Culturally Responsive Teaching: A Bibliometric Investigation of Scholarly Trends

Kültüre Duyarlı Öğretim: Akademik Eğilimlerin Bibliyometrik Bir İncelemesi

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ABSTRACT

This study examines scholarly trends in culturally responsive teaching research using the Web of Science database, spanning from 1995 to 2025. The analysis covers 551 English-language articles, review articles, and book chapters, visualizing findings through tables, figures, and network maps. Key findings include a steady annual growth rate of 7.18%, indicating increasing scholarly interest in culturally responsive teaching, and an average of 13.47 citations per document, suggesting moderate research impact. The study identifies "motor themes" like identity, culture, and race as well-developed and influential, while "niche themes" such as practices and pre-service teacher education show less connection to the broader field. Underdeveloped but essential "basic themes" include culturally responsive teaching, diversity, and curriculum. The results also reveal that frequent title bigrams like "culturally responsive" and "responsive teaching," and highlight distinct clusters in global research collaboration, notably one led by the USA.

Keywords: Culturally responsive teaching, scholarly trends, bibliometric analysis.

Öz

Bu çalışma, Web of Science veritabanını kullanarak kültüre duyarlı öğretim araştırmalarındaki akademik eğilimleri incelemektedir. 1995'ten 2025'e kadar olan dönemi kapsayan analiz, 551 İngilizce makale, derleme makale ve kitap bölümünü içermekte ve bulguları tablolar, şekiller ve ağ haritaları aracılığıyla görselleştirmektedir. Önemli bulgular arasında, kültüre duyarlı öğretime artan akademik ilgiyi gösteren %7,18'lik istikrarlı bir yıllık büyüme oranı ve belge başına ortalama 13.47 atıf sayısı yer almaktadır ki bu da orta düzeyde bir araştırma etkisine işaret etmektedir. Çalışma, kimlik, kültür ve ırk gibi "motor temaları" gelişmiş ve etkili olarak tanımlarken, uygulamalar ve öğretmen adayı eğitimi gibi "niş temaların" daha geniş alanla daha az bağlantılı olduğunu göstermektedir. Gelişmemiş ancak temel olan "temel temalar" arasında kültüre duyarlı öğretim, çeşitlilik ve eğitim programı yer almaktadır. Elde edilen sonuçlar ayrıca, "kültüre duyarlı" ve "duyarlı öğretim" gibi sıklıkla birlikte geçen başlık bigramlarını ortaya koymakta olup, küresel araştırma iş birliği ağlarında, özellikle de ABD liderliğindeki belirgin kümeler olduğunu vurgulamaktadır.

Anahtar Kelimeler: Kültüre duyarlı öğretim, akademik eğilimler, bibliyometrik analiz.

INTRODUCTION

Culturally responsive teaching (CRT) is a vital pedagogical approach that emphasizes incorporating students' cultural backgrounds-including their schools, families, and communities-into curriculum design and lesson planning (Tien et al., 2024). This approach recognizes the importance of integrating students' diverse cultural experiences and perspectives to enhance teaching effectiveness (Rychly & Graves, 2012; Gay, 2002). Ultimately, CRT aims to create inclusive and equitable learning environments that empower all students to succeed academically and personally (Ober et al., 2023).

CRT is a demanding approach that requires teachers to cultivate a multifaceted skillset. Effective implementation of CRT involves understanding its implications for students and their learning processes, as well as adapting teaching practices accordingly. For students, CRT enhances engagement, motivation, and academic performance by creating a relevant and meaningful learning environment (Pang et al., 2021). This relevance is achieved by drawing on students' cultural assets, acknowledging their cultural knowledge, skills, values, beliefs, home language, and experiences and incorporating them into lesson plans and instructional practices (Cheng et al., 2021). Furthermore, CRT fosters inclusivity by celebrating diversity and building on students' different ways of learning (Echevarría et al., 2015). Studies indicate that effective CRT implementation promotes equitable education for culturally and linguistically diverse students, leading to improved academic performance (Cochran-Smith, 2004; Delpit, 2006; Kraft, 2007; Cammarota & Romero, 2011; Bui & Fagan, 2013; Dee & Penner, 2017). This reinforces the critical role of acknowledging and incorporating students' cultural and linguistic backgrounds as a key factor in their academic success. For teachers, meeting these student outcomes requires them to develop a deep understanding of their students' cultural backgrounds, communication styles, and learning preferences (Villegas & Lucas, 2002). Culturally responsive teachers also demonstrate caring and community-building skills and communicate effectively with ethnically diverse students (Abacıoğlu et al., 2020). Cultivating these skills and creating such empowering learning environments, however, requires ongoing support and development for teachers. Successfully implementing CRT necessitates teacher professional development and practical experience with the pedagogy (Cruz et al., 2020).

CRT has garnered increasing attention within educational research, particularly concerning its potential to create inclusive and equitable learning environments research (Ulbricht et al., 2024; Moore et al., 2021; Iwai, 2019; Tobisch & Dresel, 2017; Gunn et al., 2014). Studies have explored various facets of CRT, ranging from its intersection with Universal Design for Learning to its implementation in specific educational contexts. For example, Kieran and Anderson (2019) explored how the principles of Universal Design for Learning and CRT can intersect to create inclusive classrooms that value student diversity, mitigate stress, and foster a sense of belonging, ultimately promoting academic achievement. A systematic review by Liu et al. (2025) of 29 articles published between 2020 and 2024 examined CRT in technical communication education within Chinese vocational colleges. Their findings indicated that CRT strategies, such as student-centered learning and culturally relevant materials, enhance both student engagement and performance. However, they also noted that implementation can be challenged by resistance to change and resource limitations. Similarly, Wah and Nasri (2019), in their systematic review of six articles from 2010 to 2019, explored the effects of culturally responsive pedagogy on student learning and achievement. They concluded that this pedagogical approach positively influences academic outcomes and student self-identity, though further research is needed, particularly regarding classroom implementation and its impact on academic achievement. Furthermore, Tien et al. (2024) employed science mapping analysis of 562 journal articles to review research on CRT in early childhood education. Their analysis revealed a growing interest in CRT over the past decade, with research primarily focusing on the influence of family culture and the teacher's role in CRT. These findings underscore the importance of understanding not only what CRT encompasses (i.e., specific

strategies and their impact) but also how—the underlying principles and multifaceted nature of effective implementation.

This multifaceted approach to CRT, emphasizing both pedagogical practice and the creation of an empowering learning environment, aligns with the broader theoretical framework proposed by Gay (2018). Gay (2018) argues that CRT is not merely a set of strategies, but a complex interplay of eight interconnected dimensions: validation, comprehensiveness, inclusivity, multidimensionality, empowerment, transformation, humanism, and normative ethics. These dimensions offer a framework for understanding the depth and breadth of CRT, moving beyond surface-level adjustments to create a truly equitable and empowering learning environment. By considering these eight dimensions, educators can develop a more holistic understanding of CRT and its potential to create transformative learning experiences for all students. Given the complexity and growing interest in CRT, a comprehensive and objective understanding of the current research landscape is crucial.

This research aims to provide precisely that—an objective overview of the current state of CRT research. Utilizing bibliometric analysis, it will identify publication trends, research topic distribution, and influential authors and journals. While several systematic reviews on CRT exist (e.g., Liu et al., 2025; Young & Young, 2023; Wah & Nasri, 2019), and at least one study has employed bibliometric analysis within early childhood education using the Scopus database, this research distinguishes itself in two key ways. First, unlike existing systematic reviews, it introduces a quantitative approach. Second, it expands the scope of previous bibliometric analyses by examining studies indexed in the Web of Science (WoS) database without field restrictions. By contributing quantitative data to the existing body of knowledge, this study will facilitate a deeper understanding and structuring of the research field, serving as a comprehensive guide for novice researchers and informing future research directions.
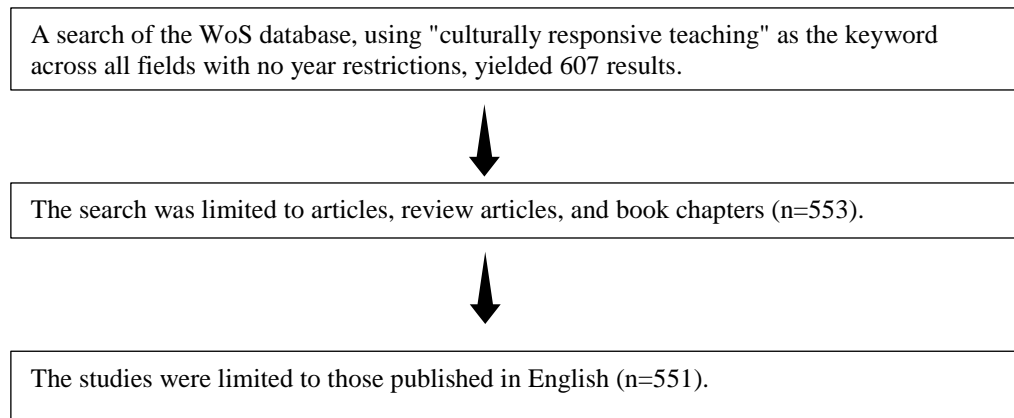

METHOD

This study employed a bibliometric analysis to conduct a comprehensive review of the literature on CRT. This method was selected for its capacity to perform objective, statistical analyses of large datasets, thereby identifying research trends, focal points, and significant contributions within the field (Moral-Munoz et al., 2019).

This study utilized the WoS database to examine scholarly publications on CRT. WoS, due to its extensive coverage and citation indexing, is recognized as a reliable and comprehensive data source for bibliometric analyses (Kandeel et al., 2023; Gumus et al., 2018). This approach facilitates a more accurate assessment of the overall trends and impact of research in CRT.

A comprehensive search was conducted in the WoS database on January 10, 2025, using the keyword "culturally responsive teaching." The initial search yielded 607 results, which were then refined to include only research articles, review articles, and book chapters. Other publication types, such as conference proceedings, editorials, and book reviews, were excluded. Furthermore, the analysis was limited to English-language publications using the database's language filtering feature, as the most current and impactful research in CRT is typically published in English. This filtering process resulted in a final dataset of 551 publications for bibliometric analysis. The literature review process is detailed in Figure 1.

Figure 1

Flowchart of The Literature Review Process

A search of the WoS database, using "culturally responsive teaching" as the keyword across all fields with no year restrictions, yielded 607 results.

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The search was limited to articles, review articles, and book chapters (n=553).

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The studies were limited to those published in English (n=551).

During the data analysis process, duplicate records were first identified and removed. Data retrieved from the WoS database was then converted into the format required by the bibliometric analysis software. Author names were standardized to "Last Name, First Initial." Potential instances of authors with similar names were verified against their publications to ensure accurate identification. For the analysis, the keywords "pre-service teachers" and "preservice teachers" were combined under the single term "pre-service teachers."

The dataset, comprising 551 studies, was analyzed using the biblioshiny package in RStudio. Citation analysis was based on citation counts, while co-authorship analysis employed the association coefficient. The distribution of publications over time, keywords used in the titles, publication sources, and publication counts by author country were examined. The most cited publications were identified, and a thematic map was generated. Additionally, maps illustrating country co-authorship networks and author co-citation networks were created, using thresholds of two publications and ten citations, respectively. The findings were visualized using tables, figures, and network maps.

2.1. Ethical Statement

As this bibliometric analysis study did not involve human subjects or data requiring ethical oversight, formal ethics committee approval was not required.

FINDINGS

Table 1 below presents an overview of the studies included in the bibliometric analysis.

Table 1

Overview Of The Studies

Description	Results
Timespan	1995:2025
Sources (Journals, Books, etc)	285
Documents	551
Annual growth rate	7.18
Average citations per doc	13.47
References	20.916
Author's keywords	1450
Authors	1252
Authors of single-authored docs	149
Co-authors per doc	2.57

The bibliometric analysis, spanning from 1995 to 2025, encompassed 285 sources, yielding 551 documents. This indicates a substantial body of research on the topic. The annual growth rate of 7.18% indicates a steady increase in scholarly output within this field. With an average of 13.47 citations per document, the research demonstrates a moderate level of impact. The dataset includes a substantial number of references and author keywords, reflecting the breadth of the research area. A total of 1.252 authors contributed to the body of literature, with 149 authors producing single-authored documents. The average of 2.57 co-authors per document suggests a prevalence of collaborative research efforts.

Figure 2 presents the distribution of research on CRT over time.

Figure 2

*Distribution Of Research On CRT Over Time*
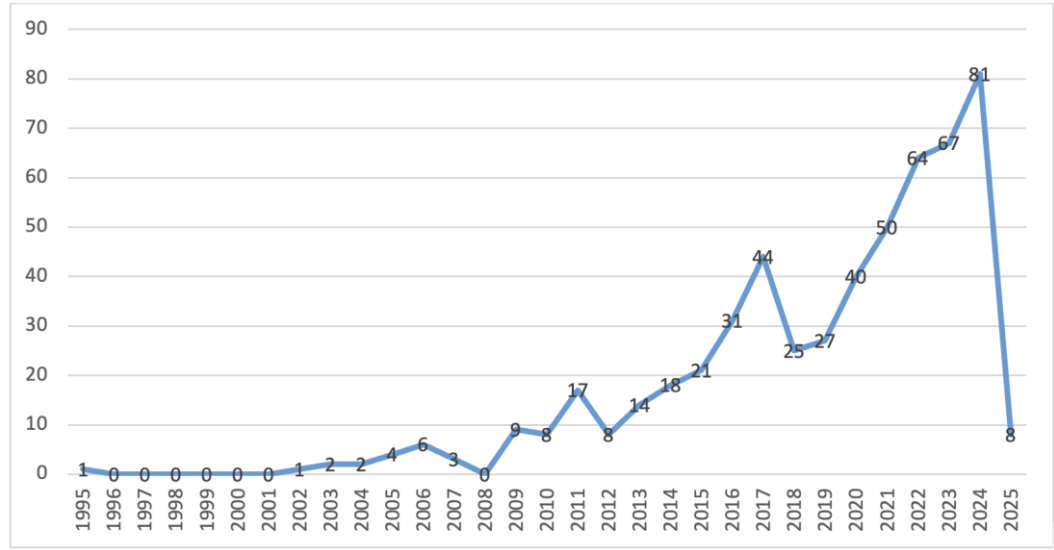
Research on CRT, while originating in 1995, showed minimal activity until the early 2000s. A noticeable increase began around 2005, with a more substantial rise from 2009 onwards. The field experienced significant growth between 2011 and 2017, peaking in 2017 with 44 articles published. While there was a slight dip in 2018, the number of publications continued to climb, reaching its highest point in 2024 with 81 articles. Preliminary data for 2025 suggests a potential decline, though the year is not yet complete.

Figure 3 illustrates the distribution of publications on CRT across various sources.

Figure 3

Distribution Of Studies Across Publication Sources (Top 10 Sources)
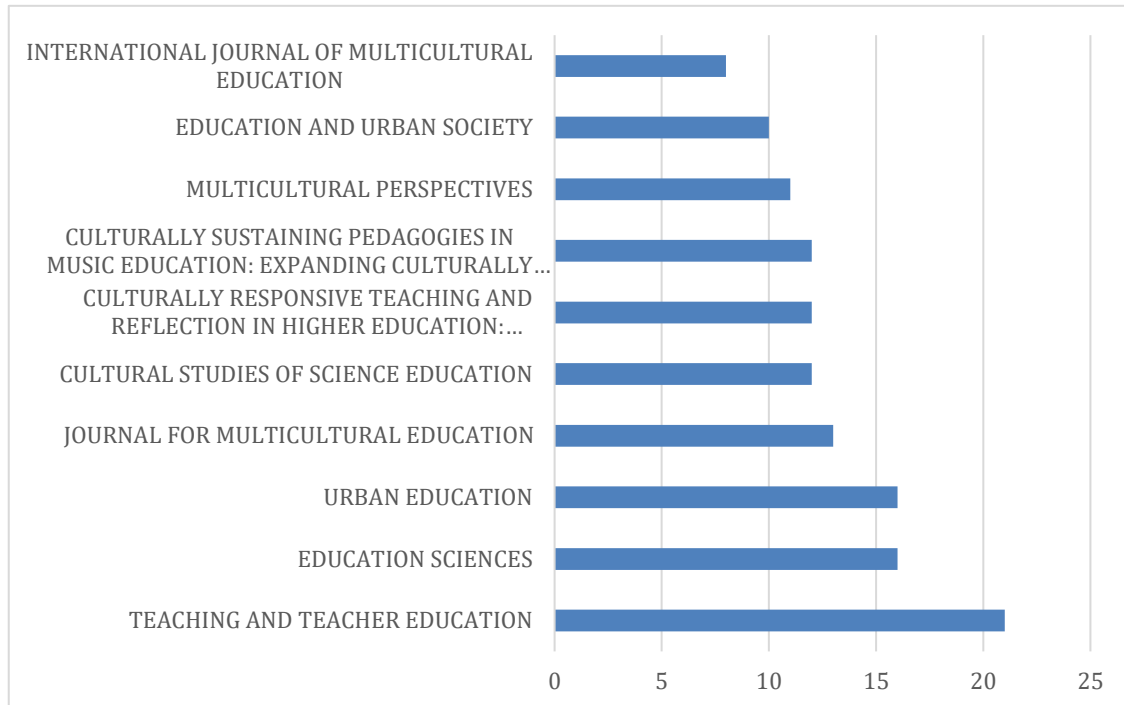
The data reveals that research on CRT is published across a variety of sources. A significant portion of the research appears in journals, with Teaching and Teacher Education leading the way with 21 articles, followed by Education Sciences and Urban Education, each with 16 articles. Other prominent journals include the Journal for Multicultural Education, Cultural Studies of Science Education, Multicultural Perspectives, Education and Urban Society, and the International Journal of Multicultural Education. Books also contribute to the field, with "Culturally Responsive Teaching and Reflection in Higher Education" and "Culturally Sustaining Pedagogies in Music Education" each accounting for 12 articles worth of material. This distribution suggests that the topic of CRT is being explored in both specialized and broader educational contexts.

Figure 4 presents the distribution of articles based on the corresponding authors' countries.

Figure 4

Countries Of Corresponding Authors And The Number Of Articles

Figure 4 illustrates that SCP represents the number of publications by authors within the same country, while MCP indicates the number of publications co-authored by researchers from different countries. The United States leads with a total of 360 publications (343 SCP and 17 MCP), followed by China with 34 publications (27 SCP and 7 MCP), and Canada with 14 publications (11 SCP and 3 MCP) (Table 2).

Table 2

Number Of Articles, SCP, And MCP By Country

Country	Articles	Articles %	SCP	MCP	MCP %
Usa	360	65.3	343	17	4.7
China	34	6.2	27	7	20.6
Canada	14	2.5	11	3	21.4
Germany	12	2.2	6	6	50
New Zealand	10	1.8	8	2	20
Australia	9	1.6	6	3	33.3
Türkiye	9	1.6	7	2	22.2
United Kingdom	8	1.5	7	1	12.5
South Africa	7	1.3	7	0	0
Finland	5	0.9	1	4	80
Israel	5	0.9	5	0	0
Netherlands	5	0.9	5	0	0
Norway	5	0.9	3	2	40
United Arab Emirates	5	0.9	3	2	40
Indonesia	3	0.5	2	1	33.3
Malaysia	3	0.5	3	0	0
Vietnam	3	0.5	2	1	33.3
Austria	2	0.4	0	2	100
Brazil	2	0.4	0	2	100
Ireland	2	0.4	1	1	50

Table 2 presents the top 20 countries ranked by the number of articles, single-country publications, and multiple-country publications attributed to their corresponding authors. The United States has a significant lead in the number of publications on CRT, accounting for 360 articles (65.3%), the vast majority of which are single-country publications. While Germany,

New Zealand, Australia, Türkiye, and the United Kingdom each contribute a smaller but notable number of articles, Germany stands out with the highest percentage (50%) of multiple-country publications. Several other countries, including Finland and Austria, also show a high proportion of MCPs relative to their total output. This suggests that while the US dominates the field overall, international collaborations are becoming increasingly prevalent, particularly in certain regions.

Table 3 lists the ten most cited articles related to CRT.

Table 3

Top Ten Most Cited Articles On CRT

Authors	Title	Source	TC[1]	TCPY[2]	NTC[3]
Gay, 2002	Preparing for Culturally	Journal of Teacher Education	1146	47.75	1.00
Aronson & Laughter, 2016	The Theory and Practice	Review of Educational Research	381	38.10	15.38
Gay, 2013	Teaching To and Through Preservice Teachers'	Curriculum Inquiry	315	24.23	7.78
Siwatu, 2007	Culturally	Teaching and Teacher Education	242	12.74	2.11
Ware, 2006	Warm Demander	Urban Education	186	9.30	3.51
Scott, 2015	Culturally Responsive	Learning, Media and Technology	163	14.82	6.83
Bishop et al., 2009	Te Kotahitanga: Addressing	Teaching and Teacher Education	148	8.71	3.60
Wang, 2007	Designing online courses	British Journal of Educational Technology	102	5.37	0.89
Siwatu, 2011	Preservice teachers' sense	Teaching and Teacher Education	97	6.47	4.22
Byrd, 2017	The Complexity of	British Journal of Educational Psychology	89	9.89	12.55

[1]Total citations
[2]Total citations per year
[3]Normalized total citations

Table 3 presents citation data for ten papers related to CRT. Gay's (2002) paper in the Journal of Teacher Education has the highest total citations and normalized total citations (1.00). Aronson and Laughter's (2016) paper in the Review of Educational Research has a significantly higher TC per year (38.10) and normalized TC (15.38) despite having fewer total citations. Byrd's (2017) paper, while having the fewest total citations, has a high TC per year (9.89) and the second-highest normalized TC (12.55). This suggests that more recent papers, like Byrd's, are gaining traction in the field. Another noteworthy observation is that three of the most cited articles are published in Teaching and Teacher Education. Furthermore, Geneva Gay is the first author of both the most cited and the third most cited studies, while Kamau Oginga Siwatu is the first author of the fourth and ninth most cited works.
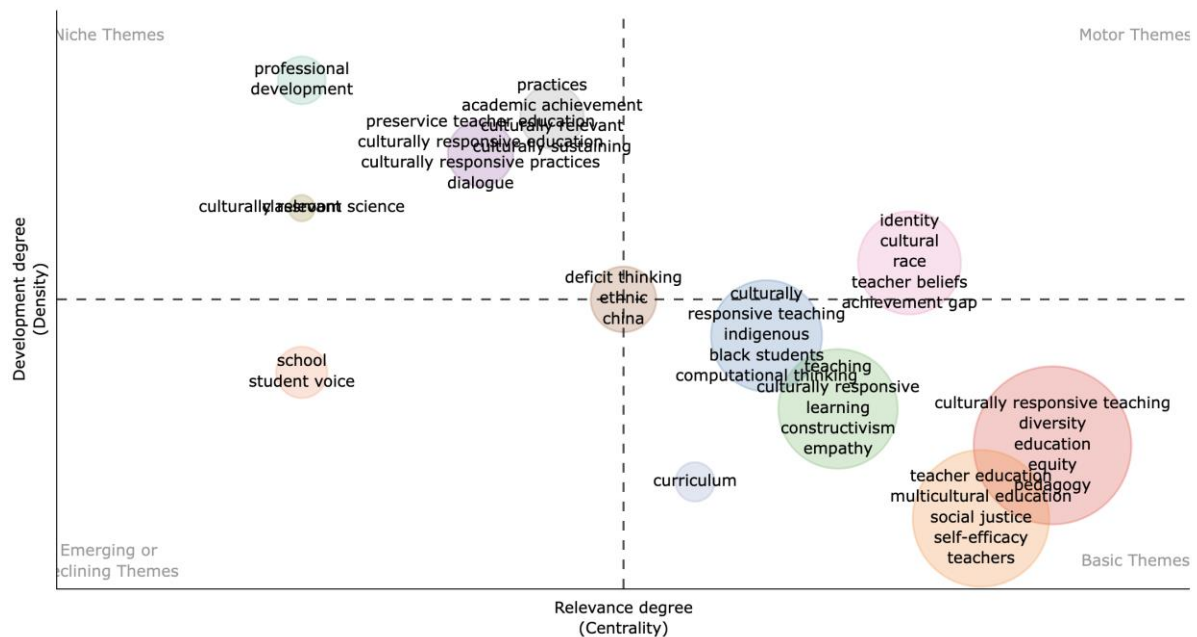
Figure 5

Thematic Map

Figure 5's thematic map, dividing CRT research into four quadrants, visualizes the development and importance of its various themes.The upper-right quadrant contains well-developed and influential "motor themes" like identity, culture, and race. The upper-left quadrant includes "niche themes" like practices, academic achievement, culturally relevant, culturally sustaining, pre-service teacher education, culturally responsive education, professional development, and culturally relevant science. These niche themes, while internally cohesive, are less connected to the broader field. Emerging or declining themes such as school and student voice are found in the lower-left quadrant, indicating areas of nascent or diminishing research interest. Finally, the lower-right quadrant houses underdeveloped but essential basic themes like culturally responsive teaching, diversity, teacher education, multicultural education, teaching, and curriculum.

Figure 6 illustrates the most frequent bigrams found in the titles of studies on CRT.

Figure 6

Most Frequent Bigrams In Titles Of Studies On CRT

Analysis of the most frequent bigrams in titles of studies on CRT reveals "culturally responsive" as the most prevalent (253 occurrences), followed by "responsive teaching". Other frequent bigrams include "pre-service teachers", "teacher education", "culturally relevant", "professional development", "responsive pedagogy", "diverse students", and "teaching practices".

Figure 7 illustrates international research collaboration on CRT.

Figure 7

International Research Collaboration On CRT (40 Countries, Publication Threshold Of 2, 11 Countries Displayed)
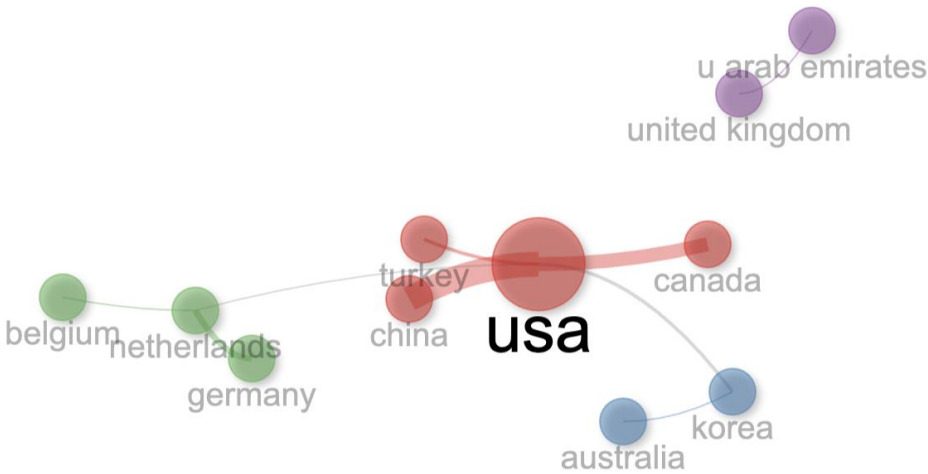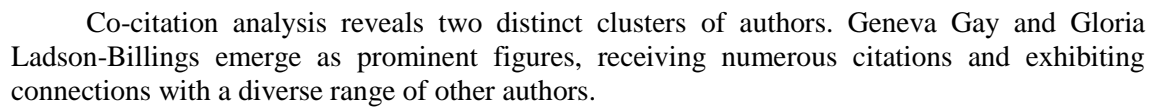

Figure 7 illustrates global research collaboration patterns. Node size reflects each country's research output, while connecting line thickness represents partnership strength (Wang et al.,2019). Distinct clusters emerge: one led by the USA (including China, Canada, and Türkiye), another comprising Belgium, the Netherlands, and Germany. Australia and Korea form a separate cluster, as do the United Kingdom and the United Arab Emirates.

Figure 8 reveals co-citations map of authors.

Figure 8

Co-Citation Map Of Authors (1252 Authors, Citation Threshold Of 10, 61 Authors Displayed)

Co-citation analysis reveals two distinct clusters of authors. Geneva Gay and Gloria Ladson-Billings emerge as prominent figures, receiving numerous citations and exhibiting connections with a diverse range of other authors.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study employed bibliometric analysis to examine the literature on CRT. The bibliometric analysis reveals a substantial number of sources and documents, indicating significant scholarly interest in this area. A steady annual growth rate of 7.18% underscores the increasing attention CRT has garnered over time. This overall growth trajectory indicates a burgeoning field of inquiry, reflecting the increasing recognition of CRT's importance in addressing educational inequities and promoting inclusive learning environments. While research activity was minimal in the years immediately following CRT's emergence in 1995, a noticeable increase began around 2009, with particularly significant growth between 2011 and 2017. This aligns with the findings of Tien et al. (2024). Despite some fluctuation, the trend continued upward, reaching a peak of 81 publications in 2024. This dynamic pattern likely reflects evolving educational priorities, policy changes, and ongoing societal discourse surrounding diversity and equity in education (Futrell et al, 2003). The overall trend suggests continued expansion of CRT research, promising to further enrich our understanding of this critical pedagogical approach.

The findings highlight the diverse range of publication venues for research on CRT, indicating a broad engagement with the topic across various academic platforms. The prominence of journals like Teaching and Teacher Education, Education Sciences, and Urban Education suggests a strong focus on CRT within teacher education and urban educational contexts. These findings partially align with Tien et al. (2024), who also identified Teaching and Teacher Education and Urban Education as key journals, specifically within early childhood education. The presence of journals such as Journal for Multicultural Education, Cultural

Studies of Science Education, Multicultural Perspectives, Education and Urban Society, and the International Journal of Multicultural Education further emphasizes the interdisciplinary nature of CRT research, encompassing multicultural education, cultural studies, and social justice perspectives.

The findings reveal a complex landscape of international collaboration in CRT research. While the United States dominates the field with a substantial 360 publications (65.3% of the total), echoing findings from Tien et al. (2024), the data also highlight a growing presence of international collaborations. The United States' dominance is further emphasized by the high proportion of single-country publications, with 343 out of 360 publications originating solely from within the US. This suggests a strong internal research community within the United States focused on CRT. However, the presence of 17 multiple-country publications involving US researchers also indicates their participation in international collaborations. While other countries like China and Canada contribute a smaller number of total publications, their involvement in MCPs is noteworthy. China, for instance, has 7 MCPs out of its 34 total publications, indicating a relatively higher propensity for international collaboration compared to the US. Similarly, Canada shows a comparable pattern with 3 MCPs out of 14 publications. Germany stands out among other contributing nations with a high percentage (50%) of multiple-country publications, despite having a smaller overall output. This, along with the patterns observed in countries like Finland and Austria, suggests that while the US leads in overall volume, certain regions demonstrate a stronger emphasis on international collaboration in CRT research.

A key finding reveals that Gay's (2002) article in the Journal of Teacher Education stands out with the highest total and normalized citation counts, indicating its enduring influence as a foundational work in CRT. This seminal work emphasizes the importance of integrating students' cultural backgrounds into the classroom to create a more equitable and engaging learning experience. By leveraging cultural knowledge, prior experiences, and performance styles, CRT aims to make learning more relevant and effective for diverse learners (Gay, 2002). While Gay's (2002) work provides a foundational understanding of CRT, more recent scholarship has expanded and refined the field. Aronson and Laughter (2016), for example, offer a comprehensive synthesis of research across content areas, exploring both the theoretical underpinnings and practical applications of CRT. This work likely contributes to the ongoing discussion of how to effectively implement CRT principles in diverse educational settings. Byrd's (2017) research, while having fewer total citations than Gay, demonstrates a rapid increase in citations per year and boasts the second-highest normalized citation count. This suggests a growing recognition of the importance of Byrd's work, which focuses on developing and validating a measure for assessing school racial climate, specifically for secondary students. The School Racial Climate Survey, developed by Byrd (2016), addresses the complex nature of school racial climate and provides a valuable tool for capturing students' perceptions and experiences. This focus on school climate is crucial because a positive and inclusive racial climate is essential for CRT to flourish. A hostile or discriminatory environment can undermine the very goals of CRT, hindering student engagement and academic success. Furthermore, the prominence of Teaching and Teacher Education as a publication venue for highly cited CRT articles underscores its significance as a leading journal in the field. The fact that three of the top ten most cited articles are published in this journal highlights its influence in disseminating key research and shaping scholarly discourse on CRT.

The thematic map provides a valuable overview of the research landscape in CRT, revealing the relative development and interconnectedness of various themes. The presence of "identity," "culture," and "race" as well-developed and influential motor themes underscores their central importance to CRT scholarship. The presence of "culturally responsive teaching," "diversity," "teacher education," "multicultural education," "teaching," and "curriculum" as underdeveloped but essential basic themes points to foundational concepts that require further

exploration. While essential to CRT, these basic themes appear less developed in the existing literature, presenting opportunities for future research to strengthen their theoretical and empirical foundations. Therefore, advancing the field necessitates a dual focus (Esfahani et al., 2019). On one hand, it is essential to build upon the established motor themes of identity, culture, and race, further exploring their nuances and complexities. On the other hand, strengthening the foundational themes of CRT, diversity, and curriculum demands the development of more robust theoretical frameworks, the execution of rigorous empirical research, and the translation of findings into practical, actionable strategies for educators.

Analysis of bigram frequencies in study titles confirms the centrality of "culturally responsive" and "responsive teaching" within CRT research. Bigram analysis provides richer contextual insights by examining word pairs, revealing common phrases and expressions that illuminate the text's structure and content (Hassan & Duarte, 2024). The frequent appearance of terms related to teacher preparation, such as "pre-service teachers," "teacher education," and "professional development," underscores the emphasis on equipping teachers with the skills and knowledge necessary for culturally responsive practices. Furthermore, the prevalence of terms like "culturally relevant," "responsive pedagogy," "diverse students," and "teaching practices" highlights key themes within the field, including the connection to culturally relevant pedagogy, the importance of pedagogical responsiveness, the focus on student diversity, and the exploration of specific teaching practices. These findings align with the broader thematic map of CRT research, providing deeper insight into the field's key areas of focus. However, as Apple (1993) notes, what is not included is just as important as what is. Therefore, the limited attention to systemic racism, colonialism, whiteness, anti-racist education, social justice, and specific cultural groups suggests that discussions around CRT may be predominantly focused on pedagogical practices, rather than the deeper structural inequalities that impact diverse student.

This study has some limitations that should be addressed in future research. The exclusive use of the WoS database, while offering a substantial body of literature, may not encompass all relevant research on CRT, especially works published in non-indexed journals or books. This reliance on a single database could introduce a bias and lead to an incomplete representation of the field. Furthermore, limiting the analysis to English-language publications, though justifiable given the prevalence of high-impact research in English, risks overlooking valuable contributions from non-English speaking scholars and regions. This linguistic restriction could skew the analysis towards western perspectives and limit the understanding of CRT in diverse cultural contexts. To mitigate these limitations, future research should expand its scope by incorporating multiple databases such as ERIC, Scopus, and Google Scholar. This multi-database approach would capture a wider range of publications and provide a more comprehensive understanding of CRT. Moreover, diversifying research methodologies beyond bibliometric analysis is crucial. While valuable for identifying publication trends and citation patterns, bibliometric analysis alone cannot fully capture the complexities of CRT in practice. Future studies should consider incorporating qualitative methods, classroom-based research, and mixed-methods approaches to gain deeper insights into the practical application and impact of CRT. Finally, comparative studies of CRT research across different countries and cultural contexts are essential. Such cross-cultural comparisons can illuminate how CRT is understood, adapted, and implemented in diverse educational settings, contributing to a more nuanced and globally informed understanding of the concept and its implications for educational practice. This includes prioritizing research on fundamental "basic themes" identified in the thematic map analysis, such as CRT itself, diversity, teacher education, multicultural education, teaching, and curriculum. Strengthening these foundational areas is crucial for expanding the theoretical framework of CRT and ensuring its effective application in diverse educational contexts.

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GENİŞLETİLMİŞ ÖZ

Giriş

Kültüre duyarlı öğretim (KDÖ) öğrencilerin okulları ve aileleri dahil olmak üzere kültürel geçmişlerini program tasarımına ve ders planlamasına dahil etmeyi vurgulayan önemli bir pedagojik yaklaşımdır (Tien vd., 2024). Bu yaklaşım, öğrencilerin çeşitli kültürel deneyimlerini ve bakış açılarını derslere entegre ederek öğretme etkinliğini artırmanın ve tüm öğrenciler için akademik ve kişisel başarıyı destekleyen kapsayıcı ve adil öğrenme ortamları oluşturmanın önemini vurgular (Ober vd., 2023; Rychly & Graves, 2012; Gay, 2002).

Etkili KDÖ için öğretmenlerin çok yönlü beceriye sahip olmaları gerekir. Öğretmenler, öğrencilerinin kültürel geçmişlerini, iletişim stillerini ve öğrenme tercihlerini derinlemesine anlamalı, bu bilgiler ışığında öğrenci ihtiyaçlarına göre uyarlanmış programlar ve öğretim stratejileri tasarlamalıdırlar (Ober et al., 2023). Kültüre duyarlı öğretmenler etnik olarak farklı öğrencilerle etkili iletişim kurar ve öğretim yöntemlerini esnek bir şekilde uyarlar (Abacıoğlu et al., 2020). Öğrencilerinin kültürel değerlerinden yararlanarak ilgili ve anlamlı öğrenme ortamı oluşturur (Pang et al., 2021). Böylece, çeşitliliğe önem veren ve öğrencilerin farklı öğrenme biçimlerini destekleyen bir ortam oluştururlar (Echevarría et al., 2015).

KDÖ, özellikle kapsayıcı ve adil öğrenme ortamları yaratma potansiyeliyle ilgili olarak eğitim araştırmalarında giderek daha fazla ilgi görmektedir (Ulbricht vd., 2024; Moore vd., 2021; Iwai, 2019; Tobisch & Dresel, 2017; Gunn vd., 2014). Örneğin, Liu vd. (2025) 2020-2024 yılları arasında yayınlanan 29 makaleyi inceleyen sistematik çalışması, meslek yüksekokullarındaki teknik iletişim eğitiminde KDÖ'yü ele almıştır. Bulgular, öğrenci merkezli öğrenme ve kültürel açıdan uygun materyaller gibi KDÖ stratejilerinin hem öğrenci katılımını hem de performansını artırdığını göstermiştir. Ancak, uygulamanın değişime karşı direnç ve kaynak kısıtlamaları nedeniyle zorluklarla karşılaşabileceğini de belirtmişlerdir. Benzer şekilde, Wah ve Nasri, (2019) 2010-2019 yılları arasında yayınlanan altı makalenin sistematik incelemesinde, kültüre duyarlı pedagojinin öğrenci öğrenimi ve başarısı üzerindeki etkilerini araştırmışlardır. Bu pedagojik yaklaşımın akademik başarı ve öğrencinin öz kimliği üzerinde olumlu bir etkisi olduğu sonucuna varmışlar, ancak özellikle sınıf içi uygulama ve akademik başarı üzerindeki etkisi konusunda daha fazla araştırmaya ihtiyaç duyulduğunu belirtmişlerdir. Ayrıca, Tien vd. (2024), erken çocukluk eğitiminde KDÖ araştırmalarını incelemek için 562 makalenin bilim haritasını çıkarmışlardır. Analizler, son on yılda KDÖ'ye artan bir ilgi olduğunu ve araştırmaların öncelikle aile kültürünün etkisi ve öğretmenin KDÖ'deki rolüne odaklandığını ortaya koymuştur.

Bu araştırma, bibliyometrik analizle KDÖ araştırmalarının mevcut durumuna objektif bir genel bakış sunmayı amaçlamaktadır. Çalışma mevcut sistematik incelemelerden farklı olarak nicel bir yaklaşım getirmekte ve WoS veri tabanındaki çalışmaları alan kısıtlaması olmadan inceleyerek önceki bibliyometrik analizin kapsamını genişletmektedir.

Yöntem

Bu çalışma, KDÖ literatürünü kapsamlı bir şekilde incelemek için bibliyometrik analiz yöntemini kullanmıştır. KDÖ üzerine bilimsel yayınları incelemek için WoS veritabanı kullanılmıştır. Kapsamı ve atıf indekslemesi nedeniyle WoS, bibliyometrik analizler için güvenilir ve kapsamlı bir veri kaynağı olarak kabul edilir (Kandeel vd., 2023; Gumus vd., 2018). 10 Ocak 2025 tarihinde Web of Science veri tabanında "culturally responsive teaching"

anahtar kelimesi kullanılarak kapsamlı bir arama gerçekleştirildi. İlk arama 607 sonuç verdi ve bunlar daha sonra yalnızca araştırma makalelerini, derleme makalelerini ve kitap bölümlerini içerecek şekilde daraltıldı. Konferans bildirileri, editoryal yazılar ve kitap incelemeleri gibi diğer yayın türleri hariç tutuldu. Ayrıca, KDÖ alanındaki en güncel ve etkili araştırmalar genellikle İngilizce yayınlandığından, analiz veri tabanının dil filtreleme özelliği kullanılarak İngilizce yayınlarla sınırlandırıldı. Bu filtreleme işlemi, bibliyometrik analiz için 551 yayından oluşan nihai bir veri kümesiyle sonuçlandı.

Sonuç ve Tartışma

Araştırma sonuçları, kaynak ve doküman sayısının fazlalığının konuya olan önemli akademik ilgiyi gösterdiğini ortaya koymaktadır. Yıllık %7.18'lik istikrarlı büyüme oranı, KDÖ'nün zaman içinde artan ilgi gördüğünün altını çizmektedir. Bu genel büyüme eğilimi, eğitimdeki eşitsizliklerin giderilmesinde ve kapsayıcı öğrenme ortamlarının desteklenmesinde KAÖ'nün öneminin giderek daha fazla kabul edildiğini yansıtan, gelişen bir araştırma alanını göstermektedir. KDÖ'nün 1995'te ortaya çıkışını takip eden yıllarda araştırma faaliyetleri minimum düzeyde kalsa da 2009 civarında gözle görülür bir artış başlamış ve özellikle 2011 ile 2017 arasında önemli bir büyüme yaşanmıştır. Bazı dalgalanmalara rağmen, eğilim yukarı doğru devam ederek 2024'te 81 yayınla zirveye ulaşmıştır. Bu dinamik modelin, eğitimdeki çeşitlilik ve eşitlikle ilgili gelişen eğitim önceliklerini, politika değişikliklerini ve devam eden toplumsal söylemi yansıttığı söylenebilir (Futrell et al, 2003). Amerika Birleşik Devletleri (ABD), toplam yayınların %65.3'ünü oluşturan 360 yayınla alana hâkim olsa da veriler, uluslararası işbirliklerinin de arttığını göstermektedir. ABD'li araştırmacıları içeren 17 çok uluslu yayın, ülkenin uluslararası iş birliklerine katılımını teyit etmektedir. Önemli bir bulgu da Gay'in (2002) Journal of Teacher Education adlı dergideki makalesinin, en yüksek toplam ve normalize edilmiş atıf sayılarıyla öne çıkması ve KDÖ alanında temel bir çalışma olarak kalıcı etkisini korumasıdır.

Çalışmanın bazı sınırlıkları da bulunmaktadır. Her ne kadar önemli bir literatür havuzu sunsa da yalnızca WoS veritabanının kullanılması, KDÖ ile ilgili tüm araştırmaları, özellikle indekslenmemiş dergi ve kitaplardaki çalışmaları kapsamayabilir. Tek bir veritabanına dayanmak, yanlılığa ve alanın eksik temsiline yol açabilir. Ayrıca, etki değeri yüksek araştırmaların İngilizce dilinde yaygın olması İngilizce yayınlarla sınırlı kalmayı haklı kılsa da İngilizce olmayan çalışmalardaki değerli katkılar göz ardı edilmiş olabilir. Bu sınırlamaların üstesinden gelmek için, gelecekteki araştırmaların ERIC, Scopus ve Google Scholar gibi birden fazla veritabanını kapsamına alması önerilmektedir. Bu çoklu veritabanı yaklaşımı, daha geniş bir yayın yelpazesini yakalayarak KDÖ'nün daha kapsamlı anlaşılmasını sağlayacaktır. Son olarak, bibliyometrik analizin ötesine geçerek araştırma metodolojilerini çeşitlendirmek büyük önem taşımaktadır. Yayın trendlerini ve atıf modellerini belirlemede değerli olsa da bibliyometrik analizin tek başına KDÖ'nün uygulama alanındaki karmaşıklığını tam olarak yansıttığı söylenemez. Gelecekteki çalışmalar, KDÖ'nün pratik uygulaması ve etkisi hakkında daha derinlemesine bilgi edinmek için nitel ve karma yöntemleri kullanabilirler.