

TRENDS AND THEMATIC DIRECTIONS CULTURALLY RESPONSIVE TEACHING ON STUDENTS' WRITING SKILLS IN MULTICULTURAL CLASSROOMS: A SYSTEMATIC LITERATURE REVIEW

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Abstract

This study presents a systematic review of the development of Culturally Responsive Teaching (CRT) in the teaching of writing skills within multicultural classrooms. The review aims to identify patterns in research development, map publication trends and thematic distributions, and interpret the theoretical and practical implications of existing findings to propose future research directions. The review procedure follows PRISMA guidelines, using Scopus-indexed publications up to 31 October 2025 as the primary data source, complemented by bibliometric analysis conducted with VOSviewer to reveal the intellectual structure and dynamics of the field. The findings indicate that research on CRT in writing instruction predominantly addresses the integration of students' linguistic and cultural backgrounds, identity reinforcement, and inclusive instructional design. The theoretical insights confirm CRT's contribution to enhancing instructional relevance and students' critical awareness, while practical implications are reflected in increased student engagement and improved writing performance. Identified research gaps highlight the need for conceptual studies in developing-country contexts, longitudinal examinations, and the development of adaptive CRT pedagogical models aligned with technological advancements.

Keywords: culturally responsive teaching, multicultural classroom, systematic literature review, writing skills

Introduction

Global social changes over the past several decades have substantially influenced educational dynamics worldwide, including in Indonesia. Within contemporary learning environments, classrooms have increasingly become spaces where students from diverse ethnic, linguistic, and cultural backgrounds converge. Such diversity has become an inherent feature of daily instructional practices, as the social realities each student brings shape distinct ways of thinking, value systems, and cultural practices (Civitillo et al., 2019; Liu et al., 2021). These developments have necessitated the reformulation of inclusive educational practices through the adoption of pedagogical approaches that are responsive to ongoing social transformation (Tsokalidou & Skourtou, 2020).



Culturally Responsive Teaching (CRT) is widely recognised as an approach capable of bridging the gap between students' cultural identities and school-based learning practices (Petri et al., 2025). CRT positions students' cultural knowledge as an integral component of instruction, encouraging the use of pedagogical strategies and learning materials that align with learners' sociocultural contexts. These adaptations are intended to foster more meaningful and transformative learning experiences (Ladson-Billings, 1995; Pathomchaiwat & Thongrin, 2025). Nevertheless, the implementation of CRT in language education continues to encounter several challenges. Many teachers do not yet possess the pedagogical and cultural competencies necessary to navigate the complexities of diverse learning environments (Masunungure & Maguvhe, 2025; Schachner et al., 2016). Furthermore, limited access to training in culturally responsive pedagogy, coupled with teachers' ongoing reliance on conventional instructional methods, further constrains the effective implementation of CRT in language learning contexts (Matiso, 2024).

Writing involves several stages, including planning, drafting, and revising, which contribute to the clarity and accuracy of the text produced (Hyland, 2003). Writing proficiency requires the ability to organise ideas in accordance with grammatical rules, arrange information logically, and express meaning clearly and appropriately (Bal & Öztürk, 2025; Grabe & Kaplan, 1996). In language-learning contexts, studies indicate that students continue to encounter difficulties in writing, such as challenges in generating ideas, maintaining coherence within paragraphs, developing arguments, and applying an academic writing style (Alzahrani, 2025; Habeb Al-Obaydi et al., 2025; Toba et al., 2019). Pedagogical practices that emphasise mechanical exercises or product-oriented instruction may also limit opportunities for students to engage in meaning-making processes (Siekman et al., 2022). These observations suggest the need for a systematic review of empirical studies that examine factors influencing students' writing performance and the pedagogical approaches used to support writing development in different learning settings.

Classroom environments characterised by cultural diversity present several issues that require consideration. Differences in cultural backgrounds between teachers and students often require skills in cultural adaptation and conflict management to maintain effective classroom interaction (Avagimyan et al., 2023). Some teachers also report limited preparedness for working with diverse student populations, which affects the implementation of culturally responsive pedagogy (Kim & Cooc, 2023). Interactions shaped by implicit cultural norms or power relations may lead to misunderstandings. In addition, cultural and linguistic diversity in the classroom may be associated with psychosocial challenges that influence students' participation and learning processes (Güven et al., 2023; Parkhouse et al., 2019).

Empirical studies indicate that various components of Culturally Responsive Teaching (CRT) are associated with the development of students' writing skills in multicultural classroom settings. A literature review by Bakogiannis and Papavasiliou (2025) reports that inclusive instructional practices that draw on students' linguistic repertoires and cultural backgrounds can support idea development and participation in academic writing. These observations are supported by Ajani (2024), who emphasises that pedagogical and digital training

informed by CRT is important for designing writing tasks that are contextual, culturally relevant, and aligned with students' needs. Similarly, a critical review by Chang and Viesca (2022) suggests that the effectiveness of CRT is closely related to teachers' critical awareness of power relations and curricular biases that may influence how students' writing is evaluated. Dediwalage et al. (2025) further highlight the role of social relationships between teachers and students in shaping academic habits and cultural capital, both of which contribute to literacy performance among students from diverse cultural backgrounds. The use of multicultural literature has also been shown to support the development of critical awareness, empathy, and intercultural communication skills, which can contribute to writing development within culturally responsive instructional frameworks (Lin et al., 2025; Xu et al., 2024).

Based on the reviewed studies, all six SLR publications underline the importance of culturally responsive pedagogy in multicultural education, although each addresses a different focus compared with the present study. Ajani (2024) examines teachers' preparedness for addressing linguistic diversity through the integration of pedagogy and technology, whereas Xu et al. (2024) emphasise the use of multicultural literature to develop intercultural communication skills. Lin et al. (2025) focus on the integration of multimodal AI to enhance participation and exploration in the writing process as part of multicultural identity development, while Dediwalage et al. (2025) highlight the influence of cultural capital, habitus, and power relations on the learning experiences of both teachers and students. Studies by Bakogiannis and Papavasiliou (2025) and Chang and Viesca (2022) similarly address issues related to cultural representation, the effectiveness of culturally responsive strategies, and pedagogical gaps in multicultural classrooms. The alignment between previous studies and the present research lies in their shared attention to inclusive pedagogy, acknowledgement of linguistic diversity, and efforts to enhance multicultural literacy. The distinctions, however, relate to scope and analytical focus. This study contributes novelty by providing a synthesis of CRT research specifically within the context of writing instruction, including an examination of trend distributions, methodological patterns, and the theoretical and practical implications for instructional design in multicultural classrooms.

Research on the influence of Culturally Responsive Teaching (CRT) on students' writing skills in multicultural classrooms is increasingly relevant in the current educational context. First, globalisation and growing socio-cultural mobility have contributed to greater ethnic, linguistic, and identity diversity in Indonesian classrooms. These conditions require pedagogical approaches that can support students' academic performance (Mi Min et al., 2025; Zeng et al., 2025). Second, the application of CRT principles in writing instruction is shaped by socio-cultural dynamics, teacher readiness, and the broader educational context in Indonesia. In this regard, systematic literature reviews (SLRs) can help clarify the mechanisms through which culturally grounded instructional strategies facilitate students' literacy engagement (Ghaemi & Boroushaki, 2025; Ibrahim & Johnson, 2021). Third, SLRs make it possible to identify research gaps in this field, including the limited number of studies that specifically address writing skills in Southeast Asian contexts, the predominance of qualitative approaches, and the need for greater methodological variety in future research (Montgomery & Rubin, 2025; Xu et al., 2024). Mapping these gaps enables clearer direction for subsequent empirical

studies aligned with the needs of multicultural education in Indonesia. In addition, the findings of this SLR have practical implications for the development of an inclusive writing curriculum, the enhancement of teacher competencies through culturally responsive training, and the formulation of policies related to resource allocation aimed at strengthening culturally and equity-oriented pedagogical practices.

Based on the above considerations, this study aims to identify and describe the development of research on Culturally Responsive Teaching (CRT) in writing instruction within multicultural classroom settings, both in current scholarship and in potential future directions. In addition, the study analyses publication trends and the distribution of research foci related to CRT in writing instruction in multicultural classrooms. Furthermore, it interprets the theoretical and practical implications of previous findings to formulate future research directions and provide recommendations that are relevant to the development of CRT in writing instruction in multicultural educational contexts.

Culturally Responsive Teaching (CRT)

Culturally Responsive Teaching (CRT) is a pedagogical approach that incorporates students' cultural backgrounds, experiences, and perspectives into the learning process to ensure that instruction is relevant and contextually grounded. This approach assumes that learning becomes more meaningful when teachers establish connections between instructional content and students' cultural identities, particularly in multicultural classroom settings (Gay, 2018; Rhodes & Lohr, 2021). A central principle of CRT is the development of teachers' cultural awareness, enabling them to understand students' cultural identities and characteristics. Such awareness supports the creation of learning environments that value diversity and promote active student participation (Cruz et al., 2020).

CRT also emphasises student empowerment through the recognition of their cultural backgrounds (Ladson-Billings, 2009). It is regarded as an orientation toward social justice, as teachers are expected not only to deliver academic content but also to cultivate respect for diversity (Nieto, 2013). The CRT framework highlights the integration of cultural knowledge into instructional processes, which contributes to the development of culturally informed knowledge structures. To implement this approach effectively, teachers must possess explicit understandings of cultural diversity as part of their professional readiness (Bayraklı, 2026a; Bernier et al., 2025). Based on these perspectives, CRT can be synthesised as a pedagogical approach that seeks to address structural inequities within the education system. By positioning students' cultural backgrounds as a central component of curriculum and instructional practice, CRT supports the development of learning experiences that are relevant, meaningful, and inclusive. At the same time, it promotes students' cultural competence and strengthens their social awareness, thereby preparing them to participate critically in a diverse and pluralistic society.

Teaching Writing Skills

The development of writing skills involves complex cognitive and social processes, requiring writers to organise their thoughts, overcome challenges, and iteratively revise and construct ideas that initially may be abstract, ultimately shaping them into coherent and structured expressions (Murray & Moore, 2006).

From a constructivist perspective, writers are viewed as active learners who generate meaning by integrating new knowledge with their existing cognitive frameworks. Writing activities enable learners to consolidate prior knowledge while simultaneously constructing new understanding through processes of internalisation and cognitive restructuring (Hoang & Hoang, 2024; Taraj et al., 2025).

Acquiring writing skills allows students to effectively communicate thoughts, information, ideas, and emotions to an audience. Writing functions both as a process and a product, providing students with a medium to explore and articulate their ideas (Msuya & Abdala, 2025; Popp, 2005). Consistent with this view, Kumar (2020) posits that writing is a mental process that begins with the integration of diverse ideas, which are subsequently organised into coherent phrases and sentences to form complete texts. The writing process, encompassing feedback, self-evaluation, critical reflection, and guided instruction, fosters the development of independent, critical, and self-aware writers (Matczak et al., 2025). The perspectives suggest that learning to write is a constructive, iterative process that emphasises collaboration, reflective practice, and the enhancement of cognitive abilities, ultimately enabling students to produce comprehensive and meaningful written texts.

Multicultural Classroom Context

Multicultural education is designed to promote a just and equitable society, free from oppression. It responds to the realities of cultural diversity by emphasising ethnic identity, cultural pluralism, equitable distribution of resources and opportunities, and the socio-political challenges arising from historical discrimination (Degaga & Mekuria, 2023). Contemporary perspectives position multicultural education as a framework that fosters equal access, active participation, and meaningful interaction among students, while cultivating reflective, tolerant, and globally minded citizens (Williams & Soriero, 2021). In accordance with this view, Banks (2020) asserts that multicultural education upholds the principle that all students—regardless of gender, social class, or ethnic, racial, or cultural background—should have equitable learning opportunities.

Multicultural classrooms provide a conducive context for developing conflict resolution skills and facilitating cross-cultural exchange. Within these environments, multicultural education functions as a mediator that mitigates prejudice and fosters an inclusive and supportive classroom atmosphere (Oubkkou, 2024). Collaborative learning activities promote social cohesion by strengthening interpersonal relationships, reducing social distance, and enhancing cross-cultural networks. Sustained engagement in intercultural interactions supports the development of competencies such as cross-cultural communication, adaptability, and collaborative skills in multilingual and multi-ethnic settings (Ganesan & Morales, 2024; Ioannou & Constantinou, 2018). Moreover, multicultural education contributes to the cultivation of a global citizenship identity that values diversity, critically engages with social issues, and recognises collective humanitarian responsibility (Benediktsson, 2022). Synthesising these perspectives, multicultural classrooms can be conceptualised as dynamic spaces that integrate three interrelated dimensions: a cognitive dimension, emphasising perspective-taking and critical reflection; a socio-affective dimension, fostering empathy, social cohesion, and

prejudice reduction; and a global competency dimension, focused on the development of socio-cultural abilities in diverse contexts.

Method

This study employed a Systematic Literature Review (SLR) approach. This method was selected because it offers a scientific and structured procedure for synthesising existing literature, identifying research gaps, examining patterns of findings, and outlining the trajectory of current scholarship. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines as recommended by Moher et al. (2009) and Paul and Criado (2020). In accordance with these standards, the review outlines the eligibility criteria, sources of information, data collection procedures, extracted data items, and strategies for synthesising findings to address the research questions. The review focused specifically on peer-reviewed journal publications that examine culturally responsive teaching (CRT) and its influence on students' writing skills within multicultural classroom settings. Scopus was selected as the primary database due to its extensive global coverage, rigorous indexing requirements, and advanced search functionality. The review process consisted of three main stages: identification, screening, and eligibility assessment.

The identification stage involved a systematic search of the Scopus database. This process included: (1) determining the publication range up to 31 October 2025; (2) applying keywords relevant to the focus of the study—culturally responsive teaching, writing skills, multicultural classrooms, and language learning; and (3) retrieving all potentially relevant articles for further examination. Following data retrieval, a bibliometric analysis was conducted using VOSviewer to visualise bibliographic patterns, including citation networks, author collaborations, and frequently occurring keywords. This analysis provided insights into the intellectual structure and evolution of the research field. The integration of bibliometric techniques with the systematic review process enhances the robustness of the analysis by enabling the mapping of research landscapes, identifying influential contributors, and examining emerging trends. (Donthu et al., 2021; Zupic & Čater, 2015). This methodological combination contributes to a more comprehensive understanding of empirical developments, conceptual frameworks, opportunities for future research, and the broader theoretical and methodological contributions to interdisciplinary scholarship.

A more detailed screening process was carried out in two stages. The first stage involved screening titles and abstracts, followed by a full-text review. This process was guided by inclusion criteria that had been established systematically, which comprised: publications dated between 2015 and 2025; empirical research designs; articles published in English; alignment of the research context with the focus of this study; and the use of evaluation methods involving experimental or quasi-experimental procedures with tests or specific instruments to measure the impact of culturally responsive teaching (CRT). The eligibility stage was then conducted to verify the final suitability of the selected publications. This stage included removing duplicate records, confirming the language and document format, reassessing contextual relevance, and ensuring the completeness of the empirical data required for analysis. These steps ensured that only studies meeting all conceptual and methodological criteria were included in the final synthesis. The

research procedure is illustrated through a methodological flow diagram, which outlines the process from initial identification to the final selection of eligible studies, as presented in Figure 1.

Based on the search results obtained from publications indexed in the Scopus database up to 31 October 2025, using the specified terms in the article title, abstract, and keywords, including the phrases culturally responsive teaching, culturally responsive pedagogy, culturally relevant teaching, writing skills, writing performance, multicultural, and diverse classroom, a total of 119 documents were identified across various academic disciplines. These publications ranged from the year 2002 to 2025. After the initial retrieval, a verification procedure was applied to ensure that all studies met the required publication period. This process resulted in the removal of 15 articles that fell outside the designated publication window from 2015 to 2025, leaving 104 for further analysis.

The subsequent screening phase involved examining documents based on their classification and relevance to the review criteria. During this stage, several document types were excluded, including book chapters, review articles, books, conference proceedings, and notes, resulting in a total of 24 documents removed. Following this screening process, 76 documents remained. A language-based exclusion was then conducted to ensure consistency with the analytical requirements, in which 2 publications written in Mandarin and 1 in Spanish were removed due to their language of publication, which did not align with the criteria requiring studies to be published in English. The final eligibility assessment served as an iterative process to identify studies that satisfied all inclusion criteria for the present review. After completing all exclusion procedures, a total of 73 articles were confirmed as eligible and were subsequently subjected to an in-depth synthesis during the final stage of analysis.

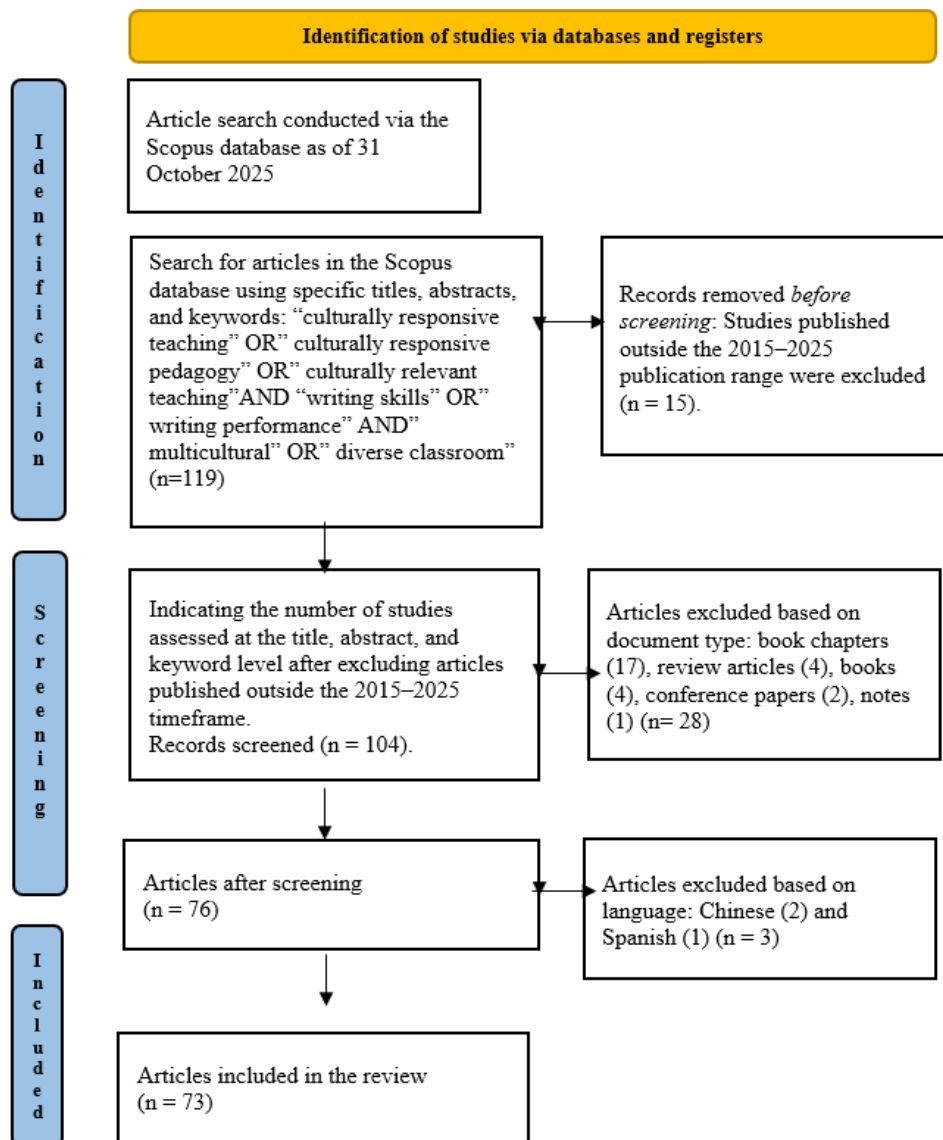


Figure 1. Systematic Literature Review Information Flow using PRISMA

Findings and Discussion

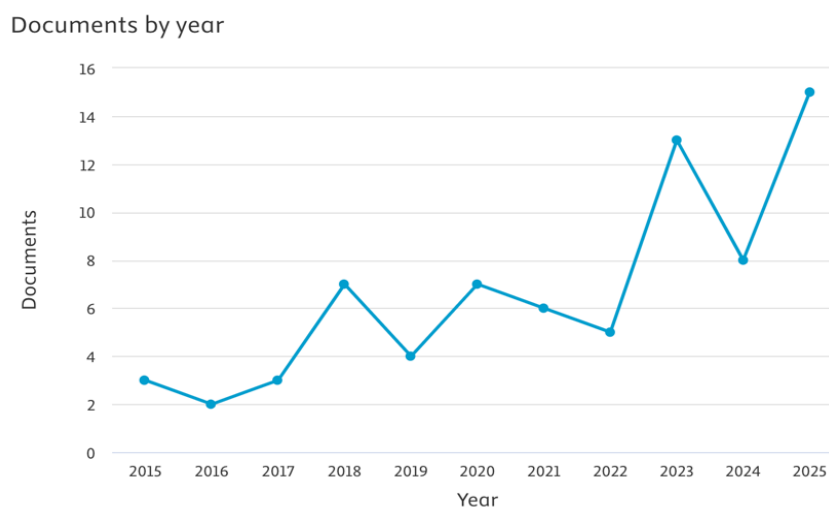
The findings of this study are derived from the analysis of 73 articles indexed in the Scopus database that examine the application of Culturally Responsive Teaching in writing instruction within multicultural classroom contexts. The review encompasses publication volume, annual publication trends, and the distribution of source types. In addition, the analysis identifies the most influential themes within the literature and maps the contributions of authors, affiliated institutions, and countries that have played a central role in advancing scholarship on Culturally Responsive Teaching in writing pedagogy.

The Development of Culturally Responsive Teaching Research in Writing Instruction in Multicultural Classrooms

An examination of publication data from 2015 to 2025 reveals a gradual yet uneven increase in research on Culturally Responsive Teaching in writing

instruction for multicultural classroom settings. Although the overall trajectory shows an upward trend, year-to-year fluctuations indicate that scholarly attention to this topic remains limited, as illustrated in Figure 2. Between 2015 to 2017, publication numbers were consistently low, with only two or three documents appearing each year. This period reflects the early phase of scholarly engagement, during which the integration of culturally responsive principles into writing instruction had not yet gained substantial recognition within the international academic community. A notable increase occurred in 2018, when seven publications were recorded. This growth suggests a rising awareness of the importance of cultural responsiveness in writing pedagogy and its potential to support learners in diverse educational settings.

The period from 2019 to 2022 shows a fluctuating pattern, with annual publications ranging from four to seven. This variability aligns with broader shifts in educational research priorities, including the global movement toward more inclusive pedagogical approaches. External factors such as the global pandemic also shaped research directions, contributing to changes in the intensity and focus of scholarly output during these years. The most significant rise occurred in 2023, which recorded thirteen publications (Anyichie et al., 2023a; Anyichie et al., 2023b; Anyichie & Butler, 2023; Appel & Lee, 2023; Baidoo-Anu et al., 2023; Choi, 2023; Garces-Bacsal, 2022; Idrus & Sohid, 2023; Kim & Cooc, 2023; Koirala, 2023; Kumi-Yeboah & Amponsah, 2023; M. Lee & Mo, 2023; Shockley & Ellis, 2023). This notable increase reflects heightened global attention to inclusive and culturally responsive pedagogical frameworks. The post-pandemic context further emphasised the need to strengthen learning quality, including writing instruction, through adaptive approaches that acknowledge cultural diversity. After reaching this peak, publications declined to eight in 2024. However, this trend reversed in 2025, which recorded fifteen publications, representing the highest annual output within the 10-year period under review. This surge indicates growing academic commitment to exploring culturally responsive approaches in the teaching of writing within increasingly diverse classrooms.



Source: Scopus Database

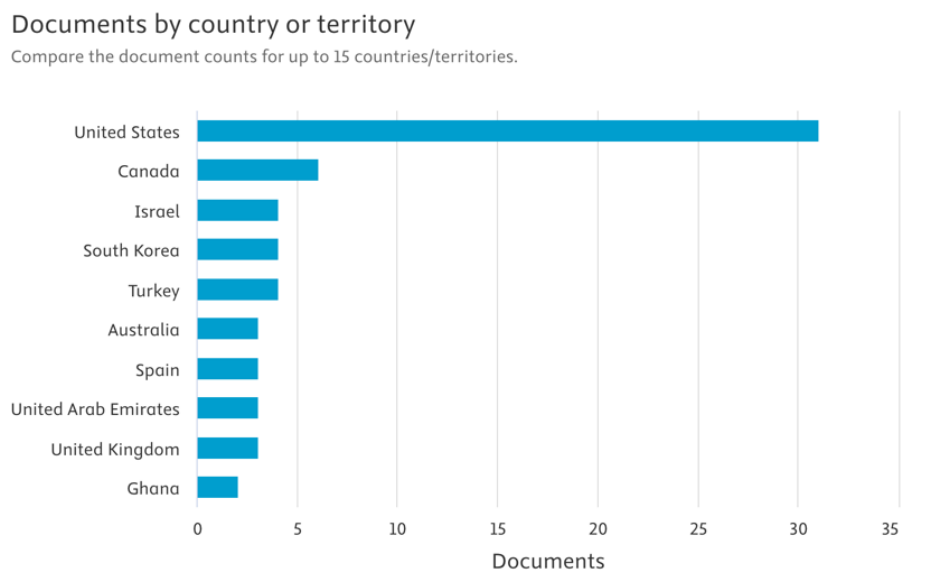
Figure 2. Number of CRT Studies on Writing Skills in Multicultural Classrooms

In line with the thematic mapping of this review, the publication trends over the past 10 years demonstrate that the body of literature on Culturally Responsive Teaching in writing instruction remains limited and insufficiently explored. The relatively small number of publications in the earlier years, followed by a gradual increase in subsequent periods, highlights the presence of a substantial research gap. This gap presents important opportunities for scholars to extend theoretical perspectives, broaden empirical investigations, and design writing instruction models that more effectively respond to cultural diversity in contemporary classrooms. The notable growth in research output in recent years suggests that CRT in writing instruction has increasingly become a focal point in educational discourse, particularly in efforts to advance equitable, adaptive, and culturally attuned pedagogical practices across diverse learning environments.

Mapping Publication Trends and the Distribution of CRT Research in Writing Instruction in Multicultural Classrooms

The analysis of the 73 articles included in this review classifies the distribution of CRT-related research according to country, region, institutional affiliation, source type, and contributing authors, with the top ten countries reported for each category. Mapping the distribution of research in this manner provides valuable insights for academics and practitioners and supports the development of more systematic and strategic directions for future scholarly inquiry.

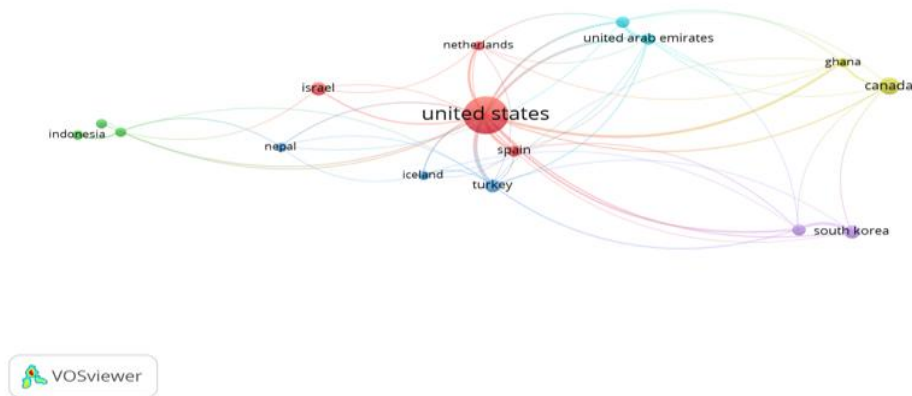
The first layer of distribution focuses on publications by country or geographic region. As illustrated in Figure 3, the United States emerges as the most prominent contributor with 31 publications. This is followed by Canada with six publications; Israel, South Korea, and Turkey with four publications each; Australia, Spain, the United Arab Emirates, and the United Kingdom with three publications each; and Ghana with two publications. This distribution reflects the varied levels of engagement with CRT-oriented writing instruction across different educational systems and cultural contexts (Figure 3).



Source: Scopus Database

Figure 3. Distribution of Articles by Country or Territory (Top 10 Countries)

In this study, collaboration patterns among countries engaged in CRT research were also examined using VOSviewer software. This analysis was undertaken to identify the structure of international research linkages and to inform potential directions for future scholarly development. The visualisation produced by VOSviewer illustrates the network of relationships among countries contributing to research on CRT in writing instruction within multicultural classroom settings (see Figure 4).

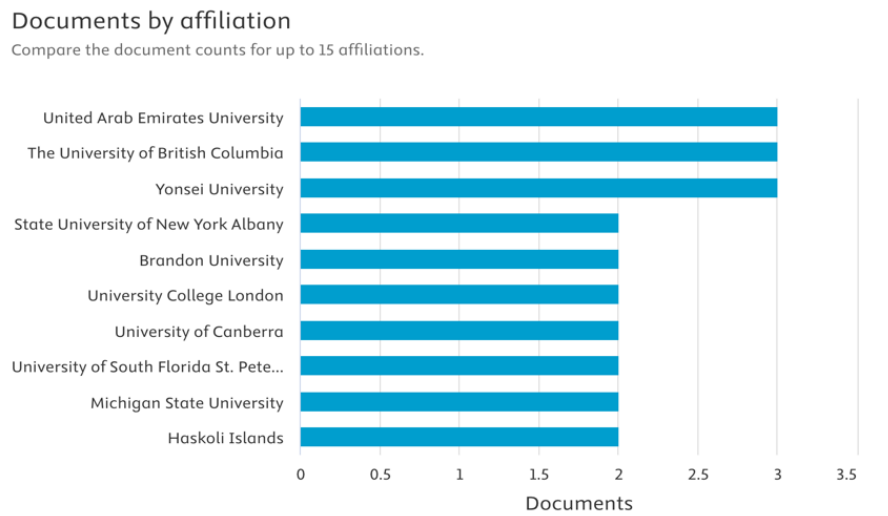


Source: VOSviewer Output

Figure 4. Network Country Visualisation

The network visualisation indicates that research on culturally responsive pedagogy has gained prominence in countries with longstanding histories of ethnic and cultural diversity. It also shows a growing presence of such studies in countries characterised by varied socio-cultural contexts. This pattern suggests that the topic remains highly relevant for addressing the complexities of diversity within contemporary education systems.

The second aspect of the analysis concerns the distribution of journal publications on CRT in writing instruction according to institutional affiliation. The results show that the United Arab Emirates University, the University of British Columbia, and Yonsei University each contributed 3 publications. Several institutions produced 2 publications, including the State University of New York Albany, Brandon University, University College London, the University of Canberra, the University of South Florida St. Petersburg, Michigan State University, and Háskóli Íslands. These findings are presented in Figure 5.

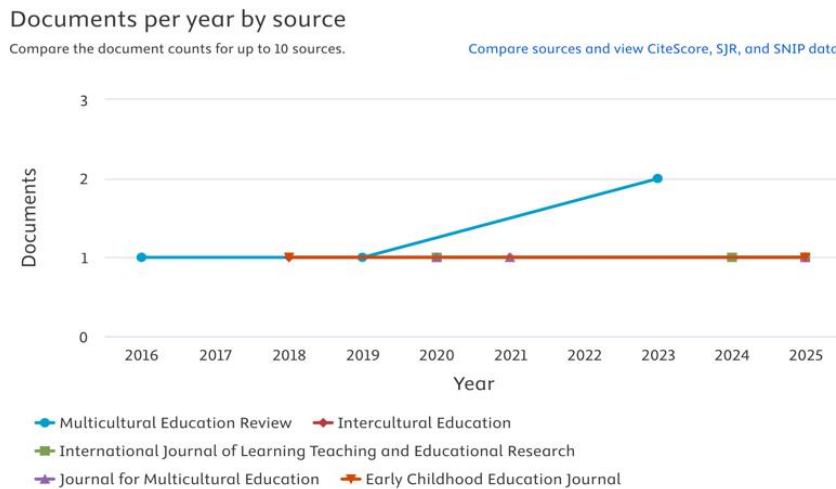


Source: Scopus Database

Figure 5. Network Country Visualisation

The analysis of institutional affiliations indicates that research contributions are concentrated within universities that have established policy orientations and research capacities related to educational diversity. These findings suggest that the distribution of CRT research is shaped by several factors, including institutional academic strength, demographic characteristics, and organisational structures. Understanding these dynamics provides a useful basis for formulating long-term directions for CRT research.

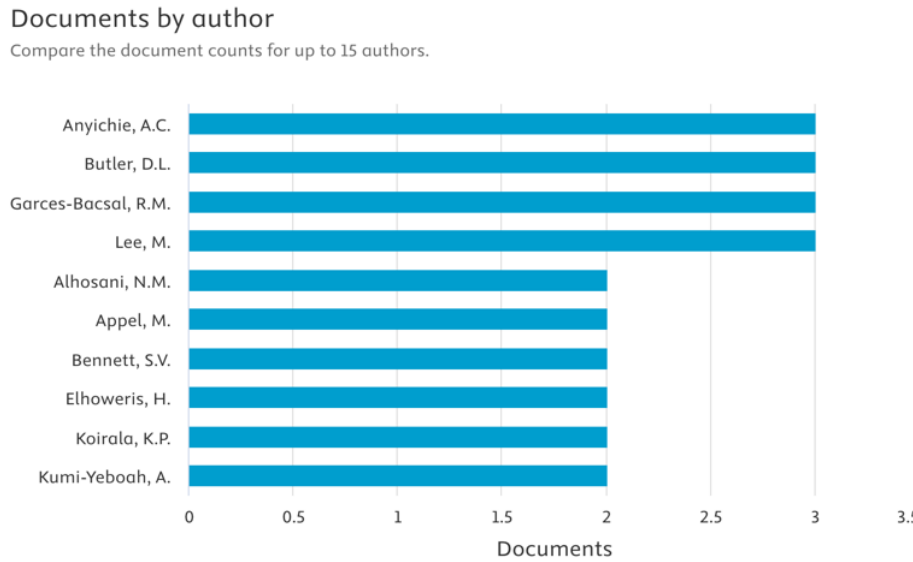
The third aspect of the analysis concerns the distribution of CRT-related publications by source. The *Multicultural Education Review* appears as the most frequent outlet, publishing 2 articles on this topic in 2023 and 1 article each in 2016 and 2019. Additional contributions were identified in the *Early Childhood Education Journal* in 2018 and 2025, the *Journal for Multicultural Education* in 2020 and 2021, and the *International Journal of Learning, Teaching and Educational Research* in 2024. These publication patterns are illustrated in Figure 6.



Source: Scopus Database

Figure 6. Number of Articles by Source (Top 10 Sources)

The fourth dimension of the analysis concerns the distribution of publications by author. Based on the top 10 contributing authors, the data show that Anyichie and Butler (2023), Butler and Lupton (2024); Garces-Bacsal et al. (2025); Lee and Mo (2023) published three articles each on the topic. In addition, Appel and Lee (2023), Bennett et al. (2018), Koirala (2023), and Kumi–Yeboah and Amponsah (2023) each produced 2 publications (see Figure 7).

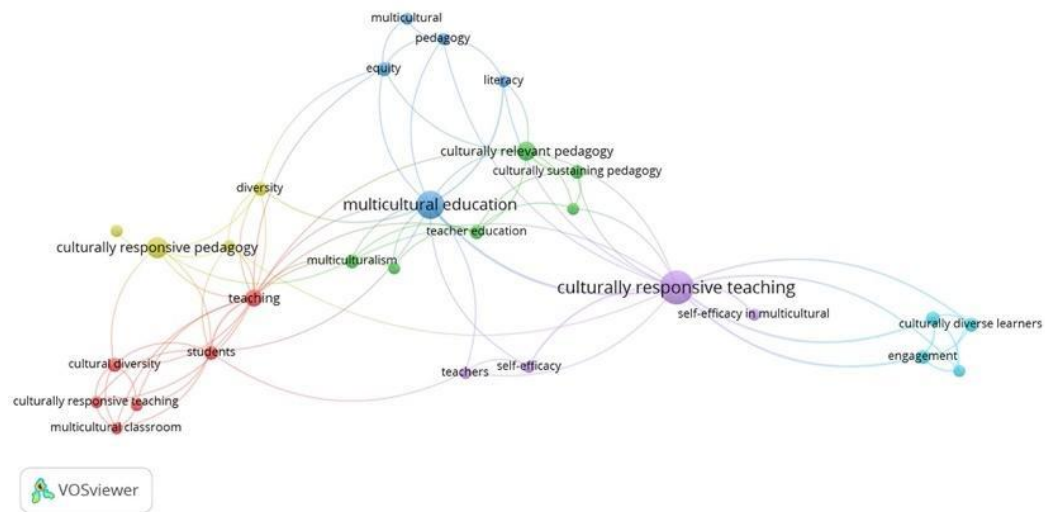


Source: Scopus Database

Figure 7. Count of Publications by Author (Top 10 Authors)

Theoretical and Practical Implications for the Development of CRT Research in Writing Instruction in Multicultural Classrooms

This study examined 73 articles retrieved from the Scopus database. Using VOSviewer, the analysis demonstrated that the existing body of research offers both theoretical and practical contributions to the development of Culturally Responsive Teaching (CRT) in writing instruction within multicultural classroom contexts. The bibliometric mapping identified key variables that have received substantial scholarly attention, as well as areas that remain underexplored. These findings provide a foundation for determining future research directions. The frequency and distribution of research topics are presented in Figure 8 and Table 1.



Source: VOSviewer Output

Figure 8. Co-Occurrence Framework and Representation of Key Terms

Table 1. Author-Provided Keywords and Total Link Strength

Rank	Keyword	Total Link Strength
1	Culturally Responsive Teaching	29
2	Multicultural Education	19
3	Teaching	18
4	Students	13
5	Culturally Relevant Pedagogy	10
6	Engagement	10
7	Self-Regulated Learning	10
8	Culturally Responsive Pedagogy	8
9	Diversity	8
10	Teacher Education	8

Source: VOSviewer Output

The keyword mapping generated through VOSviewer indicates that *culturally responsive teaching* occupies the most central position within the conceptual network, evidenced by its highest total link strength (TLS = 29), followed by *multicultural education* (TLS = 19) and *teaching* (TLS = 18). This dominant position suggests that CRT functions as a theoretical anchor that connects various pedagogical approaches, multicultural dimensions, and learning emphases within the analysed body of research. The structure of the network further demonstrates that CRT scholarship has evolved into a multidimensional field that integrates issues related to culture, pedagogical quality, and the development of student identity in multicultural learning contexts. The analysis also highlights several research gaps, particularly concerning the relationship between CRT and writing skill performance, the scarcity of longitudinal investigations, and the limited number of comparative studies across different educational settings. Overall, the mapping results confirm the pivotal role of CRT within the existing

literature and offer clearer directions for future research, especially studies focusing on literacy development and writing proficiency in diverse classroom environments.

Existing scholarship conceptualises Culturally Responsive Teaching (CRT) as a pedagogical framework that underscores the importance of recognising students' cultural backgrounds, linguistic repertoires, and individual abilities to enhance learning outcomes in a culturally supportive and student-centred manner (Bayraklı, 2026b; Idrus & Sohid, 2023; Subasi Singh & Akar, 2021). CRT is grounded in three core principles: establishing equitable academic expectations for all learners supported by appropriate scaffolding; integrating students' cultural knowledge and lived experiences through culturally relevant curricula; and fostering critical awareness of power dynamics embedded within educational practices (Okilwa et al., 2025; Theeuwes et al., 2025). The principles provide a pedagogical foundation that enables teachers to design inclusive and adaptive classrooms for diverse student populations. The findings of this study further show that writing skills play a meaningful role in multicultural classroom settings. Such classrooms can serve as interactive spaces where students exchange perspectives, values, and intercultural experiences (Kaplan Toren & Schwartz, 2025; S. Lee et al., 2025). Incorporating multicultural perspectives into instructional methods is therefore essential for nurturing cross-cultural understanding and fostering mutual respect among learners (Cruz et al., 2025). A holistic understanding of these dynamics enhances the capacity of educational systems to create inclusive and representative learning environments for all students.

Conclusion

This systematic review provides a comprehensive overview of the conceptual and empirical developments concerning Culturally Responsive Teaching (CRT) in writing instruction within multicultural classroom settings. The evidence demonstrates that CRT contributes significantly to students' conceptual understanding and writing performance in culturally diverse contexts. The findings highlight that CRT facilitates writing instruction that addresses cognitive, affective, and socio-cultural dimensions of learning. Enhancing teachers' competence in creating culturally responsive learning environments is essential for the effective implementation of CRT in practice. Furthermore, the study underscores opportunities for future research, including the development of context-specific CRT models, the integration of digital tools in multicultural writing instruction, and the exploration of adaptive pedagogical strategies to meet the diverse needs of students in the 21st-century global educational landscape.

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