

**Character integrated language learning
– a case for character education
in foreign language teaching**

MARCIN OSTROWSKI

Abstract

The aim of this article is to provide an introduction to character education with its underlying principles and draw attention to some of its possible ELT classroom applications. Character is seen as a crucial non-cognitive factor of academic success. The case for the extensive implementation of character education in foreign language teaching is discussed in relation to the demands and challenges of contemporary education expressed in legal regulations such as national curricula and the European Union Framework on Key Competencies for Lifelong Learning. Drawing from the experience of American schools actively using character education, the author suggests a set of methods for integrating it into foreign language teaching which is claimed to have a multi-faceted beneficial effect on students' development irrespective of their age. The proposed understanding and application of character education is based on positive psychology and research into character strengths and the non-cognitive factors of academic achievement.

Key words

academic success, character strengths, character education, ELT, positive psychology

**Apprentissage des langues intégré au caractère
– pour l'éducation du caractère dans l'enseignement
des langues étrangères**

Résumé

L'objectif de l'article est de présenter les principes de la conception de l'éducation du caractère et d'indiquer les effets positifs possibles de l'intégration de la formation du caractère et des valeurs au cours de l'enseignement des langues étrangères. Les recherches présentées montrent que la force du caractère, composée par un ensemble des traits et des valeurs, est un des principaux facteurs non-cognitifs qui influencent le succès du processus éducatif. La proposition d'introduire l'éducation du caractère dans l'enseignement des langues étrangères est discutée en référence à des enjeux principaux de l'éducation contemporaine qui ont été identifiés et présentés dans les documents tels que les programmes nationaux ou les recommandations du Parlement Européen concernant les compétences clés pour l'éducation et la formation tout au long de la vie. En puisant dans les expériences des écoles américaines qui pratiquent activement l'éducation du caractère, l'auteur propose des méthodes d'intégrer cette approche à l'enseignement des langues étrangères. L'interprétation proposée et les applications possibles de l'éducation du caractère s'appuient sur les propositions de la psychologie positive et les recherches concernant le caractère dans le contexte de l'influence des facteurs non-cognitifs sur les succès éducatifs.

Mots-clés

didactique des langues étrangères, éducation du caractère, formation du caractère, glottodidactique, psychologie positive

Kształtowanie osobowości w toku nauki języków obcych – zalety edukacji charakteru i wartości w nauczaniu

Abstrakt

Celem niniejszego artykułu jest prezentacja założeń koncepcji edukacji charakteru oraz wskazanie możliwych pozytywnych efektów integracji kształtowania charakteru i wartości w toku nauczania języków obcych. Przytaczane badania wskazują, że siła charakteru, na którą składa się zespół cech i wartości, stanowi jeden z głównych pozapoznawczych czynników wpływających na powodzenie procesu edukacji. Postulat szerokiej implementacji edukacji charakteru w nauczaniu języków obcych jest omawiany w odniesieniu do wyzwań współczesnej edukacji rozpoznanych i wyrażanych w dokumentach prawnych takich jak podstawa programowa czy zalecenia Parlamentu Europejskiego dotyczące kompetencji kluczowych w uczeniu się przez całe życie. Czerpiąc z doświadczeń amerykańskich szkół aktywnie praktykujących edukację charakteru autor proponuje metody jej integrowania w toku nauczania języków obcych. Proponowana interpretacja oraz możliwe zastosowanie edukacji charakteru są oparte o postulaty psychologii pozytywnej oraz badania dotyczące charakteru w kontekście wpływu pozapoznawczych czynników na osiągnięcia edukacyjne.

Słowa kluczowe

edukacja charakteru, glottodydaktyka, kształtowanie charakteru, metodyka nauczania języków obcych, psychologia pozytywna

1. Introduction

Learning and teaching foreign languages are both complex processes and their success is dependent on a vast array of factors. Years of research into these two processes have provided reliable teaching methodologies and a rich understanding of how languages are learnt. However, in view of numerous technological innovations and challenges to contemporary education, glottodidactics, as a branch of science, has scope for

development. This article views the employment of character education in foreign language teaching as a sound idea that could contribute to glottodidactic research and classroom practice. As such, it has become especially relevant in face of the challenges to education such as the much debated social isolation, addiction to computer-gaming and technology, as well as the claimed overindulgence typical of the current socio-economic reality set on self-centeredness and instant gratification, well-portrayed in Paul Roberts' "Impulse Society" (Roberts, 2014a, Roberts, 2014b).

Undeniably, addressing diverse problems, needs and learning styles requires great expertise and determination on the part of teachers and remains one of the greatest challenges in their everyday work. This does raise the question of the main responsibilities of the foreign language teacher, however. While it is generally agreed that the first and foremost task for a teacher is to provide quality instruction concerning both knowledge and skills in a given field, broadly referred to as academic, their responsibilities also include providing psychological support as well as facilitating the formation of positive values, attitudes, healthy interpersonal relations and learning habits. Focusing on the latter group of teachers' responsibilities the article presents a general rationale for integrating character development into foreign language courses together with its possible beneficial outcomes. Finally, the idea of character development in foreign language teaching is analysed with reference to the European Union framework of key competences for lifelong learning.

2. Research into character and character education

Character understood as the "mental and moral qualities distinctive to an individual" (Oxford Dictionaries.com) is viewed throughout this article as one of the main non-cognitive determinants of success. Currently being redeveloped, character development in itself is not a new phenomenon. Although it

has always been present in education, its form and underlying assumptions have varied considerably.

Education systems are in agreement that teachers' responsibilities involve more than the transfer of knowledge. This is particularly relevant to the digital age we live in, when the abundance of information can work both to the benefit as well as detriment of a learner. The Polish core curriculum states explicitly that the teaching aims for schools should include the development of students' attitudes and qualities allowing their proper functioning in society and the contemporary world in general. The curriculum lists values and qualities such as honesty, reliability, responsibility, perseverance, self-awareness, respect for other people, curiosity, creativity, industriousness, being well-mannered, and taking the initiative. It also includes openness to participation in culture and teamwork. In addition to this, it mentions the importance of developing pro-social attitudes that translate into respect for tradition and culture, both Polish and that of other nationalities. Whereas the purpose of this article is not to assess the effectiveness of organised education with respect to fulfilling this non-academic role, it is a justified claim that for a variety of reasons achieving a long-term positive influence on the character of children remains more difficult than ever. This in turn suggests the need for adopting structural forms of integrating character development into general subject instruction. Indeed, such reasoning has led to inquiries into the nature of non-cognitive skills together with the general non-academic side of organised schooling and their plausible influences. Meanwhile, redevelopment of character education resulting in the form advocated for in this article resulted from educators' genuine interest in the idea of success in all aspects of life and the need for helping underprivileged American minorities, based on the firm conviction of a correlation between character and achievement.

Any discussion of character education needs to begin with a brief introduction to the classic study into children's self-

control as a core component of character. In the 1960s and 70s, Walter Mischel, a researcher at Stanford University, conducted a series of experiments on delayed gratification (Mischel and Ebbesen 1970, Bourne 2014). The study involved children from the university nursery, aged 4-6. They were left alone for 15 minutes with a marshmallow and promised another one provided they managed to stop themselves from eating it. The study was aimed at an analysis of how children coped with a delay of gratification (Bourne 2014). As was observed, the children involved adopted various ways to distract themselves from thinking about the treat, but more importantly, when researchers equipped them with strategies such as imagining the marshmallow to be something else, they were found to be more likely to succeed in resisting the temptation. In a follow-up study aimed at determining the specific conditions which could be seen as predictive of the children's delay of gratification and their development, it was found that those who had managed to resist in the initial experiment scored more points on national tests and were less likely to have problems with health and behaviour (Shoda, Mischel and Peake 1990).

Despite its flaws and the criticism that followed his study,¹ Mischel's experiment and the study on the future of the children showed that some of them either possessed more inherent discipline and self-control or perhaps, more plausibly, lived

¹ In criticism of the test, researchers from the University of Rochester emphasised the complexity of human behaviour and the importance of environmental factors (Kidd, et al. 2012), thus, tempering the appeal of a single marshmallow test as a valid diagnostic measure for future success. Whether it is for the implied neglect of issues of trust or hunger, as pointed out by Kidd, or the basic psychological principle that each child is different in terms of their habits, temperaments, likes and dislikes, as well as pace of development, Mischel's study should not be seen as the ultimate tool for predicting success. And, although there have been numerous attempts to replicate the experiment, it must be remembered the correlation between self-control and achievement does not necessarily equal causation.

in an environment favourable to their development. Meanwhile, this leads to the conclusion that the value of the Marshmallow test does not lie solely in the scientific credibility of its findings but in the scientific work that was carried out and the practical applications it inspired. Indeed, it can be suggested that the research on delayed gratification, non-cognitive factors of academic achievement and character education either partially stemmed from Mischel's stipulations or was inspired by them. As a result, since his experiment, a number of researchers have worked on ways of assessing self-control as well as validating the existence and extent of its correlations. In fact, a 2013 study showed a correlation between levels of student self-control in conducting an experiment and parents' and teachers' ratings of it, which showed no relation to ratings of intelligence, personality traits and responses related to reward (Duckworth, Tsukayama and Kirby 2013). Similarly, the second part of the same study focused on a group of 966 preschoolers which showed an association between the children's delay time and their parents' and caregivers' ratings of self-control.

Decades following Mischel's research, experiments have abounded concerning questions of what self-regulation is and what its mechanisms are, whether it is malleable and how extensive its influences are (Kendall and Wilcox 1979, Shoda et al. 1990, Tangney et al. 2004, Duckworth and Seligman 2005, Moffitt et al. 2011). It has also been suggested that using strategies of self-control that are necessary for planning, delaying gratification and eventually sticking to long-term goals or commitments requires metacognition and prospection, abilities to think critically and to foresee consequences prior to taking actions (Duckworth et al. 2014). These suggestions are in line with the findings of one of many older studies involving preschool children (Mischel et al. 1972). It was also found that the extent of the delay of gratification was influenced by cognitive avoidance or suppression of reward objects. Waiting for a preferred reward kept in the subject's sight brought poor

delay compared to conditions in which the reward object was removed from the subject's attentional field. The delay was considerably stronger when subjects were asked to concentrate on some other pleasant experience – a “think-fun” strategy. In contrast, when the subjects were asked to think about the rewards, it was equally difficult for them to delay gratification both with and without the rewards in their field of sight. Finally, a comparison of groups which did not receive any strategies or instructions that could help them delay showed a considerably greater delay in the group which did not have a reward available for attention. Researchers concluded that the ability to delay gratification is influenced by two factors: the proximity or accessibility of the desired objects and skill, capability and competence to intentionally suppress and guide one's attention.

Another study points to a strength model of self-regulation comparing it to a muscle capable of action yet susceptible to the gradual depletion of its power resulting from its efforts. Following this analogy the model suggests that as the muscle tires due to exertions its performance gets weaker. Still, the model also holds that regular purposeful effort to control any particular behaviour can lead to improvements in self-control in general. Success in self-control is also perceived as dependent on the extent of expected challenges (Baumeister, Vohs and Tice 2007, Baumeister, Schmeichel and Vohs 2007). Such a model seems to be in line with claims of self-control malleability.

Summing up, the discussed studies suggest that self-control is attention based and dependent on self-regulatory strategies, and although it is linked to intelligence it is not solely determined by it. Delay of gratification can be seen as a predictive measure of self-control and self-control remains one of the most important determinants of academic success (Duckworth, Tsukayama and Kirby 2013, Duckworth and Gross 2014). Finally, since self-control is based on attention and self-regulatory strategies, it should be seen as malleable

although researchers express many doubts and questions that need answering as far as the implementation of self-control development is concerned:

What is the best way to instruct children in self-control strategies? Should instruction be didactic and direct, or should children simply be provided with models to emulate? What role should parents versus teachers play in the cultivation of self-control, and what synergistic benefits derive from consistent messaging across home and school contexts? What are the developmental considerations that might inform which strategies are best to teach at what age?

(Duckworth, Gendler and Gross 2014: 212)

These inquiries constituted the background for research into non-cognitive factors of academic performance resulting in establishing a framework of five categories of non-cognitive factors of academic achievement:

1. Academic behaviours
2. Academic perseverance
3. Academic mindsets
4. Learning strategies
5. Social skills

They also found evidence for connections between skills, strategies, attitudes and behaviours and long-term academic achievement (Farrington et al. 2012) collectively corroborating Mischel's claims. Researchers concluded:

Teaching adolescents to become learners requires more than improving test scores; it means transforming classrooms into places alive with ideas that engage students' natural curiosity and desire to learn in preparation for college, career, and meaningful adult lives.

(Farrington et al. 2012: 77)

2.1. Positive psychology and character strengths

Self-control is only one avenue in research concerning character and the non-cognitive factors of academic performance and life success. “What are the roots of students success or failure?” is a question central to the successful teaching experience as varying levels of self-control explain only a part of the causality. Similar questions have led to research into both cognitive and non-cognitive factors determining academic success. A study by Martin Seligman and Christopher Peterson led to determining a set of 24 character strengths organised in 6 groups, presented in Table 1 (Peterson and Seligman 2004, Park et al. 2004).

These character strengths, according to Seligman and Peterson, let people flourish irrespective of their culture, race or gender. The researchers were also the first to suggest a new understanding of character, making a distinction between character trait and a broader concept of character strength composed of many traits and abilities that are subject to change, thus allowing for terms such as character education or character development (Park et al. 2004).

Table 1

Character strengths

(source: <<http://www.viacharacter.org/www/Character-Strengths/VIA-Classification>>)

Virtues	Character strengths
Wisdom and knowledge	Creativity, Curiosity, Judgement, Love of Learning, Perspective
Courage	Bravery, Perseverance, Honesty, Zest
Humanity	Love, Kindness, Social Intelligence
Justice	Teamwork, Fairness, Leadership
Temperance	Forgiveness, Humility, Prudence, Self-Regulation
Transcendence	Appreciation of Beauty and Excellence, Hope, Gratitude, Humour, Spirituality

Although the dynamics of character and development of particular strengths are complex and psychologists working on the topic have not yet proposed a systematic methodology for teaching character, there are schools that try to apply the theory in their philosophy of education, with the most notable representative being KIPP Academy, an American charter school for minority students. There are 183 KIPP schools in 20 states with 87 per cent of students from low-income families. With their famous slogan “Work hard, be nice” they have always focused on character development in their philosophy (<http://www.kipp.org/schools>). From the beginnings of KIPP, its founders Levin and Feinberg felt they needed to develop both academic skills and character but lacked an effective framework. This became evident as after initial successes it turned out not many of their students were able to complete their college education. In 1999 KIPP Academy students could pride themselves on earning the highest score in the Bronx and the fifth-highest in the whole of New York City on the eight-grade achievement test, which brought publicity and considerable donations allowing for the development of a nationwide network. However, six years after the class of 2003 finished high school only 21% of its students had managed to earn a college degree. This led to the conclusion that the students were not emotionally or psychologically prepared (Tough 2013: 50).

Seeing great value in character as a supporting factor and a background for development of academic skills, Levin and Feinberg strongly drew on research by Seligman, Peterson (Peterson and Seligman 2004) and Duckworth (Duckworth and Seligman 2005). They also focused on the following seven character strengths as the closest to academic achievement:

1. Grit – perseverance, persistence, finishing what one starts.
2. Hope – optimism, future orientation.
3. Self-control – discipline, managing emotions and impulses.
4. Curiosity – interest, openness to new experience.

5. Social intelligence – awareness of other people’s feelings or motives.
6. Gratitude – being thankful
7. Zest - enthusiasm

(Tough 2013: 76)

In fact, the set of 7 character strengths was a result of collaboration between people of seemingly varying backgrounds: David Levin, the co-founder of KIPP Academy and Dominic Randolph, the headmaster of Riverdale Country School – an expensive private school. They both recognised the need to provide their students with character building programmes that would increase their chances of success and happiness, which in turn led them to Peterson and Seligman who proposed the set of strengths most connected with academic achievement. Next Duckworth together with Randolph and Levin developed the KIPP character growth card – an assessment tool with 7 character strengths and 24 behaviour statements serving as a point of reference and a source of information for teachers, parents and students themselves (<http://www.kipp.org/our-approach/character>). This was followed by the introduction of a character report card which resulted from Levin’s idea to grade students on their progress in character development, alongside regular subjects. Although Randolph did not share Levin’s optimism for character grading and did not want to impose any character programmes on his staff, he felt the potential for improving the then existing character education programme (CARE – Children Aware of Riverdale Ethics). It was a programme that was more about providing students with moral rules, guidelines and models of behaviour rather than teaching them to work on their character strength expressed by qualities such as self-control and grit (Tough 2013).

Finally, any discussion on character education would be incomplete without considering Carol Dweck’s work on mindsets (Dweck 2006). Dweck’s preoccupation was how people think about themselves, their abilities, intellect, challenges, success and failure. She suggested a distinction between fixed mindset

and growth mindset, which bears resemblance to character trait vs. character strength division. Analogically, people who possess fixed mindset tend to perceive their intelligence, creativity and qualities as static and not subject to change whereas the ones with growth mindset believe in the possibility for development of their potential. As a result, the former group is expected to be less keen on challenges and will see their success or failure as evidence and consequence of their inherent potential while the later group will be more open to challenges and see failure as part of learning and development (Dweck 2006). It is particularly relevant to the school context with the emphasis on the sensitive period of adolescence, which Dweck confirmed in her study on students transitioning to junior high school. A two-year observation resulted in the conclusion that the students with a fixed mindset were the ones whose grades deteriorated the fastest and then gradually continued to do so (Dweck 2006: 57/246). Dweck concluded that the challenges that came with the new stage of education were subconsciously seen as a threat to their ego, which added to the self-confidence issues typical of adolescence, producing a paralyzing effect. Such “low-effort syndrome”, as Dweck refers to it, is an evasion of challenges adopted as a self-protective measure. Students of fixed mindset refrain from facing challenges for fear of failure which has direct consequences on their self-worth.

3. Character education in foreign language teaching

Advocating an extensive integration of character education into foreign language teaching, three fundamental questions must be answered. Should character be developed as part of foreign language instruction and would it be beneficial to the process of language learning? Can character education be successfully integrated into foreign language courses? What are the means and requirements for such integration?

Possession of a “good character” has meant different things throughout history. Irrespective of whether Seligman and Peterson’s claims of universal character qualities are right or wrong, it seems well-grounded that character, with the abilities to self-reflect and self-control, has a profound influence on life success. The fact has been recognised by national and international policies with the notable example of European Reference Framework on Key Competences for Lifelong Learning which lists eight recommendations:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

(EUR-Lex Access to European Law)

The framework makes it clear that at least four of them: learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression present direct links to qualities and abilities that constitute character. It also states that themes such as critical thinking, initiative, problem-solving, creativity, decision-taking and constructive management of feelings are common to many competences. These also stand at the heart of character education and reflect some of the most vital qualities and skills in the 21st century workplace.

The example provided by KIPP Academy and Riverdale proves that character can be developed as part of general subject instruction. The process of teaching a foreign language is normally organised around real life themes, which supports work on character and values in these meaningful contexts. The Polish curriculum for primary school, middle school and

high school, meanwhile, indicates respectively 12, 14 or 15 themes such as: people, home, education, work, family and social life, food, shopping and services, travelling and tourism, culture, sport, health, science and technology, nature, society and life and knowledge about the target language country. Weaving character strength development into the processes of teaching and learning lexical and grammatical structures and practising both receptive and productive skills can potentially not only add meaning to classroom practice but also support self-reflection and assist in the construction of positive learning habits and attitudes. It might also be concluded that learning English as a foreign language constitutes a natural environment for integration of character, values and formation of positive growth mindsets as there is no other humanistic subject equally dedicated to discussion and other forms of communication.

3.1. General requirements for integrating character education into foreign language teaching

Based on the experience provided by schools involved in character education, it is possible to enumerate the conditions necessary for integrating character education into foreign language teaching:

- 1. Supportive attitude and constructive feedback on students' character and academic progress.** Teachers who role model, support and care for their students' emotional condition and development are central for any character education to happen. Character development, unlike teaching regular subjects, is progress and not product oriented, and it is the responsibility of teachers to create suitable rapport with students and an atmosphere that facilitates openness and self-reflection. This is particularly significant for two reasons. First, there is no complete methodology backed by research that can measure development of each character strength in given conditions and outline guaranteed paths to character building. Second, some character strengths seem more malleable than others and, as

a result, some will be easier to integrate into classroom activities while others will require a more indirect long-term development. Therefore, irrespective of the employed character development plan, the teacher's support and example are central to achieving a long-lasting positive influence.

- 2. Adoption of a realistic plan concerning qualities to be worked on.** Whether a teacher works individually or together with his/her colleagues, they need a plan concerning what, when and how character strengths are going to be incorporated in class. Tasks aiming at character development ought to be planned in a way that would naturally blend in with the teaching programme and exclude wasting time.
- 3. Parents' awareness and involvement.** The practice of KIPP Academy shows that parental knowledge and involvement in their children's character development can be beneficial. It helps to clarify aims and can result in productive cooperation. Using a character growth card or report card can positively influence the quality of feedback teachers give to parents and students.
- 4. Common understanding and adherence among teachers to the same rules, values and attitudes.** Teachers need to share and agree on the assessment of students' progress, the importance of particular values and character strengths, and general philosophy concerning the skills and attitudes they want to instil in their students.

3.2. Methods and strategies for the integration of character in ELT

The following techniques are based on the practice of KIPP Academy and methods proposed by its co-founder in a character development course (<<https://www.coursera.org/learn/teaching-character>>) and with appropriate changes could successfully be implemented for all age groups from the early years of primary school to the end of high school.

- 1. Dual purpose lessons and tasks** – it would be untrue to state that character and values are not discussed in English language classes. To some extent, programmes and course books

promote integration of character and values through tasks that either provide positive models of behaviour or foster self-reflection. However, with the main focus on language competence, teachers might tend to neglect the context meaningful to character education. The idea behind dual purpose lessons and tasks is to consciously plan lessons and activities in a way that involves character, values and growth oriented themes as the background for communication and practice of target language structures. These may be directed at individual self-reflection or general discussions concerning values and character strengths. Tasks can involve in-class activities as well as long-term projects. Character strengths and values can be integrated explicitly or less directly and form a meaningful background for the practice of any language skill.

- 2. Growth card** – its basic application is to allow self-evaluation as well as evaluation by the teacher, in addition to informing students and/or parents on their progress. However, alongside character education purposes, the control questions can serve as a tool for practising receptive skills. The growth card is available on the KIPP Academy (<http://www.kipp.org>) or Character Lab (www.characterlab.org) websites both in paper form and as an online application.
- 3. Character growth board** – alongside individual character assessment, it can be useful to incorporate character into the students' everyday environment. Teachers can work on the whole 24 character strengths, the 7 as applied by KIPP or even individual strengths. Praising a group of students can prove to be equally efficient to individual feedback.
- 4. Report card** – it could serve as a feedback on both character and progress in learning the target language. For its informative value it must be composed in the students' mother tongue. However, a version addressed to students only could be formulated in the target language. The main flaw of both forms, however, is that they are time-consuming to prepare, and therefore teachers might opt for an alternative of giving oral performance reviews in the target language.
- 5. End-of-term character diploma** – serving the same purpose as the above, a diploma of character emphasizes the value of students' character achievements and progress, thus placing these next to academic skills in terms of importance.

4. Conclusion

In conclusion, the discussed concepts of growth mindset and character strengths together with positive principles of psychology constitute a viable background for successful character education programmes. Integrating character education into foreign language courses presents opportunities for facilitating the development of self-reflection, critical thinking and decision-making skills as well as increasing learner autonomy and initiative. It is also promising in terms of contributing to the process of language learning.

The need for shaping character and values has been recognised by international institutions and expressed in the form of recommendations, such as the EU framework, on key competences for lifelong learning. Further research concerning the principles and effects of character education and its integration into foreign language teaching is necessary as for now the issue has received little academic interest compared to methods such as CALL (Computer Assisted Language Learning) and CLIL (Content Integrated Language Learning). Through this brief consideration the author wishes to draw academic attention to this issue and suggest the adoption of the term “Character Integrated Language Learning” (CILL) that succinctly defines the proposed approach.

It makes no small difference, then, whether we form habits of one kind or of another from our very youth; it makes a very great difference, or rather all the difference.

(Aristotle, *Nicomachean Ethics*, II: 1)

References

- Baumeister, R. F., K. D. Vohs, D. M. Tice (2007). "The strength model of self-control". *Current Directions in Psychological Science* 16/6: 351-355.
- Baumeister, R. F., B. J. Schmeichel, K. D. Vohs (2007). "Self-regulation and the executive function: The self as controlling agent". In: W. Kruglanski, E. T. Higgins (eds.) *Social Psychology: Handbook of Basic Principles*. Second edition. New York: Guilford, 516-539.
- Bourne M. (2014). "We didn't eat the marshmallow. The marshmallow ate us". *The New York Times*. Available at <http://www.nytimes.com/2014/01/12/magazine/we-didnt-eat-the-marshmallow-the-marshmallow-ate-us.html?_r=0>.
- Duckworth, A. L., T. S. Gendler, J. J. Gross (2014). "Self-control in school-age children". *Educational Psychologist* 49/3: 199-217.
- Duckworth, A. L., J. J. Gross (2014). "Self-control and grit: Related but separable determinants of success". *Current Directions in Psychological Science* 23/5: 319-325.
- Duckworth, A. L., M. E. P. Seligman (2005). "Self-Discipline outdoes IQ in predicting academic performance of adolescents". *Psychological Science* 16/12: 939-944.
- Duckworth, A. L., E. Tsukayama, T. A. Kirby (2013). "Is it really self-control? Examining the predictive power of the delay of gratification response". *Personality and Social Psychology Bulletin* 39: 843-855.
- Dweck, C.S. (2006). *Mindset: How You Can Fulfill Your Potential*. New York, NY: Random House.
- EUR-Lex Access to European Law. Available at <<http://eur-lex.europa.eu/legal-content/ENG/TXT/?uri=celex%3A32006H0962>>.
- Farrington, C. A., M. Roderick, E. Allensworth, J. Nagaoka, T. S. Keyes, D. W. Johnson, N. O. Beechum (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago: University of Chicago Consortium on Chicago School Research.
- Kendall, P. C., L. E. Wilcox (1979). "Self-control in children: Development of a rating scale". *Journal of Consulting and Clinical Psychology* 47: 1020-1029.

- Kidd, C., H. Palmeri, N. R. Aslin (2012). "Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability". *Cognition* 126/1: 109-114.
- Mischel, W., E. B. Ebbesen (1970). "Attention in delay of gratification". *Journal of Personality and Social Psychology* 16: 329-337.
- Mischel, W., E. B. Ebbesen, A. R. Zeiss, (1972). "Cognitive and attentional mechanisms in delay of gratification". *Journal of Personality and Social Psychology* 21: 204-218.
- Mischel, W., Y. Shoda, M. L. Rodriguez (1989). Delay of gratification in children. *Science* 244: 933-938.
- Moffitt, T. E., L. Arseneault, D. Belsky, N. Dickson, R. J. Hancox, H. R. Harrington, R. Houts, R. Poulton, B. W. Roberts, S. Ross, M. R. Sears, W. M. Thomson, A. Caspi (2011). *A gradient of childhood self-control predicts health, wealth, and public safety: Proceedings of the National Academy of Sciences – PNAS* 108: 2693-2698.
- Park N., C. Peterson, M. E. P. Seligman (2004). "Strengths of character and well-being". *Journal of Social and Clinical Psychology* 23/5: 603-619.
- Peterson, C., M. E. P. Seligman (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press – Washington, DC: American Psychological Association. Available at <www.viacharacter.org>.
- Roberts, P. (2014a). "Instant gratification". *The American Scholar*. Available at: <<https://theamericanscholar.org/instant-gratification/#.VouQCIOBXjE>>.
- Roberts, P. (2014b). *The Impulse Society*. New York: Bloomsbury USA.
- Shoda, Y., W. Mischel, P. K. Peake (1990). "Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions". *Developmental Psychology* 26: 978-986.
- Tangney, J.P., R.F. Baumeister, A.L. Boone (2004). "High self-control predicts good adjustment, less pathology, better grades, and interpersonal success". *Journal of Personality* 72: 271-322.
- Tough, P. (2013). *How Children Succeed – Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt.

Marcin Ostrowski
Studia doktoranckie w zakresie neofilologii
Instytut Germanistyki i Lingwistyki Stosowanej
Uniwersytet Marii Curie-Skłodowskiej
Plac Marii Curie-Skłodowskiej 4A
20-031 Lublin
Poland
Email: mostrowski85@gmail.com