



---

## **An Insight into Multilingualism: Enhancing Student Self-Esteem and Learning Success through Inclusive Teaching Strategies and Positive Teacher-Student Relationships**

**Oyeyemi Ifeoluwa Bamidele**

Amity School of Liberal Arts

Amity University Haryana

&

**Sanjay K. Jha**

Amity School of Liberal Arts

Amity University Haryana

---

**Received: SEP. 05, 2024**

**Accepted: OCT. 15, 2024**

**Published: NOV. 30, 2024**

---

### **ABSTRACT**

In today's increasingly globalized world, multilingualism is an asset that many students bring to the classroom, enriching the educational environment with diverse perspectives and linguistic skills. However, multilingual students often face unique challenges that can impact their self-esteem and academic success, such as navigating language barriers and adjusting to new cultural contexts. For educators, the need to support these students' emotional and academic growth calls for thoughtful, inclusive teaching strategies and positive teacher-student relationships that honour and integrate students' linguistic backgrounds. Research shows that teaching strategies and teacher-student relationships play interdependent roles in shaping students' confidence and learning outcomes. In multilingual classrooms, this relationship is even more critical: when teachers use culturally responsive strategies and establish strong connections with students, they help develop a sense of belonging and validation that enhances self-esteem and motivates academic engagement.

### **Introduction**

This essay explores how inclusive teaching strategies and positive teacher-student relationships can enhance student self-esteem and learning success in multilingual classrooms. By examining the reciprocal effects between teaching approaches, relationships, and student outcomes, we aim to propose effective practices that can help create a supportive and inclusive learning environment for multilingual learners.

## **The Role of Inclusive Teaching Strategies in Multilingual Classrooms**

Inclusive teaching strategies are designed to meet the diverse needs of all students, especially those from multilingual backgrounds. These strategies emphasize differentiation, scaffolded support, and the use of varied instructional methods to accommodate different learning styles and linguistic abilities. In multilingual classrooms, inclusive strategies aim to bridge the gap between students' native languages and the target language of instruction, enabling a sense of belonging and participation.

One key strategy is scaffolding, which involves providing temporary support structures to assist students in completing tasks they cannot manage independently. For multilingual learners, this could involve using visual aids, providing bilingual resources, and offering opportunities for peer collaboration. Scaffolding helps reduce the cognitive load, making it easier for students to understand and engage with the curriculum, thus boosting their self-esteem as they experience success.

Another important strategy is differentiation. Teachers who differentiate instruction cater to the varying linguistic abilities, learning styles, and cultural backgrounds of their students. In a multilingual context, differentiation can involve using varied language levels, incorporating culturally relevant content, and offering individualized learning pathways. By recognizing and valuing the students' linguistic diversity, teachers affirm their identities, which can significantly enhance their self-esteem.

Research shows that positive reinforcement and constructive feedback are particularly effective in boosting students' confidence and motivation. For multilingual students, frequent praise for effort, progress, and resilience, rather than solely for outcomes, helps them build a positive self-concept. The encouragement of language use in both the home language and the second language also affirms their multilingual identity, further enhancing their self-esteem and academic engagement.

## **The Impact of Teacher-Student Relationships on Self-Esteem and Learning Success**

The quality of teacher-student relationships is another critical factor influencing student self-esteem and academic success. Positive teacher-student relationships are characterized by trust, respect, and open communication, which create a safe and supportive learning environment. For multilingual students, these relationships are particularly important, as they often face additional stressors, such as language barriers, cultural misunderstandings, and feelings of exclusion. A positive teacher-student relationship can alleviate these stressors and enable a sense of belonging and value.

When teachers show genuine interest in their students' well-being and linguistic development, students feel acknowledged and respected. This recognition can have a profound impact on their self-esteem, as it communicates to them that their cultural and linguistic backgrounds are assets rather than obstacles. In multilingual classrooms, teachers who make

an effort to learn about students' native languages and incorporate these languages into the curriculum can establish a stronger connection with their students. Such efforts not only promote language development but also develop a sense of pride and self-worth in students.

Moreover, the emotional support provided by teachers plays a significant role in helping multilingual students overcome feelings of inadequacy or frustration that may arise from language challenges. Teachers who actively listen, provide encouragement, and show empathy help students develop resilience and self-confidence, key components of healthy self-esteem. These positive relationships also contribute to improved learning outcomes, as students are more likely to engage in academic tasks when they feel supported and understood.

### **Reciprocal Effects between Teaching Strategies and Teacher-Student Relationships**

The interaction between teaching strategies and teacher-student relationships is reciprocal. Positive teacher-student relationships can enhance the effectiveness of teaching strategies, while well-implemented inclusive teaching strategies can promote stronger, more positive relationships. For example, when teachers use differentiated instruction and scaffolded support, students feel more capable and confident in their abilities, which strengthens the teacher-student bond. Conversely, when students feel that their teachers understand and value their linguistic and cultural backgrounds, they are more likely to engage with and benefit from inclusive teaching strategies.

This reciprocal relationship between teaching strategies and teacher-student relationships is particularly evident in multilingual classrooms, where the learning environment must cater to the needs of students from diverse linguistic backgrounds. The key to optimizing both teaching strategies and relationships is creating a classroom culture where all students feel seen, heard, and valued. When students perceive their teachers as supportive allies, they are more likely to adopt a growth mindset, take risks with language use, and actively participate in the learning process.

### **Effective Strategies for Enhancing Self-Esteem and Learning Success**

To maximize the impact of inclusive teaching strategies and positive teacher-student relationships on multilingual students' self-esteem and learning success, the following strategies are recommended:

- 1. Culturally Responsive Pedagogy:** Teachers should incorporate students' cultural and linguistic backgrounds into the curriculum, using culturally relevant materials, examples, and teaching methods. This practice not only enhances learning but also validates students' identities, fostering a sense of pride and belonging.

- 2. Promote Peer Collaboration:** Group work and peer interactions provide multilingual students with opportunities to practice language skills in a low-

pressure environment. Peer collaboration also helps build a sense of community and support among students, contributing to a positive classroom atmosphere.

**3. Use of Technology:** Digital tools, such as language learning apps, translation services, and interactive online platforms, can provide additional support for multilingual students. These tools help scaffold language learning while also fostering autonomy and confidence.

**4. Ongoing Professional Development for Teachers:** Teachers should receive training on how to work effectively with multilingual students. This includes strategies for scaffolding, differentiation, and creating positive relationships, as well as an understanding of the unique challenges faced by multilingual learners.

**5. Encourage Multilingualism:** Teachers should encourage students to use their home languages in the classroom when possible. This not only affirms their identity but also provides a bridge to learning a second language, boosting self-esteem and facilitating cognitive development.

## **Conclusion**

In multilingual classrooms, the connection between inclusive teaching strategies and positive teacher-student relationships is crucial for enhancing student self-esteem and learning success. By recognizing the reciprocal effects between these factors, educators can create a more supportive, inclusive, and effective learning environment for multilingual students. When students feel respected, understood, and supported, they are more likely to thrive academically and develop the self-confidence necessary for lifelong learning. This understanding of the relationship between teaching strategies, teacher-student relationships, and student outcomes is essential for fostering positive educational experiences for all learners, particularly those from linguistically diverse backgrounds.

## References

- Aronson, B., & Laughter, J. (2016). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas. *Review of Educational Research*, 86(1), 163-206. <https://doi.org/10.3102/0034654315582066>
- Dignath, C., & Veenman, M. V. J. (2021). The role of direct strategy instruction and indirect activation of self-regulated learning—Evidence from classroom observation studies. *Educational Psychology Review*, 33(2), 489–533. <https://doi.org/10.1007/s10648-020-09534-0>
- Gay, Geneva. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*, 3rd Edition. Multicultural Education Series. 3rd Edition ed. 2018. 1 Jan. 2018. 5 Sep. 2024 <<https://www.amazon.com/Culturally-Responsive-Teaching-Multicultural-Education-dp-0807758760/dp/0807758760?pldnSite=1>>.
- Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge. *Int Rev Educ* 57, 219–221 (2011). <https://doi.org/10.1007/s11159-011-9198-8>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Koca, F. (2016). Motivation to Learn and Teacher-Student Relationship. *Journal of International Education and Leadership*, 6(2). <https://doi.org/10.31004/obsesi.v6i2.1366>
- Leenknecht, M. J. M., L. Wijnia, S. M. M. Loyens, and R. M. J. P. Rikers. 2017. “Need-Supportive Teaching in Higher Education: Configurations of Autonomy Support, Structure, and Involvement.” *Teaching and Teacher Education* 68: 134–142. doi:10.1016/j.tate.2017.08.020.
- Mbuva, J. (2019). Exploring Teachers’ Self-Esteem and Its Effects on Teaching, Students’ Learning and Self-Esteem. *Journal of Higher Education Theory and Practice*, 16(5). Retrieved from <https://www.articlegateway.com/index.php/JHETP/article/view/2001>
- Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). “They come with nothing:” How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. *Teaching and Teacher Education*, 71, 98-107.
- Oyeyemi Ifeoluwa Bamidele. (2024). Examining the Reciprocal Effects of Teaching Strategies and Teacher-Student Relationships on Students’ Self-Esteem and Learning Success. *Techtalk: Revolutionising English Language Teaching in the 21st Century*.
- Pritchett, L., Newman, K., and Silberstein, J. 2022. Focus to Flourish: Five Actions to Accelerate Progress in Learning. *Research on Improving Systems of Education*. [https://doi.org/10.35489/BSG-RISE-Misc\\_2022/07](https://doi.org/10.35489/BSG-RISE-Misc_2022/07)
- Slavin, R. E. (2014). Cooperative learning in elementary schools. *Education* 3-13, 43(1), 5–14. <https://doi.org/10.1080/03004279.2015.963370>
- Tomlinson, C. A., Brighton, C., Hertzberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L. A., & Reynolds, T. (2003). Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature. *Journal for the Education of the Gifted*, 27(2-3), 119-145. <https://doi.org/10.1177/016235320302700203>