

## The most common problem in learning English: lack of consistency

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**Annotation:** This study investigates the most common problem in learning English: lack of consistency. Using a mixed-methods approach, data were collected from 100 learners aged 14–30 through surveys, interviews, and progress tracking. Results revealed that irregular study habits, low motivation, time constraints, and poor planning significantly hinder language acquisition. Consistent daily practice, even for short periods, was found to improve vocabulary, grammar, and communication skills. Practical strategies such as setting SMART goals, using micro-tasks, and creating an immersive language environment are recommended. The findings highlight the importance of maintaining regular study routines for effective English learning.

**Keywords:** English learning, consistency, language acquisition, motivation, study habits, SMART goals, micro-tasks, time management, learner progress, language environment.

Today, English is one of the languages of international communication. It plays an important role in the fields of science, business, technology, and culture. The process of globalization forces people to communicate with different countries, which increases the need for English language proficiency. Fluency in English expands opportunities for knowledge acquisition and professional development. Therefore, learning English is considered one of the most important skills that meet modern requirements.

In the process of learning English, students and students encounter many difficulties. They arise as a result of such aspects as memorization of new words and new grammatical rules, the development of speech and listening skills. Among these difficulties, the most frequent is the absence of a regular and systematic learning habit. The lack of consistency reduces the effectiveness of the learning process and slows down linguistic progress. In addition, this factor can reduce motivation and self-confidence.

This article explores the causes, consequences, and solutions to inconsistencies in English language learning as the focus of the study. The study is based on the analysis of the learning experiences of English language learners. The methods of survey and observation are used to determine how the lack of consistency affects the learning outcomes. Additionally, the article discusses strategies to help learners develop a consistent reading habit. This study provides practical advice to enhance the effectiveness of English language learning.

The research design employed in this was a mixed-methods approach, combining both qualitative and quantitative data. This design allows for a comprehensive understanding of the problem by capturing numerical trends and personal experiences. Quantitative data provided measurable evidence of consistency levels among learners. Qualitative data offered insights into learners' perceptions, motivations and challenges. The combination ensured that findings were robust and well-rounded.

Data collection was conducted using three primary tools: survey, short interviews and monitoring of learning progress. The online survey allowed for the collection of structured responses from a large number of participants efficiently. Short interviews provided more in-depth understanding of individual experiences. Learning progress was tracked to observe patterns and outcomes over time. Together, these tools provided a comprehensive dataset for analysis. [1, 368 p]

Participants were selected from a group of English learners aged between 14 and 39 years old. A total of 100 participants (N=100) took part in the study. Participants included students, young professionals and self-learners from various educational backgrounds. The selection ensured a diverse sample that reflected different learning contexts. This diversity allowed for a more generalizable understanding of consistency issues in language learning.

The survey included questions focused on the frequency of study, motivation levels, planning skills and choice of learning materials. Questions were designed to identify patterns in

daily and weekly learning habits. Motivation was assessed through self-reported measures of interest and persistence. Planning skills were evaluated by asking about goal-setting and scheduling practices. The survey data provided quantitative measures of consistency in learning. [2, 396 p]

Interviews were conducted to gain qualitative insights into learners' challenges and strategies. Participants were asked to describe obstacles that prevented consistent study habits. They also shared personal strategies they used to maintain or improve consistency. The interview responses helped to contextualize the survey data. Themes from the interviews were later coded and analyzed for recurring patterns.

Data analysis involved both statistical and content analysis methods. Quantitative data were analyzed using frequency counts, percentages and correlation tests to determine relationships between consistency and learning outcomes. Qualitative data from interviews were analyzed thematically to identify common barriers and solutions. This combination of methods allowed for a comprehensive interpretation of the data. The results from this analysis formed the basis for discussing practical strategies to improve consistency in English learning.

The results revealed that 70% of participants did not study English consistently. These learners reported irregular study schedules and frequent breaks in their learning routines. Such inconsistency appeared across all age groups and learning contexts. Only 30% of participants maintained a steady learning habit. This indicates that a majority of English learners struggle with maintaining regular study practices.

The main reasons for the lack of consistency were identified as time constraints, low motivation, absence of a structured plan and improper selection of learning materials. Participants frequently mentioned busy schedules as a primary barrier. Many admitted to feeling unmotivated when progress seemed slow. Others highlighted difficulties in choosing effective study resources. These factors collectively contributed to interrupted and inefficient learning. [3, 372 p]

Analysis of learning process showed that learners who studied inconsistently made slower progress compared to consistent learners. Charts and tables illustrated a clear difference in vocabulary acquisition and grammar mastery between the two groups. Inconsistent learners often forgot previously learned material. Their speaking and listening skills developed at a significantly lower rate. This demonstrates the strong impact of regular practice on language acquisition.

Statistical analysis confirmed a direct correlation between consistency and learning outcomes. Learners with regular study routines scored higher in both vocabulary tests and comprehension exercises. The correlation coefficient indicated a significant positive relationship. This suggests that the more consistently a learner studies, the better their overall performance. Maintaining steady learning habits is crucial for achieving language proficiency.

[4, 296 p]

Most survey participants acknowledged that even 15-20 minutes of daily study significantly improved their results. Learners who adopted short but regular sessions showed noticeable improvement over several weeks. This demonstrates that consistency is more important than the total amount of study time at once. Small, daily practice helps reinforce learning and build confidence. These findings emphasize the importance of creating manageable, consistent study routines for English learners.

The results of the study are consistent with current theories and methodologies of language learning. Theories of language often note that consistency and constant practice are important for teaching English. The results show that the language skills of students who do not learn regularly develop much more slowly. This proves that daily learning and motivation are directly linked. In addition, it shows that the lack of consistency prevents making the learning process more effective.

There was a clear connection between motivation and daily learning habits. Highly motivated students spend at least some time each day. Those with low motivation cannot maintain a stable learning time, which slows down language progress. This suggests that increasing motivation is important for developing systematic reading skills. Self-motivation support methods form the basis of an effective learning process.[5, 225 p]

Techniques such as setting SMART goals, performing daily microtraumas and creating a language environment are recommended to create a lasting learning habit. These methods allow students to effectively plan and control their learning process. However, the study also has limitations: the number of participants is limited and only includes students of a certain age group. In the future, the study should be extended to students of different ages and levels. It is also recommended to clearly define the effectiveness by testing in practice the methods of forming a sustainable learning habit.

In conclusion, the lack of consistency remains the most common problem in learning English. Learners who study irregularly often struggle with slower vocabulary acquisition, weak grammar skills and limited speaking confidence. The main causes include insufficient time, low motivation, lack of structured plans and improper selection of learning materials. The study confirms a strong positive relationship between regular practice and overall language proficiency. Even short, daily study sessions can significantly improve learning outcomes. Building consistent study habits is essential for effective language learning.

In addition, practical strategies can help students overcome this problem. Setting reasonable goals stimulates structural planning and increases motivation. Performing daily micro-tasks and creating a conducive language environment contribute to sustainable practices. The results show that modest but consistent efforts lead to significant progress over time. Teachers and students should prioritize regular exercise over periodic intensive classes.

Future studies may explore other ways to improve regularity and adapt them to students of different ages and abilities.

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