyzed descriptively. Effect sizes were reported for descriptive purposes only, not as causal proof.
- Qualitative: Field notes from guided post-session conversations were analyzed thematically [72], focusing on recurring themes such as comfort, social interaction, AI usability, and learner engagement. The instructor reviewed all session-level notes, generated initial codes, grouped codes into candidate themes, and refined themes through iterative re-reading. Illustrative quotations were selected from field-note records and translated from Turkish to English by the researcher. The coding and scoring approach is summarized in **Appendix C**.

### 3.8. Design Rationale and Transparency

This study was intentionally framed as a pilot project. Its purpose was to evaluate the feasibility, affective appeal, and learner perspectives of combining a third-place environment with AI tools, rather than to prove measurable comprehension gains. The single-group design provided insight into learners' experiences, but results cannot be generalized or treated as causal. Importantly, the pre- and post-measures were not fully equivalent: baseline items measured enjoyment of reading, while post-items measured comfort in the café. This reflects a shift in context rather than a direct pre/post comparison of the same construct.

Rival explanations and threats to internal validity. Because the study used a single-group design with no control or comparison condition, several rival explanations cannot be ruled out. First, novelty effects may have inflated positive self-reports: learners experienced something new (a café setting, AI tools, group reading outside the classroom), and initial enthusiasm may have elevated ratings independently of any pedagogical benefit. Second, Hawthorne effects are plausible, as participants knew they were part of a special programme and may have responded more favourably because of the attention and social engagement that accompanied participation. Third, social-desirability bias is a concern in any self-report study, particularly one with a small, intact group where learners interacted with their instructor in a relaxed social setting; respondents may have been inclined to give positive evaluations to please the researcher. Fourth, maturation and history effects cannot be excluded over an eight-week period—learners' comfort with English reading may have improved simply through continued coursework or personal study unrelated to the intervention. The present design can document learner perceptions and establish feasibility, but it cannot isolate the contribution of the café setting or the AI tools from these confounds. A waitlist-

control design, in which a matched group continues classroom-based reading while the treatment group reads in the café, would enable between-group comparisons and help rule out novelty and Hawthorne effects. Alternatively, a counterbalanced crossover design—where half the participants begin with café sessions and switch to classroom sessions at the midpoint while the other half follows the reverse sequence—would separate place effects from order and novelty effects while also controlling for individual differences. These stronger designs are recommended for follow-up studies that seek to estimate the causal contribution of each intervention component.

The study employed a pilot design with 16 students and relied solely on self-reported outcomes, suitable for gauging perceptions but insufficient for measuring objective learning gains. Descriptive statistics were reported; however, some data (e.g., standard deviation for AI usability) were missing. Pre–post inference was not conducted due to differences in baseline and mid-study constructs. To strengthen future research, incorporating control groups, objective assessments (e.g., comprehension or vocabulary tests), and systematic usability measures is recommended.

AI transparency. The intervention used Google Lens for on-the-fly lexical support and ChatGPT for paraphrasing and idea development. Students were instructed to verify AI outputs, avoid direct copying, and keep prompts task-relevant. AI did not grade students. The authors used AI only for language polishing at the revision stage, and we verified factual content, analyses, and references manually.

Ethical considerations. The study complied with the research guidelines of Fatih Sultan Mehmet Vakıf University, which did not require formal ethics approval for classroom-based evaluations with adult students. Participation was voluntary and all students provided written informed consent.

## 4. Results

### 4.1. Sample and Attendance

All sixteen learners (ages 18–20) completed the eight-week café-based reading module. Attendance and completion were 100%, with no attrition.

### 4.2. Quantitative Outcomes

In line with the research questions, the results below address learners’ comfort and engagement in the café setting (RQ1), their evaluation of AI tool usefulness and usability (RQ2), and the frictions and supports they identified in combining third-place learning with AI (RQ3). Two self-report indices are presented below as independent descriptive profiles rather than as a paired pre–post comparison, because the pre-session item measured a trait-like construct (general enjoyment of reading in English) whereas the post-session item measured a situation-specific construct (comfort in the café setting). These constructs differ in their referent (the language skill vs. the physical environment), temporal scope (habitual vs. session-specific), and psychological dimension (affective-motivational vs. situational-environmental). Accordingly, the two means should be read as separate snapshots of learner affect at different time points rather than as evidence of change on a single underlying variable.

- Baseline enjoyment of reading (pre):  $M = 3.50, SD = 0.60$  (95% Confidence Interval (CI) [3.18, 3.82]);
- Post-session comfort in the café:  $M = 4.50, SD = 0.52$  (95% CI [4.22, 4.78]).

Independent descriptive profiles (**Table 1**): At baseline, learners reported moderate enjoyment of reading in English ( $M = 3.50, SD = 0.60$ ; 95% CI [3.18, 3.82]). At the end of the module, situational comfort in the café was rated notably higher ( $M = 4.50, SD = 0.52$ ; 95% CI [4.22, 4.78]). Because these scores derive from conceptually distinct instruments—one affective-motivational, the other situational-environmental—no change score, effect size, or inferential test is computed. The two profiles are reported side by side solely to characterize the sample’s affective starting point and its subsequent experience of the café setting. Any appearance of “gain” is an artefact of placing the numbers in sequence, not evidence of pre-to-post improvement on the same construct.

**Table 1.** Descriptive statistics for key self-report measures (1–5).

Measure	Time	<i>M</i>	<i>SD</i>	95% CI	Note
Enjoyment of reading	Pre	3.50	0.60	[3.18, 3.82]	
Comfort in café	Post	4.50	0.52	[4.22, 4.78]	
AI tool user-friendliness	Post	2.79	—	—	SD lost in data transfer; bounded estimate 0.40–1.40 (see text)

- AI tool user-friendliness (post):  $M = 2.79$  (on a 1–5 scale). The standard deviation for this item was lost during data transfer: individual responses to the user-friendliness item (Post-Survey Q5) were recorded in a session-level Google Form that was inadvertently set to report only the aggregate mean, and the item-level response sheet was overwritten before individual scores were archived. Consequently, the raw scores for this single item are no longer recoverable. As a partial remedy, we note that with  $n = 16$  respondents rating on a 1–5 scale and a mean of 2.79, the mathematically possible range of the standard deviation is bounded between approximately 0.40 (if scores clustered tightly) and 1.40 (if scores were spread across the full scale). Qualitative data (Section 4.3) corroborate moderate dispersion: some learners found the tools straightforward while others reported difficulty with prompting and app-switching, suggesting that the true SD likely falls in the mid-range of that interval. We acknowledge that the absence of the exact SD limits the interpretability of this mean and constitutes a reporting limitation. Future iterations will use a single, pre-formatted spreadsheet with automatic archiving of all item-level data to prevent similar losses.
- Perceived learning achievements. Checklist tallies were not preserved; however, all four tables (4 learners per table; total  $n = 16$ ) engaged in social interaction throughout the sessions, and qualitative accounts (Section 4.3) repeatedly referenced improved comprehension and vocabulary support.

### 4.3. Qualitative Themes (Translated/Paraphrased Student Remarks)

Analysis of guided post-session conversations and field notes yielded three salient themes. The instructor reviewed field notes from all eight sessions, generated initial descriptive codes (e.g., “relaxed atmosphere,” “quick vocabulary help,” “app-switching frustration”), and grouped codes into candidate themes through iterative comparison. By approximately the fifth session, no new codes were emerging that fell outside the three themes described below, suggesting adequate informational saturation for the scope of this pilot. Quotations below are translated from Turkish to English and anonymized; additional remarks from field notes are summarized in prose to broaden the evidentiary base beyond illustrative excerpts. Twelve of the sixteen participants contributed remarks that were coded under at least two of the three themes; the remaining four contributed remarks coded under one theme each. Of the 16 participants, 14 made predominantly positive remarks; the two participants who expressed reservations are discussed under “disconfirming and mixed cases” below.

#### 1. Relaxed focus in a third-place setting

- “I felt more relaxed here than in class; it didn’t feel like an exam room.” (S1)
- “The atmosphere made it easier to keep reading—even when the text was hard.” (S4)
- “In class I always worry about being called on. Here I could just focus on the text.” (S6)
- “Sitting with coffee and reading felt natural, like something I would choose to do.” (S14)

Field notes corroborate that references to reduced anxiety and increased willingness to engage appeared consistently across table groups from Session 2 onward, with at least one remark per table per session coded under this theme.

#### 2. AI as just-in-time scaffolding

- “Taking a photo and asking ChatGPT helped me confirm meaning quickly.” (S7)
- “Google Lens gave me the word; ChatGPT helped me understand the whole idea.” (S9)
- “I used to skip words I didn’t know. With the tools I actually checked them and kept reading.” (S3)
- “When I asked ChatGPT to paraphrase a sentence, I suddenly understood the paragraph.” (S11)

#### 3. Usability frictions and flow

- “Switching apps sometimes broke my focus, but having prompt examples helped.” (S10)
- “I wasn’t always sure how to ask the question at first.” (S12)
- “Going from the book to Google Lens to ChatGPT and back again was too many steps.” (S5)
- “After the teacher showed us the prompt sheet, it got easier, but the first two weeks were confusing.” (S15)

Students also emphasized social enjoyment (staying after the session to talk, play cards, and continue reading) and reported that the combination of a cozy environment and on-demand AI support reduced anxiety and increased willingness to persist with challenging passages.

Disconfirming and mixed cases. Not all participants were uniformly enthusiastic. Two students (S2, S8) expressed reservations at different points during the module. S2 noted in Session 3 that the café could be “too social” and that nearby conversations occasionally made it hard to concentrate, particularly during individual silent-reading segments. However, by Session 6, the same student reported that the group norms (quiet reading intervals followed by peer discussion) had reduced this concern. S8 expressed frustration with AI tools throughout the programme, commenting in Session 4 that “it was faster to just ask my friend than to type a prompt,” and in Session 7 that “sometimes ChatGPT gives a long explanation when I only want one word.” S8 continued to attend all sessions and participated in group discussions but relied primarily on peer support rather than AI. These cases suggest that the café environment may not suit all learner preferences equally and that AI tool adoption varies with individual working styles and prior digital literacy. Field notes also recorded occasional remarks from three other students (S5, S13, S16) about background noise during busier café hours (Sessions 4 and 6), though these students did not characterize the noise as a persistent problem after the instructor adjusted the seating arrangement to a quieter corner in subsequent sessions. Overall, while the dominant pattern was positive, the data reveal meaningful individual variation that a larger study with purposive sampling could examine more systematically.

#### **4.4. Implementation Context and Fidelity**

All eight sessions ran as planned in a garden café with stable Wi-Fi and table groups of four. The café provided a large 85-inch display used for prompts and brief instructor directions. Learners used ChatGPT and Google Lens during reading; Quizlet and Quizizz were used for short vocabulary practice activities. The instructor coordinated with the café for student discounts, and soft background music was maintained at a low volume. No connectivity or access issues were reported.

#### **4.5. Summary**

Across eight weeks, learners experienced the café sessions as more comfortable than their baseline enjoyment of reading, and they described AI tools as useful scaffolds for vocabulary and meaning—tempered by light usability frictions (prompting and app-switching). The zero-attrition rate and consistently positive qualitative feedback underscore the feasibility and appeal of the café + AI model in this EFL context.

### **5. Discussion**

#### **5.1. Overview of Findings**

Across eight weeks, intermediate EFL learners reported markedly higher situational comfort in the café than their baseline enjoyment of reading, alongside uniformly positive participation and rich social interaction. Learners perceived AI tools as helpful for just-in-time vocabulary and meaning-making but noted light usability frictions (prompting and app-switching). Taken together, the results suggest that a thoughtfully facilitated third-place [1] can elevate the affective experience of reading, while AI scaffolds can reduce friction in accessing lexical and discourse-level support—provided usability and cognitive load are managed [52].

#### **5.2. RQ1: Café Setting, Comfort, and Engagement**

The descriptive profiles show that learners rated their situational comfort in the café notably higher than their baseline enjoyment of reading in English. Although these are independent constructs and the comparison is not interpreted as a change score, the pattern is consistent with the view that the third-place environment contributed to a more relaxed, socially supported reading experience. This aligns with work showing that aesthetically appealing, informal spaces can promote comfort and engagement, while also cautioning that “place” is not a panacea and must be designed for inclusion [1,5]. Qualitative remarks—e.g., “it didn’t feel like an exam room”—converge with these accounts, suggesting that reduced anxiety and increased relatedness helped sustain attention during challenging texts. In Turkish EFL settings, such autonomy- and relatedness-supportive climates are associated with stronger engagement and outcomes, which is consistent with learners’ willingness to persist and even linger after sessions [15–17].

Two caveats sharpen interpretation. First, the pre-measure (general enjoyment) and the post-measure (situational comfort) capture related but non-identical constructs, so claims about change should remain descriptive.

Second, cafés can introduce ambient distractions; that these did not hamper engagement here likely reflects careful orchestration (stable Wi-Fi, quiet background music, clear norms, large display for orientation).

### 5.3. RQ2: Perceived Usefulness of AI Tools for Vocabulary and Comprehension

Learners consistently described Google Lens as effective for rapid lexical access and ChatGPT as helpful for summarization and sense-checking—mirroring meta-analytic evidence that digital glosses and personalized support enhance vocabulary learning and recognition. In the present context, AI appeared to compress the time-to-clarity: students could confirm lexis and probe meaning without waiting for teacher help, then re-engage the text and peers. This is especially salient in group reading where momentum matters; just-in-time scaffolding may preserve flow and coherence building across paragraphs.

### 5.4. RQ3: Usability Challenges and Cognitive Load

The moderate post-session rating for user-friendliness ( $M = 2.79/5$ ) and comments about app switching point to extraneous cognitive load: managing multiple interfaces and crafting prompts can pull resources away from comprehension [54]. This pattern also aligns with HCI evidence that interruptions and task switching degrade attention and efficiency [60,61]. In short, the tools worked, but the cost of using them wasn't trivial.

Three design principles emerge:

1. Single-pane workflows where possible (e.g., keeping the text and AI support in one view) to minimize split attention.
2. Micro-onboarding (2–3 ready-to-use prompts and examples) to reduce prompt-crafting burden.
3. Light process scaffolds (e.g., “Lens → reread sentence → ChatGPT summary → peer explain”) to standardize efficient help-seeking.

Future cycles could quantify usability (e.g., System Usability Scale (SUS); Brooke [63]; Lewis [64]) and momentary cognitive load to track whether these tweaks raise perceived ease-of-use without dulling productive struggle.

### 5.5. Theoretical Contributions

The study integrates space, tool, and task—three strands often treated separately: (a) place-based/third-place accounts emphasizing affect and belonging [1,5], (b) digital scaffolding effects on vocabulary/reading [40,41,69,70], and (c) cognitive load/usability constraints [54]. Findings support an “aligned affordances” view: comfort and social relatedness can raise willingness to engage; AI reduces lexical friction; and minimal-friction workflows maintain cognitive resources for comprehension. The contribution is to show these operate jointly in a routine EFL module, not only in lab-like pilots.

### 5.6. Practical Implications for Instructors and Program Leads

- Venue selection & norms: Choose cafés with stable Wi-Fi, controllable music volume, flexible seating (tables of four worked well), and a display surface for brief whole-group orientation. Establish short norms (quiet reading intervals; English for reporting).
- AI onboarding: Provide prompt cards and 2–3 model interactions; emphasize sense-checking over answer-copying; require English-medium peer explanations to convert AI outputs into learner-owned understanding.
- Workflow & materials: Favor single-pane or quickly toggled tools; pair AI look-ups with quick rereads and peer paraphrases; use standardized-level texts across weeks to support comparability.
- Equity & access: Negotiate student discounts, plan for device/Wi-Fi contingencies, and consider rotating table roles to include quieter students [5].

### 5.7. Methodological Considerations and Directions for Future Research

The study's strengths include eight weeks of repeated practice, zero attrition, and convergent qualitative evidence across multiple table groups. At the same time, several limitations bound inference. As detailed in Section 3.8, the single-group design means that observed affective gains cannot be distinguished from novelty effects (the excitement of a new setting), Hawthorne effects (heightened engagement due to being observed), or social-desirability bias (positive responses to please the researcher). The sustained positive reports across eight weeks partially mit-

igate novelty concerns—pure novelty effects would be expected to attenuate over time—but cannot rule them out entirely. Additionally, the pre- and post-measures captured different constructs, and one variance estimate (AI user-friendliness SD) was lost due to a data-archiving error. The qualitative data, while systematically collected across all sessions, consist of field notes rather than audio-recorded and transcribed interviews, which limits auditability. Future work could:

1. Use a counterbalanced crossover (classroom ↔ café) to separate place effects from novelty and Hawthorne effects. A waitlist-control variant, in which a matched group continues classroom reading during the treatment period, would also provide a direct between-group comparison on equivalent outcome measures.
2. Add objective outcomes (parallel-form reading comprehension, vocabulary recall) and behavioral logs (look-up frequency, time-on-task).
3. Measure usability (e.g., SUS) and momentary cognitive load, testing whether single-pane or integrated interfaces reduce extraneous load.
4. Explore prompting pedagogy (starter prompts vs. learner-generated vs. scaffolded refinement) and its relationship to comprehension gains.
5. Examine differential effects by proficiency and anxiety profiles (do more anxious readers benefit disproportionately from third-place comfort?).

## 5.8. Conclusion of the Discussion

Within a realistic EFL module, café-based reading paired with AI support proved feasible and appealing, with learners reporting higher comfort, strong social engagement, and useful just-in-time scaffolding—tempered by usability frictions that are amenable to design solutions. The results reinforce an actionable message: when environmental affordances (comfort, relatedness), digital supports (AI for lexis/meaning), and workflow design (low switching costs, accountable peer reporting) are aligned, they can jointly enhance the reading experience and create conditions for deeper comprehension.

## 6. Limitations

As a pilot study, this research was designed to explore feasibility and learner engagement rather than to establish causal effects. Several limitations should be acknowledged. The single-group pre–post design means that the results cannot be directly compared with a traditional classroom group or other learning settings. The pre- and post-measures also focused on different constructs: baseline items captured students' *enjoyment of reading*, while post-items emphasized their *comfort in the café*. This difference reflects the shift in context but makes statistical comparisons tentative.

The study relied exclusively on self-reported perceptions. While these provide valuable insights into learners' comfort, engagement, and attitudes toward AI tools, they do not capture objective changes in comprehension or vocabulary. In addition, the standard deviation for the AI user-friendliness item was lost during data transfer (see Section 4.2 for a full account and bounded estimate), which reduces reporting precision. The qualitative component was based on guided post-session conversations documented in field notes rather than audio-recorded, transcribed interviews; this limits the auditability of the thematic analysis, though the consistency of observations across eight weeks and four table groups provides a reasonable degree of credibility. Because the study lacked a control or comparison condition, the observed positive perceptions may be partly attributable to novelty effects, Hawthorne effects, or social-desirability bias rather than to the café environment or AI tools per se (see Section 3.8 for a detailed discussion of rival explanations).

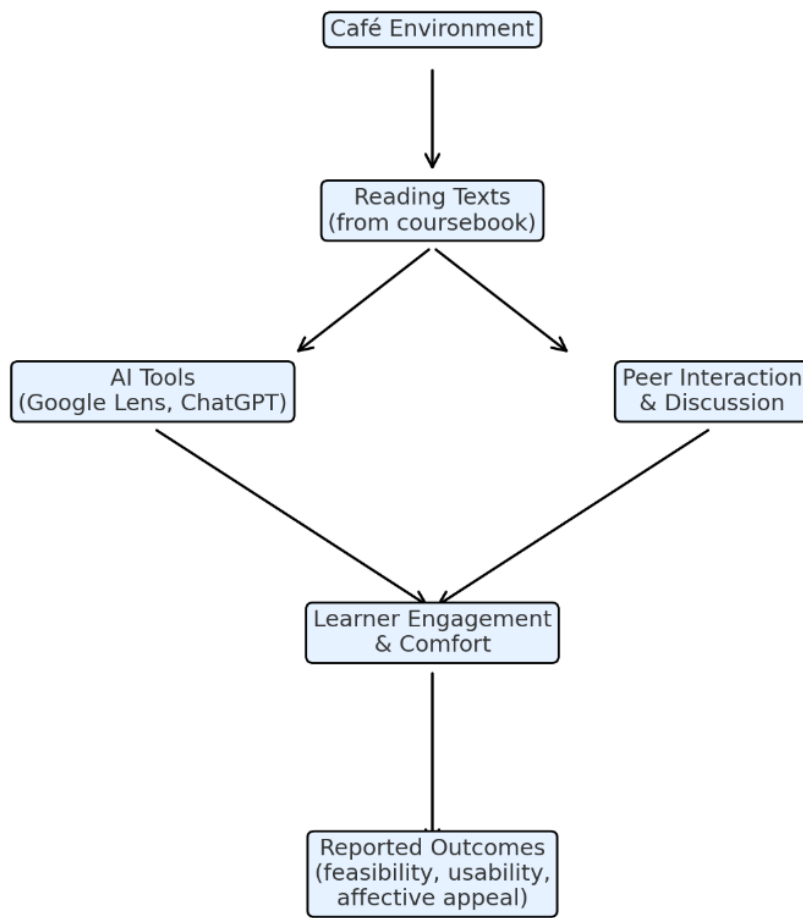
Despite these constraints, the findings highlight strong affective appeal, high feasibility, and consistent learner engagement in a café-based, AI-supported reading model. Future research should build on this foundation by incorporating control groups, collecting objective measures of comprehension or vocabulary development, and adopting validated usability instruments. Larger-scale or longitudinal studies would allow for clearer assessment of how third-place environments and AI tools interact to influence both learner perceptions and measurable outcomes.

**Table 2** summarizes the study's main findings, limitations, and next steps.

**Table 2.** Conclusions at a Glance.

Aspect	Key Points
Findings	<ul style="list-style-type: none"> <li>• Learners reported higher comfort in the café than baseline enjoyment of reading.</li> <li>• Engagement sustained across all eight weeks, with zero attrition.</li> <li>• AI tools (Google Lens, ChatGPT) were valued for vocabulary and clarification support.</li> <li>• Usability ratings were moderate, with some friction due to app-switching and cognitive load.</li> </ul>
Limitations	<ul style="list-style-type: none"> <li>• Single-group design, no control group.</li> <li>• Pre/post measures not equivalent (enjoyment vs. comfort).</li> <li>• Outcomes based solely on self-report, no objective comprehension or vocabulary tests.</li> <li>• Some descriptive data (e.g., SD for AI usability) were not preserved.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>• Include control or comparison groups in future studies.</li> <li>• Add objective outcome measures (comprehension tests, vocabulary recall, usage logs).</li> <li>• Use validated usability instruments (e.g., SUS).</li> <li>• Test scalability of café-based + AI-supported models in varied contexts.</li> </ul>

The conceptual logic of the café-based, AI-supported reading model is shown in **Figure 1**.



**Figure 1.** Conceptual model of the café-based, AI-supported reading sessions.

Note: The café environment provides the setting for reading coursebook texts, which are supported by AI tools (Google Lens, ChatGPT) and peer interaction. Together, these elements contribute to learners’ engagement and comfort, leading to reported outcomes regarding feasibility, usability, and affective experience.

## 7. Conclusions

Across an eight-week module, relocating reading to a café and integrating AI support produced a consistently positive learner experience: students reported markedly higher situational comfort than their baseline enjoyment of reading, sustained social engagement at tables of four, and practical benefits from just-in-time vocabulary and

meaning-making. Qualitative remarks suggest that the third-place ambiance reduced anxiety and helped students persist with challenging passages, while AI tools compressed the time from confusion to clarity. At the same time, moderate usability ratings and comments about app-switching point to manageable frictions that can be addressed through micro-onboarding, low-switching workflows, and explicit norms for sense-checking AI outputs. Although findings are bounded by a small, single-group design and self-report measures, they offer a feasible model for aligning environmental affordances (comfort, relatedness) with digital scaffolds (lexis and summarization) to enrich EFL reading. Future studies should incorporate control conditions and objective outcomes to estimate effects more precisely and to test which combinations of venue, tools, and workflow yield the strongest, transferable gains.

## **Author Contributions**

Conceptualization, M.A. and A.S.R.; methodology, M.A. and A.S.R.; software, M.A.; validation, M.A. and A.S.R.; formal analysis, M.A.; investigation, M.A. and A.S.R.; resources, M.A. and A.S.R.; data curation, M.A.; writing—original draft preparation, M.A.; writing—review and editing, M.A. and A.S.R.; visualization, M.A.; supervision, M.A.; project administration, M.A. Both authors have read and agreed to the published version of the manuscript.

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## **Institutional Review Board Statement**

The study was conducted in accordance with the Declaration of Helsinki. Formal institutional ethics approval was not required for this pilot classroom-based evaluation with adult students under the research guidelines of Fatih Sultan Mehmet Vakif University. Participation was voluntary, and written informed consent was obtained from all participants.

## **Informed Consent Statement**

Participants provided informed consent for anonymized reporting of aggregate results and de-identified quotes.

## **Data Availability Statement**

The data are not publicly available because the dataset consists of student survey responses and instructor field notes from a small intact class, which may compromise participant privacy. De-identified aggregate results may be made available by the corresponding author upon reasonable request, subject to institutional and ethical restrictions.

## **Conflicts of Interest**

The authors declare no competing interests.

## **AI Use Statement**

Generative AI tools were used for language editing and to assist with the organisation of the manuscript. Statistical analyses and calculations were conducted on the study dataset by the author, and all reported descriptive statistics and effect sizes were checked against the underlying data prior to inclusion.

## **Appendix A. Pre-Session Survey (Google Form-Ready)**

### **Background**

1. What is your age?  
 Under 18    18–20    21–25    26 or older
2. What is your major/faculty?  
 Humanities    Science    Engineering    Social Sciences    Business    Other: \_\_\_\_\_

### Enjoyment of Reading in English

3. On a scale of 1–5, how much do you enjoy reading in English?  
1 = Not at all · 2 · 3 = Somewhat · 4 · 5 = Very much
4. How often do you read English texts outside of class?  
 Daily  Weekly  Monthly  Rarely  Never

### Previous Experience

5. Have you ever participated in a reading session outside of the classroom (e.g., in a café, library, or reading club)?  
 Yes  No
6. Have you ever used AI tools (such as Google Lens or ChatGPT) to help you with English reading?  
 Yes, often  Yes, sometimes  No, never

### Expectations for This Session

7. What do you hope to gain from today's café reading session? (Check all that apply)  
 Improve vocabulary  Improve comprehension  Improve reading speed  Gain confidence/comfort with reading  
 Social interaction with peers  Other: \_\_\_\_\_
  8. How do you usually deal with difficult English texts?  
 Use a dictionary  Ask the teacher  Work with peers  Use online/AI tools  Skip and continue reading
- 

## **Appendix B. Post-Session Survey (Google Form-Ready)**

### Experience and Comfort

1. On a scale of 1–5, how comfortable did you feel reading in the café setting?  
1 = Very uncomfortable · 2 · 3 = Neutral · 4 · 5 = Very comfortable
2. Did the café environment help you stay engaged with reading?  
 Yes  No  Unsure

### AI Tool Experience

3. Did you use Google Lens today?  Yes  No
4. Did you use ChatGPT today?  Yes  No
5. On a scale of 1–5, how user-friendly did you find the AI tools (Google Lens, ChatGPT)?  
1 = Very difficult · 2 · 3 = Neutral · 4 · 5 = Very easy
6. How useful were the AI tools for helping you understand the text?  
 Not useful at all  Slightly useful  Moderately useful  Very useful  Extremely useful

### Learning Outcomes

7. What did you gain from today's café reading session? (Check all that apply)  
 Improved vocabulary  Improved comprehension  Improved reading speed  
 Felt more comfortable/confident reading  Social interaction with peers  Other: \_\_\_\_\_
8. Compared to a classroom reading session, how was this café session for you?  
 Much worse  Worse  About the same  Better  Much better

### Feedback and Future Use

9. Would you like to have more reading sessions in a café with AI support?  
 Yes  No  Not sure
  10. What suggestions do you have for improving future café reading sessions?  
[Open text]
-

## Appendix C. Coding & Scoring Guide (for Analysis/Reporting)

### Pre (Baseline Enjoyment):

- Q3 Enjoyment: 1–5 Likert (treat as continuous). Report M (SD), 95% CI.

### Post (experience & usability):

- Q1 Comfort: 1–5 Likert (continuous). Report M (SD), 95% CI.
- Q2 Café helped engagement: Yes = 1, Unsure = 0, No = -1 (or report % distribution).
- Q3–4 Tool use (Lens/ChatGPT): Yes/No → report % using each.
- Q5 AI user-friendliness: 1–5 Likert (continuous). Report M (SD).
- Q6 AI usefulness: 1–5 ordinal → report % by category or collapse to 1–3 (low/med/high).
- Q7 Gains checklist: count frequencies per option; you can also compute a simple “gains count” (0–5) but report each category separately.
- Q8 Café vs. classroom: 5-point ordinal → report % by category; optionally collapse to worse/same/better.
- Q9 Desire for more sessions: Yes/No/Not sure → report % distribution.
- Q10 Open text: thematic codes (e.g., comfort, social, AI prompts, noise, seating).

### Demographics/Experience:

- Age bands, faculty, prior out-of-class reading (Q4), prior AI use (Q6) → report distributions; optionally explore associations (e.g., prior AI use vs. user-friendliness rating).

### Practical Box: Low-Friction Café Reading Workflow

Design note. These choices reduce split attention and lower extraneous cognitive load during reading.

One-surface setup. Use a single workspace that shows the text, glosses, and a prompt input on the same screen. Avoid app switching. Load the reading in a PDF or web viewer with pop-over glossary support and keep the prompt panel visible.

Prompt menu for copy and paste (B1–B2 friendly):

- Summarize this paragraph in one sentence.
- Explain the word “\_\_\_\_” in simple English. Add one example sentence.
- Paraphrase this sentence at B1 level.
- Give two common collocations with “\_\_\_\_”.
- Ask me two quick questions to check comprehension of this paragraph.
- List three key ideas from this part in bullet points.

Integrated glossing. Keep each gloss short. Include part of speech, a simple definition, one example, and an optional L1 translation if permitted. Favor chunks and collocations over single words.

Micro-onboarding (3 min). Show one good prompt and one poor prompt. Remind students to sanity-check AI answers against the text. Do not paste personal data into AI tools.

Noise and seating. Aim for moderate ambient noise. Seat students in clusters of three or four. Rotate roles: reader, questioner, checker.

Device and Wi-Fi contingencies. Download texts for offline use. Pair students when devices are limited. Keep a printed prompt sheet on the table.

Light checkpoints. Add two or three inference questions per text. Use think-pair-share and keep it under ten minutes.

Academic integrity and safety. Use AI for glosses, paraphrase, and explanations. Do not outsource full answers. Ask AI to show reasoning steps and verify against the text.

Exit ticket. One minute. What did AI help with today? What still confused you?

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