Procrastination in Language Learning Process: A Constructive Strategy or Merely a Destructive Time Loss?

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Abstract

Many individuals fail to perform the responsibilities devolved to them within the expected time or at least do them near the deadline. The so-called procrastination in accomplishment of academic tasks has often been considered a frustrating phenomenon which commonly results in undesirable outcomes. However, some students believe that near-deadline performance leads to better results. Focusing on EFL learners, the researchers in this study followed the classical Grounded Theory Approach and investigated whether procrastination always has destructive effects on their performance and behavior or it can be applied as a strategy to gain better outcomes. To do so, they interviewed 43 EFL learners at intermediate and advanced levels of proficiency with prior experience of procrastination and, taking a constant comparative method, analyzed the collected data through three stages of coding (i.e., open, selective, and theoretical). The results indicated that although most respondents did not reject the destructive consequences of procrastination on their language learning, several EFL learners pointed to constructive consequences of procrastination in their learning. Moreover, some strategies for adjusting the destructive effects of procrastination and even for transforming them to constructive consequences emerged from the data. In this way, the present study led to the development of the grounded theory of language learning procrastination. This theory covered two themes of Consequences, including Constructive Language Learning Procrastination and Destructive Language Learning Procrastination, and Overcoming Strategies, including Internal and External Strategies. The resultant theory can open a new horizon to deal with EFL learners' dilatory behaviors.

Keywords: Classical Grounded Theory, Procrastination, Destructive LLP, Constructive LLP, Overcoming Strategies

Introduction

Although it is assumed that any ongoing process or definite task should be accomplished in a proper period of time, individuals sometimes defer its accomplishment. The inclination to deliberately delay the commencement or completion of specific tasks is called *procrastination* (Gagnon, Dionne, & Pychyl, 2016). The English term "procrastinate" comes from the Latin verb "procrastinates", a blending of "pro", an adverb meaning "for" or "forward motion", and "crastinus", associated with "tomorrow" (*Merriam Webster's Collegiate Dictionary*, 1993), meaning "putting forward until tomorrow".

References to procrastination can be traced back to ancient times, and all through history, it has quite regularly been considered as a problematic and harmful type of behavior (Steel, 2007). Scholars have defined procrastination in many distinctive ways. One characteristic often quoted and approved as a part of the definition of procrastination is the delay factor or tendency to postpone completion of a task or activity (Ozer, Demir, & Ferrari, 2009). Although some researchers consent that the delay factor is a popular and shared characteristic, other authors believe that intentionality to postpone the completion of a task is a critical component in describing the definition of procrastination and that deferment of a task becomes procrastination only when the person possesses honest desire to accomplish the task (Schraw, Wadkins, & Olafson, 2007). Schouwenburg (2004) proposed another perspective in the issue of defining procrastination. In this standpoint, procrastination is considered as a behavior in which an individual just lacks proper time management skills in addition to appropriate study methods. When procrastination is interpreted in this way, as a behavior, the definition indicates a task-specific evasion behavior. Alike this perception, procrastination can be seen as delaying accountabilities or significant choices in a regular manner as a part of a behavioral characteristic. Other researchers (e.g., Rothblum, Solomon, & Murakami, 1986) have defined procrastination in terms of the degree of frequency or acuteness. They mean that an individual may be considered a procrastinator if he or she has the constant inclination to habitually defer the commencement or finishing of a task.

Similar to inconsistencies in the definition of the concept of procrastination, there seems to be a lack of general unanimity and harmony concerning why people procrastinate. While psychologists (e.g., Solomon & Rothblum, 1984) mostly concentrate on the different personality traits of the people that can be considered as procrastinators, economists who study the subject (e.g., Fischer, 1997) typically highlight the significance of time preference. Previous studies proposed various reasons for procrastination including indecision (Janis & Mann, 1977), irrational beliefs about self-worth (Ellis & Knaus, 1977), and low self-esteem (Burka & Yuen, 2008).

Procrastination is strictly connected with academic performance. Academic procrastination is thought to be a form of situational procrastination, which has been delineated as behavior that is connected to a particular task (Harris & Sutton, 1983). Burka and Yuen (2008) have suggested that it is common for college students to delay academic tasks to the point of experiencing noticeable anxiety. Rothblum et al.

(1986) support this statement in their study by specifying academic procrastination as "a) to nearly always or always put off academic tasks, and b) to nearly always or always experience problematic levels of anxiety associated with this procrastination" (p. 387). In their remarks about academic procrastination, Lay, Knish, and Zanatta (1992) spread out upon Rothblum et al.'s (1986) definition to include particular behaviors that contribute to learner procrastination. The authors state that academic procrastination originates from a lack of practice or preparation, decreased attempt, and, perhaps, unfavorable performance conditions, but at least the selection of unfavorable preparation settings. For instance, learners may choose to study in places that would foster distraction and postponement.

Procrastination in the academic settings has been considered by different scholars; most of them have found that it negatively affects or is negatively correlated with performance. For instance, Steel (2007) discovered that procrastination weakens confidence among learners as well as their expectancy of completing a task. According to Scher and Nelson (2002), procrastination also creates anxiety and negatively affects achievement of goals among learners. Of course, reactions to procrastination and its influence on individuals' lives have proved to be culture-bound. In most cultures, where people strive for performance and results, procrastination can be detrimental for individuals. In fact, studies have reported that 20% of adults experience chronic procrastination (Klassen, Krawchuk, & Rajani, 2008). Knaus (1973, as cited in Ferrari, 1995) believes that procrastination has traditionally been a tag that overfills the individual with negative characterological implications such as laziness or lack of aspiration. In a society that appraises self-dependence and fulfillment, procrastination is poorly endured and the inactive state of the constant procrastinator often seems slothful or irrational to careful persons.

Nevertheless, Ferrari, Johnson, and McCown (1995), taking an economist point of view, asserted that procrastination does not always lead to imperfect behaviors or poor outcomes. They believe that many individuals, in fact, accomplish their responsibilities efficiently under time restrictions. In another study, Chu and Choi (2005) identified a positive type of procrastination and called it "active procrastination". They mentioned that this type of procrastination leads to desirable attitudinal and behavioral results and such procrastinators often satisfactorily accomplish their responsibilities.

Similar to different academic areas, language teaching and learning field is full of procrastinators. The learners' procrastination may indicate its manifestations in different stages from the individuals' intention to commence learning a new language to perform tasks in higher levels of proficiency. Since learning foreign languages often seems so threatening (and difficult) to tackle, procrastination is a common obstacle for language learning hopefuls. Their procrastination may be due to various internal or external factors and is likely to be manifested in learners' overconcern with academic and personal evaluations of their performance and competence in the target language (MacIntyre & Gardner, 1991).

Despite the large body of the research conducted on different aspects of general and academic procrastination, it seems that a comprehensive study concerning the procrastination in language learning processes is missing in the literature. Moreover, the previous definitions of procrastination may not be appropriate for using in the language learning domain since they have nothing to do with the features of language tasks and characteristics of language learners. Thus, in line with the studies on academic procrastination which investigated its positive and negative effects on students' performances (e.g., Abramowski, 2018; Choi & Moran, 2009; Chu & Choi, 2005; Wessel, Bradley, & Hood, 2019; Pinxten, Laet, Soom, Peeters, & Langie, 2019), the researchers in the present study decided to focus specifically on language learning. They attempted to find out whether language learning procrastination (LLP) can only have destructive effects on EFL learners' performance or it may be intentionally done for constructive reasons. In addition to exploring the consequences of EFL learners' procrastination, the study aimed at finding strategies to overcome destructive procrastination. In line with the mentioned objectives, the following two research questions were formulated:

1. Is LLP always destructive or language learners experience a constructive variation of it?

2. What strategies can be adopted by EFL learners or significant others to treat their destructive LLP?

Hence, the significance of the present study is two-folded. First, it helps differentiate destructive and constructive types of LLP and explore whether the effects of procrastination on language learners' performance is like other academic areas polarized. Second, overcoming strategies to treat destructive variations of LLP are highlighted which can lead to the amelioration of the EFL learners' performance through ceasing such unfavorable phenomenon.

Methodology

Participants

The participants of the study were recruited via purposive sampling design (Patton, 2002) and EFL learners who declared their previous experience of procrastination in performing language tasks have been qualified. Furthermore, participants were required to be at intermediate and advanced levels of proficiency as a factor to ensure their sufficient involvement in language tasks prior to the study. The invitation for participation was done at language learning groups in social media. The researchers included the general aim of the study in the invitation message and asked those who were interested in taking part in the study to text the research team. About 200 potential participants in Tabriz, Iran, announced their readiness, to whom the researchers provided further details concerning the interview questions and its approximate length. Of course, the process of data collection and data analysis continued until theoretical saturation has been achieved. In other words, the researchers kept on to sample and code data until no new categories were

identifiable, and until new instances of variation for existing categories have ceased to emerge. The data collection finished after interviewing the 43th participant since the theoretical saturation was achieved. Thus the participants of the study were 43 (24 female and 19 male) EFL learners. All participants were from East Azarbayjan Province, Iran, and their mother tongue was Azeri-Turkish.

Instruments

The data needed for the study were collected using semi-structured interviews. Since the participants of the study had a good command of English, as they were at intermediate and advanced levels of proficiency, all the interviews were performed in English language. The opening of the interview was description of the general outline of the study as well as introductory questions regarding the way the participants got involved in English as a foreign language learning and their motivation to taking language programs. Questions about (a) the characteristics of a procrastinator and (b) the effects of procrastination on the participants' language learning process were also the fixed parts of the interview. Moreover, on the basis of the respondents' answers more complementary questions were asked since the interviews were of semi-structured nature. The time devoted to each interview was about 30 minutes.

Data Collection and Analysis

The interviews to collect the necessary data began by reminding the purpose of the study and its potential benefits to the participants. Their rights to retreat from the study for any reason and at any time were also described and they signed the written consent form for participation. The interviews were conducted face-to-face in a period of four months. During the interviews, the researchers asked two fixed questions of "What are the characteristics of a procrastinator?" and "What are the effects of procrastination on your language learning?" In case the answers for the second question indicated the negative impact of procrastination on their language learning, the researchers asked an addition question of "What preparations by you and those who are around you (i.e., teachers, parents, peers, etc.) can diminish the negative effects of procrastination on your language learning?"

Following these questions, in case of any ambiguity or necessity for further explanation, the researchers used some prefabricated clauses to elicit more information, clarify the achieved information, or elaborate on a specific detail. Some examples of such clauses were "Could you please explain…", "Could you give some examples about…", and "How did you do…". The interviews lasted approximately 30 minutes and were recorded and transcribed for further analysis.

Following the data analysis procedure in classical grounded theory, the researchers after each interview analyzed and coded the data. This was done since the data collection and data analysis phases are interwoven in grounded theory approach. It means that after any interview, they coded the respondent's utterances on their transcriptions and added them to the previous codes. Taking constant

comparison method (Glaser & Strauss, 1967), they compared the new data with previous codes and refined the codes. Through back and forth movement between data and codes, the concepts and categories emerged and were refined as the new data were collected. The researchers gathered together the new coded interviews and sought out the relationships within and across the interview data that helped the researchers in the conceptualization and categorization processes. The data collection and analysis continued up to the point of theoretical saturation (i.e., no new concept emergence).

It should be noted that since in qualitative research, the researchers' background, identity, expectations, and their pre-assumptions about the participants can be sources of bias in data analysis (Maxwell, 2005), they should do their best to be fully disclosed and neutralized their presence in every stage of research process. To reduce the bias, the researchers utilized "member check" or "respondent validation" (Birt, Scott, Cavers, Campbell, & Walter, 2016) both during and after interviews to increase both validity and trustworthiness of the results. That is, in the process of interview, the researchers summarized the participants' utterances and inquired their confirmation regarding the correctness of the information. Moreover, when all interviews have been done and data coding finished, the participants were consulted to ensure the accuracy of the interpretations. External audit (Creswell, 2012) or analytic triangulation was another bias-preventing undertaking during which the researchers discussed independent and non-interested specialists about data collection, coding, and categorization phases of the study.

Design

The grounded theory approach was followed in sampling, data collection, and data analysis stages. The goal of this approach is to construct theories on the basis of the collected data. Glaser (1978) is of the idea that theory developed based on the data is more resembling "reality" than theory originated from the empirical research. Lack of a previously developed theory of procrastination in language learning processes and the researchers' initiatives to construct such theory based on the collected data inspired them to take the grounded theory approach. Review of the literature concerning the consequences of procrastination in both general and academic domains was postponed to after data analysis since Glaser (1998) believes that conducting an initial review provides the researchers with preconceived knowledge that may interfere with the emergence of the theory merely grounded on the data.

Results

The analysis of the collected data based on the principles of classical grounded theory (Glaser & Strauss, 1967), which were mentioned in Procedure section, resulted in 417 open codes which were refined through constant comparative method and led to the emergence of Dilatory Behavior (DB) as the core category. As soon as the core category emerged, the second phase of data analysis (i.e., selecting coding) began and the open codes were refined and new data were coded to enrich the core category and its properties. The codes were reduced to 75 after selective coding.

Iterative process of data analysis resulted in the emergence of several concepts and subcategories that were absorbed under four major categories. Two major categories included the consequences of LLP which were called Constructive LLP and Destructive LLP. The other two major categories were assigned the names of Internal Strategies and External Strategies and referred to the solutions and strategies proposed by the participants to treat the Destructive LLP.

Consequences

As mentioned above, the analysis of the data led to the emergence of the two major categories of Destructive LLP and Constructive LLP as the consequences of the EFL learners' DB. They were categorized based on the respondents' ideas regarding the positivity or negativity of the effects of the DB on their language learning

Constructive LLP

Although the prevalent point of view is that procrastination is passing of time in a useless fashion, the data, in this study, indicated that it can also be beneficial. That is, some of the respondents to interview questions believed that they purposefully delay to work nearer to deadline in order to have a sense of being under pressure. They mentioned various advantages for their intentional delays which led to the emergence of two subcategories of *perfection* and *psychological evolvement* under Constructive LLP.

Perfection absorbed the concepts of preparation, reflection, and attention to details. A group of respondents were of the idea that when they postpone task performance to final minutes, they have time to get prepared for the task and provide necessary instruments and background knowledge for its better accomplishment. Similarly, some of the participants declared that they take advantage of the available time to the deadline to reflect on the task and plan for its more desirable realization. They also believed that procrastination gives them the opportunity to pay more attention to the details of the task.

Psychological Evolvement covered the concepts of creativity and satisfaction. Regarding the concept of creativity, it can be construed that LLP helps EFL learners improve their innovative behavior when the advantages of postponing an action or task outweigh the perils of hasty movement toward the final goal. In these cases, procrastination provides time to think deeply about hindrances, learn from them, and develop novel outlooks in their language learning. One respondent asserted:

> I procrastinate strategically to avoid threats and become more innovative. This helps me discover creative solutions to challenges I face in language learning. (Int#33)

Satisfaction, the second concept under the psychological evolvement subcategory, is the sense that EFL learners feel after intentional postponement to

acquire a better familiarity with the task at hand. The respondents believe that providing time for reflection on the task makes them more inventive and have better solutions to problems simply because they had more time to think about whatever it is and this leads to its satisfactory accomplishment before deadlines and accordingly gratifies the learners.

Destructive LLP

Destructive LLP, covered four subcategories of *emotional displeasure*, *cognitive displeasure*, *mental disorders*, and *damaged reputation*.

Emotional displeasure absorbed the factors referring to EFL learners' emotional failure including the concepts of anxiety, stress, embarrassment, and sadness. After repetitive analysis of the data through constant comparative method, anxiety emerged as a consequence of Destructive LLP. This seems at least partially consistent with the finding of Rothblum, Solomon, and Murakami (1986) who evidenced that high procrastinators become motivated to reduce delay only when their anxiety and worry reach peak levels.

Stress as the second concept emerged under the emotional displeasure subcategory, based on the respondents' opinion, arises from not observing deadlines on time by EFL learners and hurrying around at the final moment to complete significant and essential language-related tasks. The contribution of LLP to increasing EFL learners' anxiety and stress supports the findings of Ferrari (1991) and Solomon and Rothblum (1984) in the realm of academic performance. Furthermore, Sirois and Tosti (2012) believe that stress related to procrastination may be the result of processes inside the learners which may rise due to their negative self-judgment imposed on themselves as consequence of excessive delay.

Furthermore, some participants believed that LLP generates a sense of shame in them. One of the interviewees, although was dubious that his shame might be a cause of his procrastination in language learning, was confident that his undue delays makes him much more embarrassed. Thus, embarrassment was considered as the third concept under the emotional displeasure subcategory. LLP, in this regard, acts like a double-edged sword which can both prevent EFL learners from feeling ashamed and at the same time give them a sense of shamefacedness. Although not specifically in LLP, sense of shame have been found as a result of academic procrastination in the study by Grunschel, Patrzek, and Fries (2013) on German students.

The last established concept of emotional displeasure was sadness. One participant said that:

> When I procrastinate a lot and do not take action in performing my homework and projects for my language class, when I know I should, I get sad. (Int#37)

When EFL learners put off their assignments, although they may feel pleasured as they are away from the deadline, they fall much in the trap of sadness as they approach to the due time.

Cognitive displeasure was conceptualized as low self-esteem and low self-confidence. As a concept raised through iterative analysis of the data, low self-esteem referred to the reduction of EFL learners' overall sense of self-worth or personal value. Procrastinating EFL learners actually underestimate how long it will take to accomplish a task and, due to the discrepancy between their considered time and real time needed, they criticize themselves and become more vulnerable to having low self-esteem. This finding is in line with the conclusion drawn by Burka and Yuen (2008) asserting that procrastination raises students' anxiety and sinks their self-esteem.

Self-confidence was the other concept related to cognitive displeasure subcategory. Several interviewees mentioned that they lose their trust in their abilities to accomplish the task and to manage the required time as they approach to the deadline and see that they did not do anything yet. Failing to do something in time makes EFL learners think that they cannot do it and this will erode their self-confidence.

Mental disorders covered the concepts of exhaustion and sleeplessness. The first concept, exhaustion, refers to EFL learners' mental fatigue. A respondent analogized postponing responsibilities to an emotional treadmill and believed that when she stalls in doing tasks, her brain works without having any outcome and this leads to her exhaustion. In this regard, LLP endangers EFL learners' sense of well-being and makes them unhappy.

Sleeplessness as the second concept under mental disorders subcategory was pointed out by several participants. Of course, their utterances can be classified in two ways: some considered sleeplessness as the direct consequence of LLP whereas some others indirectly related it to LLP and regarded it as the result of exhaustion. Regardless of being a direct or indirect consequence of LLP, by reaching to the end of deadline, EFL learners have to work more on their tasks and tolerate both mental and physical pressure. Thus, both quality and quantity of their sleep are affected. The interviewees' opinion in terms of the effect of EFL learners' LLP on their sleeplessness is supported by Xiaoyu, Buxton, Kim, Haneuse, and Kawachi (2020) who revealed the causality of procrastination on students' insomnia symptoms.

Damaged reputation under which three concepts of poor performance, teachers' disbelief, and parents' distrust emerged was the last subcategory of Destructive LLP. Most of the respondents were of the idea that delays in doing their responsibilities resulted in failures or at least breakdowns in achieving what they were expected to perform and accordingly they cannot get acceptable result or score. This finding to some extent goes in line with the results of the meta-analysis

conducted by Kim and Seo (2015) that indicated a negative correlation between academic procrastination and academic performance.

To put off doing the things is also related to loss of teachers' and parents' beliefs on EFL learners both directly, because of defers in submitting projects, and indirectly, due to getting lower scores or poor performance. An interviewee regretfully asserted:

> Whenever I underrate the exam or do not pay the necessary attention to accomplishment of my assignments, I have to do hastily as I approach the deadline. This affects my exam or project; everybody blames me: teacher, father, older brother, etc. (Int#13)

Such confessions led to the formation of the second and third concepts, called teachers' disbelief and parents' distrust, under the current subcategory. Thus, in EFL learners' idea, DB not only impacts their self-judgments, but also streams negative energies towards their teachers and parents and leads to their improper evaluation of the EFL learners.

Overcoming Strategies

Overcoming strategies refer to the strategies suggested by the EFL learners to cope with the negative effects of DB on their language learning. The analysis of the data indicated that in respondents' idea, these strategies can be implemented by the learners themselves or those who are responsible for their learning. Accordingly, two major categories emerged after the data analysis. The researcher assigned the names of Internal Strategies and External Strategies to these major categories.

Internal Strategies

As mentioned above, Internal Strategies was the major category of overcoming strategies that can be applied by the EFL learners themselves to cope with their Destructive LLP or at least reduce its negative outcomes. This major category was consisted of the subcategories of *rewarding* and *management*.

Rewarding, based on the data, was understood as a good strategy to encourage language learners to independently begin or accomplish the intended task. By being awarded, the learners will prefer to fulfill the responsibility quickly and without wasting the time. Of course, the analysis of the respondents' ideas revealed that here "reward" does not mean external prizes but it refers to sense of satisfaction the learners achieve from performing tasks which form the only concept emerging under this subcategory. If language teachers can offer some ways to crosscut the long path of language learners in observing the result of their performance as a reward, the learners may be satisfied and avoid DB. This is in accordance with the concept of "temptation bundling" proposed by Milkman, Minson, and Volpp (2014). They define temptation bundling as matching a procrastination-prone but lately advantageous activity by immediately satisfying activities such as checking

Instagram or listening to TV news. Coupling language tasks with the use of such technologies can help learners observe the consequences of their language learning as soon as possible and in this way become rewarded to stop DB.

Management covers three concepts of time management, goal management, and context management. Correct management of the time and planning to perform the responsibility, days before the obliged deadlines was considered as a good strategy to overcome DB. One of the participants contended that he plans breaks when scheduling the time for performing language tasks. Another one sets priorities on the activities which she is supposed to do. She modifies these priorities during the semester, as she has to do lots of tasks (both language tasks and others), based on the level of importance devoted to each task.

Goal management or setting sophisticated goals, on the interviewees' idea, can reduce their procrastination. For instance one respondent said that

When I pose a goal for doing assignments, I actually become eager to do my best to achieve the goal in mind. (Int#14)

Another interviewee stated that when he wants to start a long and time-consuming language task, he tries to set some concrete goals in the process rather than setting just one goal to the final product. His opinion conveys that when learners decide to set specific implementation objectives instead of general goals, the goals are more approachable and this gives the learners the impetus to try hard to fulfill the goal. Achieving the first specific goal provides EFL learners with sense of accomplishment and they become more interested to pass the next step and this continues to the point that they reach to the final goal of language learning task.

Context management, as the last concept emerged under management subcategory, refers to removing all distractors from the study. Several respondents believed that turning off cell phone notification and even putting the phone out of sight can reduce their DB. One of the participants also pointed to closing all social media including Facebook, email tabs, etc. from the computer. Moreover, having a tidy place for study was also mentioned as a DB coping strategy.

External Strategies

The strategies that in the respondents' ideas could be used by those who are responsible for their learning (e.g., language teachers) to handle Destructive LLP were given the name of External Strategies. The single subcategory emerging under this major category was called shared responsibility.

Shared responsibility absorbed concepts of teamwork and group work. Almost half of the participants were of the idea that shared work can reduce EFL learners' DB. In the selective coding phase, the researchers conceptualized teamwork and group work to cover the related open codes. Although it seems that both concepts bear similar meanings, the former was predicated to the performance

of a set of EFL learners to reach a single outcome such as developing a figure or chart representing English tenses whereas the latter was attributed to the work of EFL learners in which each learner performs a small piece of the task to cover the whole task by the group such as translating each paragraph of a text by one learner to submit the whole translation in the due time.

In short, the results of the study were categorized into two themes of consequences of LLP and overcoming strategies to the negative effects imposed by Destructive LLP on EFL learners. Figure 1 displays the graphical illustration of the results of the study.
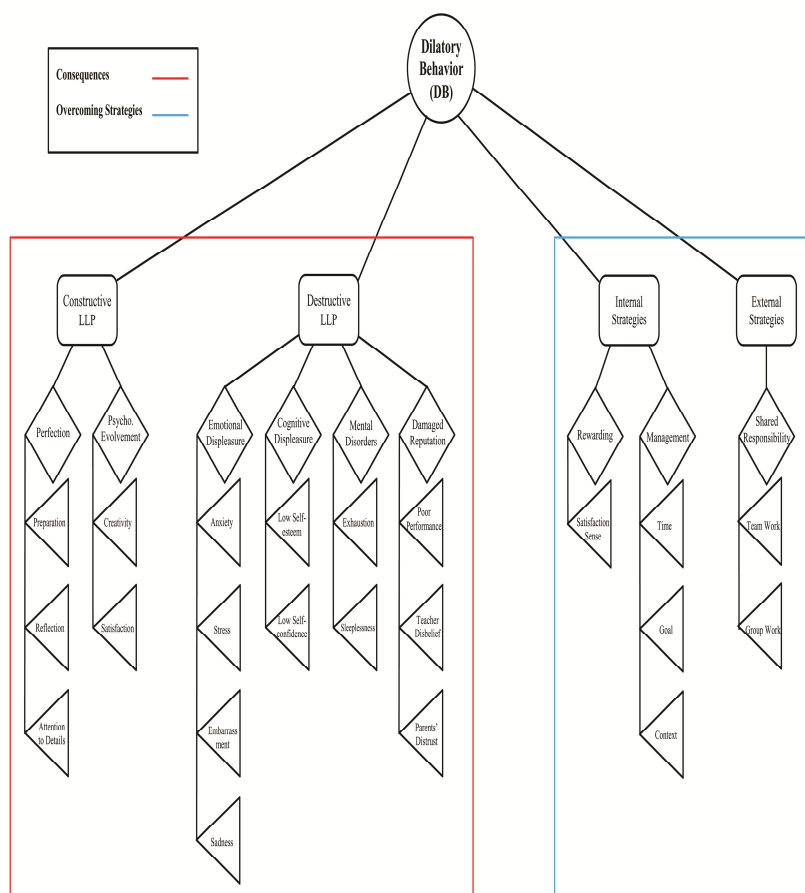

Figure 1. The Graphical Illustration of the Consequences of LLP and Overcoming Strategies

Discussion

In the present study, the respondents' ideas regarding consequences of LLP and the strategies that they themselves or the people around them (i.e., significant others in the educational affairs such as teachers and parents) can apply to cope its destructive consequences were investigated. The results of the qualitative analysis of the data indicated that although several participants thought that LLP may have malfunctioning effects on their emotional, cognitive and mental conditions as well as their performance, there were respondents who believed that LLP can lead to positive outcomes. The postponed review of the literature indicated that the findings of the present study in terms of destructive consequences were in line with the previous studies in the field of academic procrastination (e.g., Ferrari, 1991; Sirois & Tosti, 2012; Solomon & Rothblum, 1984). In addition to confirming the commonality of some negative results of academic procrastination with LLP, the present study added some new concepts such as exhaustion, sleeplessness, teacher disbelief, and parents' distrust as destructive consequences of LLP.

The most important difference of the present study with the extant literature on academic procrastination was highlighting the value of LLP in pushing the EFL learners toward more innovative and satisfactory performance. This type of LLP seems to have similar foundations with Ferrari's (1992) notion of arousal procrastination. He believes that some students are inclined to act prosperously under pressure; thus, they intentionally procrastinate up to the last minutes of the deadline. The results revealed that procrastination can lead to perfect accomplishment of language tasks through providing time for preparation, reflection, and attention to the nuances of the task. Moreover, this time gives EFL learner the opportunity to be creative in doing such tasks and at last leads to the satisfaction from their performance.

However, this study is only indicative of the fact that LLP does not have hindering outcomes for all EFL learners under all conditions, but in no way legitimizes LLP. It should not be forgotten that constructive consequences of LLP do not refute its destructive effects. It means that besides positive influences which LLP may have on EFL learners, it may also have some destructive outcomes as side effects. Of course, some side effects such as anxiety and stress can also be beneficial (Marcos-Llinas & Garau, 2009; Trang, Baldauf, & Moni, 2013) and the teachers and parents can properly take advantage of their potentials in language learning to foster EFL learners' performance. This reveals that LLP not only can lead to constructive consequences, but also some of its destructive effects can also be advantageous if treated properly.

Concerning the overcoming strategies, two major categories of internal and external strategies emerged that covered the subcategories of rewarding, management, and shared responsibility and their related concepts. None of those concepts, to the best knowledge of the researchers, have been pointed to in previous research at least regarding LLP. It is assumed that the implementation of the strategies extracted from the data, by the EFL learners themselves or their teachers

and parents, reduces the destructive consequences of LLP and even leads to some constructive results in the behavior and performance.

Conclusion

The grounded theory developed in the present study highlighted two different types of consequences (i.e., constructive vs. destructive) that DB may have on EFL learners' performance and behavior as well as some strategies to overcome its destructive results. The findings have the potential to generate meaningful information for understanding the effects of DB for the entities who are involved in language teaching and learning.

The results may provide cues of great worth for policy makers in the field of language teaching and learning to develop new programs that may reduce the negative effects of LLP. In line with the policy makers of the field, the language teachers, syllabus designers, and material developers also can take advantage of the findings. When developing educational programs, researchers and teachers should keep the consequences in mind and devise adequate contrivances to avoid the learners to be inclined to Destructive LLP by scheduling their assignments and having continuous supervision on their performance. In this respect, in order to minimize the harmful side of the DB, all parties involved in language teaching process should take into consideration that learners act variously, need various ways of education, and have different ideas regarding postponing the responsibilities to near deadline.

It is worthy of note that because the participants of the study were EFL learners, only the learners' perspectives have been highlighted. However, teachers and other entities who are involved in the process of language teaching in one way or another can help EFL learners vanquish their destructive delays and manage LLP with constructive purposes to maximize their learning. Moreover, concerning the applicability of the strategies to overcome LLP, it should be noted that since those strategies are only proposed by the participants themselves and no experimental study has been done to empirically check their effects on LLP, the findings should be carefully considered.

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