

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the discussion focuses on the research Findings that have been obtained so that they can be discussed and compared with the theory used.

1. How barista at Naya Coffee shop learn English

This section elaborates on the findings of the study by examining the application of various learning methods to the process of English language acquisition among baristas at Naya Coffee Shop.

Participant Data – Naya Coffee Shop Research

No	Initial Name	Age	Work Experience	Educational Background	Reasons for Choosing
1	E (Responden 1)	24	2 year	SMA – Bahasa	Actively use English when serving customers
2	A (Responden 2)	23	1.5 year	SMA –IPA	Have a high interest in English since school
3	R (Responden 3)	22	1 year	SMK – Pariwisata	Frequently interact with local tourists, but not chosen as the main focus
4	D (Responden 4)	21	8 Months	SMA – IPS	Has not shown significant active English skills

The study involved four baristas working at Naya Coffee Shop. Two participants coded as E and A were selected as the main focus of this study due to their notable engagement with the English language during daily interactions. Both have shown considerable fluency and confidence in using English with customers, stemming from their prior educational exposure and personal interest in language learning during high school.

Meanwhile, participants R and D were observed and briefly interviewed to provide additional context. However, they were not included as the primary subjects because their usage of English was either minimal or still in early development. The selection was based on purposeful sampling, with criteria including duration of work, observable English proficiency, prior learning background, and willingness to participate in both observation and interview sessions.

The findings indicate that baristas at Naya Coffee Shop rely on interactive and workplace-embedded methods to learn English. Specifically, four learning methods were commonly identified: The Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), and Immersion. These approaches were employed naturally through workplace interaction, peer collaboration, and direct customer service experiences.

a. Audiolingual Method in Daily Practice

In the context of Naya Coffee Shop, the Audiolingual Method (ALM) emerges not as a consciously implemented pedagogical framework, but rather as a natural byproduct of daily interaction and peer modeling. While none of the baristas explicitly mentioned studying English through drills or formal repetition exercises, the patterns of speech acquisition observed during fieldwork closely mirror the core principles of the Audiolingual approach: repetition, mimicry, and habit formation.

Throughout multiple observation sessions, it became apparent that less experienced baristas often learned English phrases by listening to and imitating their senior colleagues. For instance, during the researcher's third day of observation, a junior barista was seen repeatedly mouthing the phrase "Mau yang hot atau yang iced?" after hearing it several times from a more fluent coworker during customer service. This subtle, almost unconscious act of repetition without any formal instruction points to the internalization of language through auditory exposure and behavioral conditioning, as emphasized in the Audiolingual tradition.

One of the baristas, referred to as E in this study, shared that she tends to remember and practice English phrases that are frequently used on the job. She said,

“Kalau sudah sering dengar dan ucap, lama-lama nempel di kepala.” (July, 6, 2024)

This statement reflects the essence of stimulus-response learning: when specific phrases are repeated often enough in consistent situations, they become habitual and easier to recall under similar circumstances.

Another barista, A, mentioned that he practices speaking English by copying exactly what his seniors say, and then trying it out with customers once he feels more confident. He admitted,

“Saya dengar dulu mereka ngomong apa, terus saya tiru. Kalau sudah biasa, baru saya coba sendiri ke pelanggan.” (July, 6, 2024)

This peer-driven repetition not only reinforces memory but also helps build the fluency necessary for spontaneous communication a central goal of the Audiolingual Method.

Based on observation, the fast-paced nature of the coffee shop provides a perfect backdrop for this kind of language learning. There is little room for grammar analysis or textbook-based learning. Instead, language is learned and reinforced through action, rhythm, and frequent real-time interaction. Orders are taken rapidly, customer preferences are confirmed on the spot, and politeness formulas like “please,” “thank you,” and “have a nice day” are repeated dozens of times each shift.

The use of fixed expressions and formulaic language in customer service tasks supports the idea that much of the English spoken by the baristas has been learned not through creative construction but through patterned repetition another hallmark of the Audiolingual tradition. These expressions are reinforced by immediate feedback, either from coworkers correcting them gently or customers responding positively or with confusion, prompting self-correction.

Although none of the staff had been formally trained using ALM, their experience illustrates how principles from this method can organically emerge in practice-driven environments. In this case, the baristas' environment itself rich in auditory input, modeled behavior, and routine exchanges has become their language classroom.

b. Communicative Language Teaching (CLT)

At Naya Coffee Shop, Communicative Language Teaching (CLT) manifests naturally through the social and interpersonal demands of daily work. Unlike traditional classroom settings, where communication activities are structured and staged, the coffee shop offers a real-life, interactive environment in which authentic communication is not only encouraged it is essential. In this setting, baristas do not merely memorize vocabulary or grammatical structures; they use English purposefully, to build rapport, solve problems, and provide customer satisfaction.

During interviews and informal conversations, several baristas revealed that they feel more confident using English when they are not focused on being “grammatically correct,” but rather on making themselves understood. One barista, identified as E in this study, explained:

“Saya enggak mikir grammar pas ngomong sama bule, yang penting dia paham saya ngomong apa.” (July, 6, 2024)

This statement encapsulates the heart of CLT: the primary goal of language use is communication, not grammatical perfection. The emphasis lies on meaning-making and the negotiation of understanding, even if errors occur along the way.

In terms of observation, the researcher noted that English was frequently used in customer interactions, particularly when dealing with international visitors. Phrases like “What kind of coffee do you like?”, “You can sit anywhere,” or “This one is our best-seller” were commonly used, often adapted spontaneously depending on the customer’s response. These interactions reflect the CLT principle of contextualized learning language is acquired in the context of use, with each exchange contributing to the speaker’s communicative competence.

Peer interaction among the baristas also plays a significant role. When a less proficient speaker struggles to find the right English words, coworkers often jump in with suggestions or translate

idiomatic expressions in a way that is easy to understand and imitate.

For instance, A was overheard saying:

“Kalau dia pesan kopi yang strong, bilang aja ‘You want strong coffee?’ atau ‘more bitter?’ gitu.” (July, 6, 2024)

This shows how functional phrases are shared and passed down through real interaction, encouraging mutual learning a core component of CLT where learners co-construct meaning collaboratively.

In interviews, another participant, A, mentioned that the best way she learns English is by “talking to customers and just going for it.” She added:

“Saya latihan ngomong langsung aja. Kadang salah, tapi kalau pelanggan ngerti, saya senang dan makin pede.” (July, 6, 2024)

Her description aligns with the communicative approach’s encouragement of fluency over accuracy, where mistakes are seen as part of the learning process rather than obstacles.

Furthermore, it was observed that the physical layout of the coffee shop with its open bar counter, relaxed seating, and visible preparation areas promotes informal conversation. Customers often ask questions about the brewing process or menu recommendations, providing authentic opportunities for baristas to practice speaking English in meaningful, spontaneous ways. These exchanges are rich

in negotiation, clarification, and improvisation all central to the CLT model.

Thus, in the Naya Coffee Shop setting, CLT thrives not through deliberate instructional design, but through the organic, ongoing need to interact with others. The workplace becomes both classroom and curriculum, where English is not taught, but lived shaped and reshaped by every order, every smile, and every exchange between barista and customer.

c. CLIL: Learning through Content

Although not formally structured as a teaching method within the workplace, Content and Language Integrated Learning (CLIL) subtly emerges at Naya Coffee Shop through the natural overlap between English use and job-related content. CLIL, as defined by Coyle, Hood, and Marsh (2010), is a dual-focused approach in which an additional language is used for the learning and teaching of both content and language. In this case, the content is the baristas' daily work preparing beverages, explaining menus, using coffee terminology and the medium of communication is often English.

The integration of content and language was particularly observable in moments where baristas had to explain the coffee-making process or the characteristics of a menu item to customers, especially foreigners. For instance, during one afternoon shift, a

customer asked about the difference between a flat white and a latte.

The barista, A, responded confidently in English, explaining:

“Flat white is stronger, less milk than latte, more espresso.”

Though grammatically simple, this explanation demonstrates how the barista communicated technical content through English in a meaningful and accurate way. Here, learning occurs through the act of using English to transmit job-specific knowledge this is precisely the essence of CLIL.

A described how she became more familiar with English vocabulary not by memorizing word lists, but by constantly being surrounded by coffee-related discussions and instructions in English. She stated:

“Nama-nama biji kopi, jenis-jenis rasa, semua itu lama-lama tahu karena sering lihat di menu dan ditanya pelanggan.” (July, 6, 2024)

This points to an incidental form of language acquisition where the barista learns English because she needs to understand and explain content. Over time, the language becomes embedded in her memory as part of her job performance.

The coffee shop’s use of English in visual materials such as menu boards, promotional flyers, and packaging also supports this learning. Several baristas reported that they learned how to pronounce certain ingredients and brewing methods simply because they had to

describe them in English to customers. In one observation, a junior barista was seen practicing the phrase “cold brew with citrus notes” repeatedly before the shop opened, indicating a conscious effort to master both the language and the meaning of the drink being served.

Another example occurred when a E explained the origin of beans from US to a customer. He said:

“This bean from US, it’s fruity, a little bit sour, very good for cold brew.”

Though informal, this sentence shows a clear CLIL pattern using English to deliver subject knowledge in a context where both content and language matter.

This type of immersion in job-related content, communicated through English, leads to what some scholars call incidental language learning (Richards, 2015). Baristas are not learning English for the sake of passing an exam; they are learning it to serve customers better, to describe flavors more precisely, and to participate in the global coffee culture.

Importantly, the baristas’ motivation to learn is increased because the language is immediately relevant to their professional identity. This aligns with CLIL’s focus on meaningful learning and its potential to build confidence in using English in real-world contexts. When baristas can describe the unique body of a Kenyan roast or

explain why a manual brew is slower but more flavorful, they are not just serving coffee they are engaging in cross-cultural communication.

In sum, the use of CLIL at Naya Coffee Shop, though informal and unplanned, is deeply embedded in the daily flow of work. It proves that language learning does not always require a classroom; sometimes, all it takes is a menu, a curious customer, and the willingness to speak up even in a second language.

d. Immersion: Learning by Being Surrounded

The immersive nature of the Naya Coffee Shop provides a fertile ground for language acquisition, especially in terms of English usage. Unlike formal learning environments, immersion here does not occur through structured lessons or syllabi, but rather through a sustained and unavoidable exposure to the English language embedded in daily tasks, interpersonal interactions, and customer service experiences. This setting aligns closely with the principles of language immersion, wherein learners acquire the target language by being surrounded by and needing to use it for authentic purposes (Lyster, 2011).

During the course of observation, it became evident that the coffee shop's environment naturally fosters immersion. English is frequently used on signage, menus, order systems, and even in casual banter among the staff when international customers are present. The staff is also encouraged both informally and sometimes explicitly by

the manager to use English whenever possible to maintain the shop's welcoming ambiance for non-Indonesian guests.

For instance, E shared in an interview:

"Kalau ada bule datang, otomatis kami switch ke English. Lama-lama jadi kebiasaaan." (July, 6, 2024)

This spontaneous “switching” is a clear mark of immersive practice, where English becomes the default mode of communication in specific contexts. Over time, such repeated exposure and use help baristas internalize not only functional phrases but also cultural expectations of interaction, such as politeness strategies and customer service norms.

From the researcher's field notes, one recurring pattern was how baristas, especially the more senior ones, took the lead in initiating English interactions, modeling appropriate expressions and gestures. Junior baristas often observed quietly at first, but eventually joined in. This form of observational learning (Bandura, 1986) supports immersion-based acquisition learners absorb the language through interaction, imitation, and contextual guessing.

For example, during a busy afternoon shift, a new barista was seen assisting with table service. When an English-speaking customer asked, “Can I have this with oat milk instead?” the new barista looked uncertain but observed how her colleague responded:

“Yes, we can change the milk. Oat milk is okay?”

Later, the same new barista was heard using the phrase “is okay?” in a similar situation. This small exchange demonstrates how immersion leads to acquisition through contextual repetition and social scaffolding.

Immersion also operates on a cognitive level. Baristas begin to think in English, especially during high-paced work periods. Several interviewees mentioned that certain phrases or commands now naturally come to them in English like “Next order!”, “Double shot!”, or “Table for two.” These internalized expressions reflect how deeply embedded the language becomes when learned through practical, repeated exposure.

The atmosphere at Naya Coffee Shop also supports affective dimensions of immersion. Because the environment is relaxed and non-judgmental, baristas are more willing to take risks in using English. Mistakes are tolerated, even smiled at. As one barista, E, put it:

“Kadang salah ngomong, tapi pelanggan malah bantu. Jadi saya nggak takut salah.” (July, 6, 2024)

This aligns with Krashen’s (1982) Affective Filter Hypothesis, which posits that learners acquire language more effectively when they feel safe and unpressured. In this context, immersion is not only linguistic but also emotional it fosters the confidence necessary for real use.

In conclusion, immersion at Naya Coffee Shop is not imposed; it is organic, evolving from the dynamic intersection between language needs and service culture. Baristas are not just working in a coffee shop; they are living in a small but significant English-speaking world one order, one smile, and one conversation at a time. This environment cultivates fluency naturally, proving that meaningful interaction and constant exposure can rival formal instruction in effectiveness.

While several language learning methods organically emerged in the daily routines of the baristas at Naya Coffee Shop, certain methods despite their pedagogical merit were notably absent from their learning experiences. These include the Grammar-Translation Method, Blended Learning, Self-Directed Learning (SDL), Task-Based Language Teaching (TBLT), and the Flipped Classroom Approach. Based on observations, interviews, and contextual analysis, their lack of application can be attributed to several practical and affective factors.

a. Grammar-Translation Method

The Grammar-Translation Method, which emphasizes translating texts and mastering grammar rules, was not present in any form in the baristas' English learning routines. None of the baristas interviewed reported studying grammar explicitly or translating English phrases into Indonesian for understanding. One barista remarked:

“Saya nggak pernah buka buku grammar. Belajar dari ngobrol aja, sama lihat-lihat menu atau iklan.” (July, 6, 2024)

This reflects a preference for communicative and functional learning over grammatical precision. In a fast-paced work environment like a coffee shop, there is little incentive to focus on linguistic structure over immediate comprehension and delivery.

Furthermore, this method is heavily text-based and classroom-oriented characteristics incompatible with the hands-on, task-driven nature of the baristas' learning environment. Baristas learn "on the job," where communicative efficacy outweighs grammatical correctness.

b. Blended Learning

Blended learning, which combines online and face-to-face instruction, also showed no significant presence. The baristas did not report using apps, e-learning platforms, or formal coursework to support their English learning. Time constraints and the lack of institutional support may explain this absence.

In interviews, E expressed that after long shifts, they had no energy to engage in structured learning:

“Pulang kerja capek, jadi nggak kepikiran buka aplikasi belajar.”
(July, 6, 2024)

This response highlights the practical barrier to engaging with digital or blended instruction. Without external motivation or

programmatic support, blended learning becomes difficult to implement, especially for learners whose primary concern is job performance

c. Self-Directed Learning (SDL)

While SDL emphasizes autonomy and learner responsibility, most baristas at Naya Coffee Shop did not demonstrate consistent habits of independently setting learning goals or seeking out language resources. The workplace environment itself is highly social and cooperative, making peer interaction the dominant form of learning.

A mentioned:

“Kalau ada kata baru, biasanya tanya teman atau langsung cari tahu bareng-bareng.” (July, 6, 2024)

This reflects a communal rather than individual learning orientation. The lack of access to curated learning materials and the absence of guidance in setting personal language goals may also hinder effective SDL.

d. Task-Based Language Teaching (TBLT)

TBLT, which organizes learning around the completion of real-life tasks, was ironically not consciously adopted, despite the inherently task-driven nature of the coffee shop. The key difference lies in the intentionality in TBLT, tasks are designed with pedagogical objectives in mind, often within formal learning settings.

At Naya, baristas perform tasks using English, but these tasks are not explicitly designed for language development. Rather, language use

is incidental. There is no formal reflection or linguistic scaffolding built around these tasks, which is a defining feature of TBLT.

2. Difficulties Faced by Baristas at Naya Coffee Shop in Learning English

Although the baristas at Naya Coffee Shop demonstrated meaningful engagement with English through methods such as the Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), and Immersion, their learning journey is not without significant challenges. These difficulties are shaped by emotional, environmental, cognitive, and social factors, as discussed in the literature (Dörnyei & Ryan, 2015; Richards, 2015). This section elaborates on those difficulties, grounded in data collected through interviews, observations, and field notes.

a. Affective Barriers: Anxiety and Self-Doubt

Emotional and psychological factors play a substantial role in the baristas' language learning difficulties. Many expressed anxiety when speaking English, especially in front of native or fluent speakers. This aligns with Dörnyei & Ryan's (2015) discussion of the affective filter a mental block that arises due to fear of embarrassment or failure, which can inhibit language input and production.

E shared:

“Takut salah ngomong. Apalagi kalau pelanggan bule keliatannya serius.” (July, 6, 2024)

The pressure to perform correctly in real time often leads to hesitation or complete avoidance, particularly among newer staff. While immersion helps reduce anxiety over time, initial stages are often marked by insecurity and silence, hindering spontaneous communication.

b. Lack of Exposure Beyond the Workplace

Although the coffee shop provides some immersive English experience, the broader environment of Rantau does not offer frequent or varied exposure to the language. Outside of work, most baristas return to Indonesian-speaking communities and engage in minimal English practice. This echoes Richards' (2015) argument that a limited linguistic ecosystem can stunt progress, especially when learning is not reinforced across multiple contexts.

As E respondent noted:

“Di luar kerja, nggak ada teman ngobrol pakai bahasa Inggris. Jadi cepat lupa.” (July, 6, 2024)

This limited exposure results in vocabulary attrition and hinders the development of deeper linguistic competence.

c. Cognitive Load and Learning Style Mismatches

Several baristas expressed difficulty retaining new vocabulary and complex sentence structures. This may be attributed to cognitive overload, especially during busy hours when attention is divided

between language and task completion. Moreover, some learning methods used at the shop such as repetition or situational phrases favor auditory learners. Baristas with different learning preferences (e.g., visual or kinesthetic) may struggle to engage fully without supplementary materials or support.

A commented:

“Kadang lupa arti kata yang sudah sering dengar, karena nggak pernah ditulis atau dijelasin.” (July, 6, 2024)

This reflects a gap in multi-modal reinforcement, where concepts are not encoded deeply enough to ensure retention.

d. Time Constraints and Social Pressures

A recurring theme in both interviews and field observations is the limited time baristas have for formal or intentional English learning. With long shifts, physical fatigue, and personal responsibilities, little energy remains for study or reflection. This is compounded by social pressures newer baristas may feel reluctant to ask questions or admit confusion, especially when working alongside more fluent peers. A said:

“Nggak enak nanya terus, takut dibilang nggak bisa kerja.”
(July, 6, 2024)

The pressure to appear competent can reduce learning opportunities, particularly in a work culture that values speed and multitasking.

e. Limited Access to Structured Learning Resources

While informal learning occurs daily, the lack of structured resources such as training modules, feedback systems, or curated vocabulary lists limits the baristas' language development. Some expressed interest in more formal guidance, such as short in-house workshops or digital resources, but these remain unavailable. A said

“Kalau ada daftar kata-kata penting atau video pendek buat latihan, pasti membantu.” (July, 6, 2024)

This suggests a need for employer-supported interventions to supplement natural language exposure with targeted learning.

The difficulties faced by baristas in learning English at Naya Coffee Shop are not merely linguistic but also deeply embedded in emotional, social, and environmental contexts. While they demonstrate adaptability and enthusiasm, their progress is challenged by affective filters, inconsistent exposure, cognitive strain, limited resources, and societal expectations. Addressing these challenges requires a more supportive learning infrastructure that respects their workload while providing low-pressure, context-sensitive opportunities for language growth.

The baristas at Naya Coffee Shop mainly acquire English through real-life interaction and imitation strategies deeply embedded in Audiolingual Method, CLT, CLIL, and Immersion. Formal or independent methods like SDL, MALL, and Grammar-Translation are underutilized due to contextual limitations, workload, and learning preferences.

These findings reinforce the relevance of experiential and communicative approaches in workplace-based language acquisition and highlight the need for more structured, yet flexible, support systems for English learning in service environments.

B. Discussion

The results indicate that baristas at Naya Coffee Shop primarily learn English through interactive, practical, and situational methods that are naturally embedded in their work environment. These findings strongly align with several established theories and methods of language learning, particularly the Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), and Immersion.

First, the Audiolingual Method was evident in the repetitive use of set expressions and patterned phrases used during customer service interactions. This method's emphasis on repetition and habit formation, as described by Richards (2015), resonates with how baristas internalize English expressions used in greeting, serving, and responding to customer queries. They often mimic phrases they hear from supervisors or colleagues, reinforcing the behaviorist perspective of learning through stimulus-response patterns.

The strong presence of CLT further reflects the need for practical communication in a service-oriented setting. Baristas are not expected to produce grammatically perfect sentences; rather, their success is measured by whether they can understand and respond meaningfully to customers. This

approach aligns with Dörnyei and Ryan's (2015) view that communicative competence and confidence in real-life tasks are key motivators in language acquisition. The emphasis on negotiation of meaning, fluency, and function over form was observed during high-pressure interactions, especially with international guests.

CLIL also emerged in how English was used to learn about and explain the content of the products being sold such as the origin of coffee beans or types of brews. This supports the idea that language is best acquired when used to learn meaningful content, rather than being taught in isolation (Coyle et al., 2010). Baristas were not learning English for its own sake, but to accomplish tasks, which heightened both motivation and retention.

Lastly, Immersion though informal was a critical part of the baristas' environment. Constant exposure to English menus, customer orders, and workplace signage allowed incidental learning to occur, reinforcing the concept that immersive environments can facilitate subconscious acquisition of language, similar to first language development. This echoes Krashen's (1982) input hypothesis, which suggests that language is best acquired through comprehensible input in low-anxiety situations.

However, several other methods such as Grammar-Translation, Blended Learning, Self-Directed Learning, Task-Based Learning, and Flipped Classrooms were absent. Their absence is significant because it highlights the difference between theory and practice. While these methods are effective in

academic settings, they require time, resources, and learner autonomy that are often not feasible in a workplace environment like a coffee shop. The baristas did not have access to structured lessons, digital platforms, or formal instruction, nor did they show inclination toward independent study or pre-task preparation.

In addressing the second research question, this study found that the baristas face multifaceted challenges in their English learning process, which correspond to several theoretical understandings of learning difficulties.

One prominent issue is affective barriers, particularly anxiety and fear of making mistakes. As Dörnyei and Ryan (2015) note, emotional factors such as self-confidence, motivation, and perceived self-efficacy are central to language learning. Baristas who were less confident or afraid of being judged often avoided speaking English, especially in front of foreign customers. This affective filter prevented full engagement and reduced their willingness to take linguistic risks, thus slowing down their progress.

Another core difficulty is the lack of exposure outside the workplace. Although the coffee shop offers a semi-immersive experience, most baristas return to non-English-speaking environments at home and in social circles. This confirms Richards' (2015) concern that language learning cannot thrive in isolated contexts. Without reinforcement and recycling of language across settings, new vocabulary and structures are quickly forgotten.

Cognitive overload also emerged as a key issue. During peak hours, baristas are expected to perform multiple tasks simultaneously preparing drinks, handling payments, and interacting with customers which leaves little mental space for conscious language processing. This aligns with Sweller's (1988) cognitive load theory, which suggests that learning is hampered when working memory is overwhelmed. Moreover, not all baristas learn the same way. Those who preferred visual or written inputs felt left behind in an environment that heavily favored auditory repetition and spontaneous interaction.

Lastly, time constraints and social pressure were significant challenges. Long work hours and physical exhaustion leave baristas with little motivation or energy to pursue formal learning. Additionally, workplace hierarchies and peer dynamics can suppress open inquiry. New employees, for instance, may feel uncomfortable asking questions, fearing that they might appear incompetent.

The findings suggest that baristas learn English most effectively when it is seamlessly integrated into their tasks and interactions. Their learning is driven more by necessity and immersion than by structured instruction. At the same time, their learning is hindered by emotional, cognitive, and environmental limitations.

The theoretical frameworks reviewed support this dual reality. On one hand, communicative and immersive approaches (e.g., CLT, CLIL, and Audiolingualism) align well with workplace-based learning. On the other, theories of affective and cognitive load, learner autonomy, and social context explain the challenges they face.

For real and sustainable progress, there is a need to bridge theory and practice by adapting formal language teaching strategies to the rhythms and realities of barista life. Low-stakes peer training, visual learning aids, short mobile-friendly modules, and positive reinforcement strategies could be introduced without disrupting workflow. These adjustments would provide the structure and support needed to address the gaps observed.