

What is ESL teachers’ sense of responsibility?

- An internal feeling of commitment and obligation for the learning outcomes and psychological well-being of English language learners (ELLs). This sense of obligation may extend beyond the classroom.

Why is a sense of responsibility important to ESL teachers?

- A sense of responsibility contributes to ESL teachers' fulfillment of their psychological needs of competence, relatedness, and autonomy. When these needs are met, they will have a greater sense of self-determination and greater enjoyment of working with culturally diverse groups of students.

What is the purpose of this worksheet?

- The worksheet is a tool to help ESL teachers reflect on their own experiences in teaching regarding the six dimensions of the essence of responsibility which are listed in the table below.

**Worksheet Instructions:** Use the table below to brainstorm about how each dimension affects your role as an ESL teacher. In the “examples” column, consider the ways you successfully fulfill each dimension and the areas you feel could be improved upon. In the “controllable” column, indicate whether you believe the examples you listed are within your control. Finally, reflect upon the controllable, actionable steps you could take to improve within each dimension. Print multiple worksheets if needed.

Dimensions	Examples from Job	Controllable	Actionable Steps
<u>Student academic competence</u> : How do I demonstrate ownership of student learning by setting high expectations and helping students set goals?	I communicate clear learning objectives and my confidence in my students' ability to master them. However, I do not guide my students in goal-setting activities.	<div>Yes</div> <div>No</div>	I can implement goal setting activities at the beginning of each new unit that guide students to set their own goals for learning.
<u>Self-competence</u> : What knowledge do I possess and what actions must I take to successfully instruct ELLs?		<div>Yes</div> <div>No</div>	
<u>Student academic competence</u> : How do I demonstrate ownership of student learning by setting high expectations and helping students set goals?		<div>Yes</div> <div>No</div>	
<u>Support of psychological needs</u> : Which of my behaviors demonstrate that I take responsibility for my students' personal and social development?		<div>Yes</div> <div>No</div>	
<u>Contextual affordances and constraints</u> : What are the aspects of my workplace that support or hinder my ability to successfully instruct ELLs?		<div>Yes</div> <div>No</div>	
<u>Realm of responsibility</u> : What limits do I place on my responsibilities for students, inside and outside of the classroom?		<div>Yes</div> <div>No</div>	
<u>Emotions</u> : How do I feel about my responsibilities and their related aspects, such as teaching, cultural experience, aides, etc.?		<div>Yes</div> <div>No</div>	

References:

Yough, M., Gilmetdinova, A., & Finney, E. (2020). Teaching the English language learner at the elementary school: Sense of responsibility in an ill-defined role. *Journal of Language, Identity, and Education*, 1–17. <https://doi.org/10.1080/15348458.2020.1791707>