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Bibliometric Mapping of Global Trends in Teaching Fiction in English Literature

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DOI:

<https://doi.org/10.24090/celti.2025.1358>

Pages:

49-62

Abstract: This study employs bibliometric analysis to map international trends in teaching fiction in English literature classrooms, including trends in publication, major scholars, and emerging themes. According to the Scopus database statistics, research papers published from 2010 to 2024 were queried with the terms "Teaching Fiction," "English Literature," and "Learning Approaches." The findings reveal a strong local publication focus and a lack of strong international collaboration, with the United States, the United Kingdom, Australia, Russia, and China leading players. Especially scholars such as Ivey Gay and Astradur Esteinsson have worked on multimodal teaching approaches and digital storytelling, respectively. Dominant thematic trends, including "Education," "Learning," and "Curriculum," reveal an increasing emphasis on creativity, critical thinking, and digital content in fiction pedagogy. These findings provide a valuable stepping stone to research in innovative methodologies and pedagogical practice within teaching fiction.

Keywords: *bibliometric; fiction; english literature*

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Introduction

Fiction has been a fundamental component of language instruction in English literature classrooms, significantly improving students' linguistic proficiency, critical thinking skills, and cultural comprehension. Fiction fosters kids' imagination and emotional intelligence while introducing them to diverse themes and concepts through novels and short tales. Literary works provide students with a distinctive means to examine intricate social and personal viewpoints, enhancing their educational experience (Fairchild, 2020; Gramner, 2023). Notwithstanding these advantages, educators encounter numerous obstacles in selecting suitable texts that align with their pupils' linguistic abilities and cultural contexts. This complexity underscores the necessity for a more thorough analysis of methodologies and strategies in fiction instruction. Consequently, fiction has emerged as a crucial component of language teaching, significantly enhancing students' linguistic proficiency and critical and cultural comprehension. This pedagogical approach stimulates student creativity and emotional intelligence through renowned literary works like novels.

The short narrative also broadly reveals different themes and concepts. Literary works give students an alternative viewpoint on intricate socio-individualistic positions and enhance the

pedagogical process. Fairchild, 2020; Gramner, 2023. Despite the aforementioned advantages, an English teacher has some problems while picking books suitable for their pupils' linguistic proficiency and cultural backgrounds. This difficulty has underscored the necessity for a more comprehensive evaluation of methodology and approaches to teaching fiction.

The investigation of teaching fiction through bibliometric analysis is especially relevant, considering the various methodologies employed in contemporary studies. Some studies have observed a decline in pre-service teacher research concerning fiction (Khanal & Park, 2021), but others have highlighted an increased significance of novels as literary materials (Paran, 2008). Emerging focus areas encompass digital storytelling, reflecting an increasing enthusiasm for integrating technology with literary education (Robin, 2016). Various techniques indicate that further research is required to address unresolved issues and unmet expectations despite the discipline's advancement. This study aims to enhance the discourse on fiction pedagogy by examining three critical questions through a bibliometric perspective: (1) Which countries have the highest volume of publications on teaching fiction in English literature? (2) Who are the most influential authors in this field? (3) What are this study domain's principal thematic terms and commonly co-occurring keywords?

Using an interrogative process, this research aims to illuminate the contemporary worldwide scene regarding contributions and thematic interests in fiction education. This study aims to provide a comprehensive review of the trends influencing the incorporation of fiction in English literature instruction, facilitating diverse scholarly inquiries on this evolving topic.

Literature Review

1. Global Contributions to Fiction Pedagogy

Historical fiction is key in the classroom, particularly in teaching literature. This genre can captivate pupils with history and provoke critical inquiries into portraying historical events. Historical fiction functions as an effective instrument in the instruction of fiction, enabling students to engage with historical events and personalities via narrative. It animates historical events in a manner that conventional history texts frequently fail to achieve, rendering them more approachable and captivating for pupils. Educators can cultivate a more profound comprehension of storytelling processes in fiction and the intricacies of historical representation by prompting students to analyze the historical background alongside the fictional components critically. Fitria & Priyatama (2025) in Leksema assert that historical fiction can facilitate deeper historical exploration, encouraging students to engage more profoundly with history, particularly when such works are presented as educational materials supported by substantial research. Historical fiction plays a critical role in fiction pedagogy, providing a successful method for imparting historical comprehension and literary skills. By incorporating historical fiction into the classroom, students are captivated by narratives that seamlessly integrate historical events with fictional elements, providing a platform for them to investigate literary techniques and historical context.

Scholars from the United States, the United Kingdom, and other Western countries have significantly influenced the academic literature on the instruction of fiction in English literature. The United States continues to be the foremost country in the publication of research on fiction pedagogy, with a particular emphasis on integrating contemporary fiction into secondary and higher education curricula, as per a study conducted by Smith & Jenkins (2020). The United Kingdom has also made a significant contribution by emphasizing the application of critical pedagogy and literary theory in

English literature classrooms (Green, 2019). In recent years, countries such as Canada and Australia have contributed to the discourse by integrating multicultural perspectives into fiction teaching and discussing the significance of creating a diverse and inclusive literary canon (Harris & Lee, 2018).

The multicultural nature of contemporary societies is reflected in the growing interest in diverse and inclusive teaching practices, as evidenced by this global research trend. In developing frameworks for teaching fiction that are not only consistent with traditional literary theory but also integrate newer, more inclusive voices that reflect the globalized world, the United States and the UK have been at the forefront (Johnson & Davis, 2017).

2. Influential Authors in Fiction Pedagogy

Eagleton (2016) offers a theoretical perspective that situates literary texts at the intersection of culture, politics, and historical context, thereby situating fiction teaching within a Marxist literature reading. In particular, these authors' pedagogical content and classroom practices have significantly impacted English literature programs at Western academic institutions.

Furthermore, the significance of digital tools and multimodal texts in literature classrooms has been the subject of recent discussions in fiction pedagogy. Beers (2020) and other authors have investigated the role of digital storytelling platforms in teaching fiction, thereby introducing novel methods of involving students in developing and interpreting narratives. Additionally, McCallum and Harkness (2021) underscore the significance of fictitious narratives in students' emotional intelligence development, promoting a more profound connection with characters and narratives that transcends conventional analysis.

3. Thematic Words and Keywords in Fiction Pedagogy

A bibliometric analysis of the field reveals several recurring themes and co-occurring keywords in fiction pedagogy research. Key terms, including "literary theory," "critical thinking," "multiculturalism," "digital literacy," and "emotional engagement," are frequently used in various studies. Kim & Ryu (2022) have observed that critical thinking and analytical skills continue to be the foundation of fiction pedagogy. A burgeoning corpus of literature is dedicated to educating students on how to engage with texts through a variety of critical lenses, including postcolonial, feminist, and queer theory. These theories assist educators in promoting a more complex comprehension of fiction, which fosters a more profound connection with the texts (Baker & Walker, 2019).

Additionally, the integration of technology has become a more prevalent theme. Research into the impact of online learning platforms, virtual classrooms, and digital literature on students' engagement with fictitious texts has been initiated in response to the proliferation of these technologies in fiction education. Hancock and Zhang (2021) contend that digital tools, such as e-books, podcasts, and web-based storytelling, enable students to engage in novel narrative explorations that improve their comprehension of the content and form of fiction.

Method

Bibliometric analysis is a rigorous and methodical technique for discovering and scrutinizing trends in academic study, especially regarding English literature and the pedagogy of fiction. This methodology is exceptionally successful for delineating the intellectual terrain of a research subject, as it utilizes statistical and mathematical techniques to assess academic papers statistically. Bibliometrics is extensively documented in literature, with Hyland and Jiang (2021) highlighting its utility in offering

organized insights into academic outputs, co-authorship trends, and establishing research networks. Bibliometric analysis provides a comprehensive picture of the growing academic discourse within a particular topic by scrutinizing publishing trends, citation patterns, and author partnerships.

Using bibliometric analysis is especially relevant to examining fiction instruction in English literature. This methodology enables researchers to quantify the increase in research volume while identifying seminal publications, prominent authors, and critical subject areas that have influenced the field. This approach can elucidate the progression of research subjects over time, emphasizing changes in focus or the formation of new subfields within the discipline. Bibliometric mapping enables the tracking of advancements in pedagogical tactics for fiction education, encompassing the integration of contemporary technologies, novel interpretive frameworks, and emerging theoretical perspectives on literature.

VOSviewer is a robust software application for generating visual representations of bibliometric networks, serving as an effective tool for bibliometric studies. VOSviewer facilitates the discovery of clusters of linked phrases, authors, and publications, hence aiding in the detection of developing trends in the literature. The application provides an intuitive interface for creating maps derived from co-citations, co-authorships, and keyword analysis. Utilizing VOSviewer, scholars can illustrate the interrelation of fundamental concepts in the domain of fiction pedagogy and acquire insights into the intellectual framework of the discipline.

In fiction pedagogy, bibliometric analysis with VOSviewer may furnish a thorough overview of the discipline, highlighting the most impactful studies, principal research themes, and notable academic contributors. It also facilitates the evaluation of the effects of diverse pedagogical methods and the overarching cultural and academic factors that affect the instruction of fiction in English literature courses. This strategy is essential for academics and educators seeking to comprehend the growing trends and practices in teaching fiction and to delineate the future direction of this significant field of study.

The data for this research were obtained from the Scopus database, selected for its extensive compilation of peer-reviewed journal articles, theses, and conference proceedings. Scopus is esteemed for its comprehensive coverage and effective indexing of academic publications, rendering it an optimal resource for bibliometric research. To maintain emphasis on instructing fiction in the realm of English literature, targeted search terms including "Teaching Fiction," "English Literature," "Learning Methods," and "English Language Education" were utilized. These terms were deliberately chosen to enhance the search outcomes and guarantee pertinence to examining fiction pedagogy in English literature courses.

The research focused on articles from 2010 to 2024, intending to identify the latest trends and advancements in the discipline. This 14-year period facilitated an in-depth analysis of the changing research trends and instructional methodologies in fiction education. The extracted metadata from the chosen papers encompassed essential details including titles, authors, publication years, journal names, keywords, and abstracts. This dataset offered a robust basis for discerning the subject's fundamental themes, authors, and research trajectories.

Inclusion criteria were implemented to guarantee the data's pertinence to the study's aims. Articles lacking full-text access, those authored in languages other than English, and publications not directly pertinent to teaching methodologies or media for fiction education were omitted from the

analysis. The stringent selection method guaranteed that the final dataset was customized to the study's precise purpose.

The data were exported in RIS format for subsequent analysis, a standardized format that enables seamless connection with bibliometric tools. VOSviewer, a premier software for bibliometric analysis, was employed to display and map the interconnections among citations, keywords, and authors. This tool facilitated the identification of research clusters and pivotal trends in fiction pedagogy, providing a graphic depiction of the field's conceptual framework. This technique sought to reveal patterns in the academic discourse on fiction instruction and to pinpoint the most significant works and developing topics in English literature education.

Following the data export, redundant and unimportant entries, including editorials or book reviews, were eliminated. The polished dataset was brought into VOSviewer for in-depth analysis. This involved charting citation patterns, co-citation networks, and trends in keyword co-occurrence. The preprocessing guaranteed a high-quality dataset for precise and dependable analysis.

Multiple bibliometric analysis methodologies were utilized to meet the research issues and reveal significant insights into fiction instruction in English literature. Citation analysis was employed to evaluate the frequency of literature references to articles and authors, measuring the effect and influence of specific works. This approach emphasizes pivotal publications, fundamental theories, and significant contributors to fiction instruction, alongside groups of linked studies that illustrate the evolution of ideas and approaches. Citation analysis reveals the scholarly importance of particular publications and their influence on academic debate regarding fiction pedagogy by examining citation patterns.

Keyword co-occurrence analysis was utilized to examine the frequency and contextual significance of keywords in the chosen articles. This strategy uncovers prevalent themes, techniques, and pedagogical trends in fiction instruction by detecting clusters of frequently occurring phrases, including "literary analysis," "teaching strategies," "digital tools," and "student engagement." These term clusters elucidate dominant patterns in pedagogical approaches and technologies utilized in fiction training, providing a more precise comprehension of the growing practices and innovations within the discipline.

Network analysis was employed to investigate collaboration patterns among authors and research groups within the discipline. This technique finds significant academic networks and essential research partnerships in fiction instruction by mapping links among researchers through co-authorship patterns. Network analysis demonstrates collaboration and knowledge-sharing among scholars, establishing a framework for academic alliances and research communities. This approach identifies the most significant academic centers and research teams, elucidating the collaborative dynamics and intellectual relationships that influence the domain of fiction education.

These bibliometric methods offer an extensive overview of the present research condition in the pedagogy of fiction within English literature. They facilitate the identification of essential themes, significant works, emerging trends, and the collaborative frameworks that support academic endeavors in this field, providing valuable insights for educators and researchers aiming to comprehend the primary catalysts of innovation and advancement in fiction pedagogy. Although the Scopus database provides wide-ranging coverage of scholarly publications, it may exclude some pertinent works in the domain, especially those published in regional or less well-known journals. Moreover, variations in metadata quality among sources might affect the accuracy of the analysis. These constraints are recognized and will guide future assessments and enhancements of the research approach.

This study employs bibliometric techniques, specifically VOSviewer, and bibliographic data from the Scopus database. VOSviewer was essential for visualizing and mapping citation linkages, keyword co-occurrences, and author collaborations. This technology facilitated the creation of intricate network maps that depict the interrelations of research in the subject, emphasizing significant trends, prominent authors, and nascent themes. The Scopus database functioned as the principal source of bibliographic data, providing access to an extensive compilation of peer-reviewed journal articles, conference proceedings, and theses. The metadata obtained from the database, comprising titles, authors, publication years, journal titles, keywords, and abstracts, constituted the basis for the analysis. This amalgamation of bibliometric instruments and data repositories established a comprehensive framework for examining the trends and patterns in the pedagogy of fiction within English literature.

Multiple measures were implemented to ascertain the validity and reliability of the results and ensure the credibility of the research. A systematic and transparent methodology was employed for data collecting, guaranteeing the inclusion of only pertinent papers from peer-reviewed sources in the analysis. Rigorous inclusion criteria were implemented to concentrate on publications about instructional methodologies and media for fiction education, while omitting extraneous articles and those lacking full-text availability. Secondly, various bibliometric analysis methods, such as citation analysis, keyword co-occurrence, and network analysis, were integrated to offer a holistic perspective of the research landscape. This methodological triangulation bolsters the credibility of the findings by cross-verifying results from diverse perspectives. Moreover, the utilization of renowned bibliometric instruments such as VOSviewer, which is well-regarded in scholarly research, enhances the credibility of the analysis. The data were meticulously examined for consistency, and the results were analyzed about existing literature, ensuring that the study's conclusions are robust and anchored in earlier research.

Results

1. Findings

This study examines journal articles published from 2010 to 2024, specifically concentrating on pedagogy in English literature. The research objectives are explicitly matched with the study's inquiries, and the findings are articulated systematically, adhering to a logical progression based on these inquiries. The primary finding identifies the five countries that have produced the most papers in this field during the designated timeframe. This analysis offers insights into global trends and the geographic distribution of research concerning the instruction of English literature. The second conclusion identifies the most impactful authors who have significantly contributed to studying English literary pedagogy. The research identifies scientists who have influenced the trajectory of this topic by analyzing citation trends and publication frequency. The final result examines keywords that significantly link with other terms, highlighting the study environment's core themes and rising patterns. This study analyzes keyword co-occurrence to reveal the dominant topics and pedagogical methods in teaching fiction within English literature, providing significant insights into the field's current status and future direction.

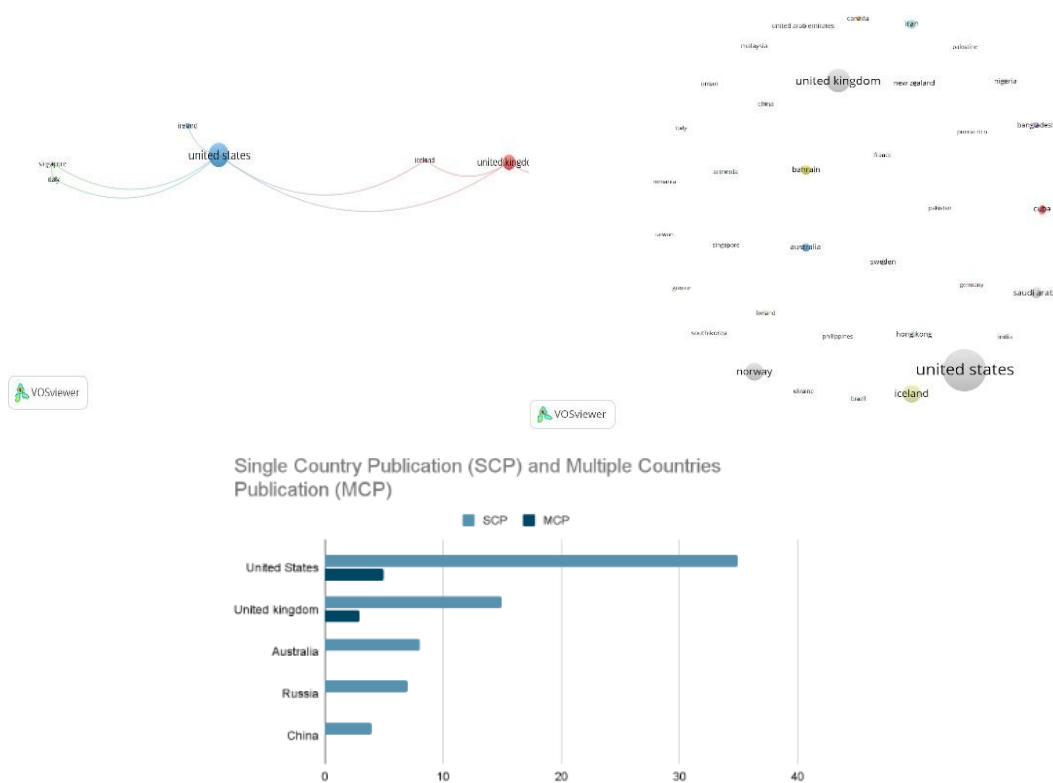


Figure 1: Research Question 1

Figure 1 showcases the top five countries with the highest number of publications, based on data from 38 countries. The leading contributors are the United States (35 publications), the United Kingdom (15), Australia (8), Russia (7), and China (4). The figure also highlights the degree of international collaboration for each country. Notably, the United States and the United Kingdom exhibit the highest Multiple Country Publications (MCP) levels, with 5 and 4 internationally co-authored publications, respectively. Despite this, the findings reveal that international collaboration in this field is relatively limited, as Single Country Publications (SCPs) significantly outnumber MCPs in the top five countries.

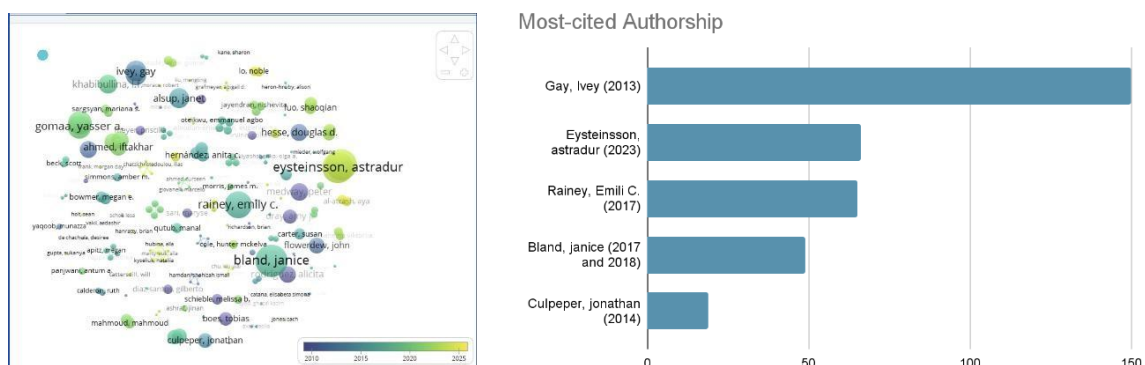


Figure 2: Research Question 2

Figure 2 displays a map generated using VOSViewer, highlighting the most cited authors in the field. The colors of the dots represent different authors, while the size of each dot corresponds to the number of citations their work has received. The figure indicates that Ivey Gay (2013) is the most cited author, with 150 citations. This is followed by Astradur Esteinsson (2023) with 66 citations, Emily C. Rainey (2017) with 65 citations, Janice Bland (2017 and 2018) with 49 citations, and Jonathan Culpeper (2014) with 19 citations.

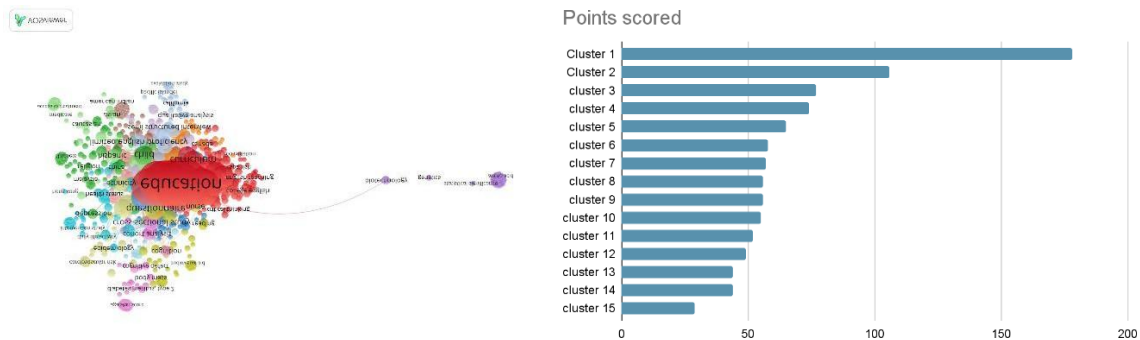


Figure 3: Research Question 3

Figure 3 depicts the co-occurrence of terms in articles, categorized into 15 color-coded clusters: red, green, blue, dark yellow, purple, light blue, orange, brown, pink, light pink, light green, baby blue, light yellow, sunset purple, and aqua blue. The aqua-blue cluster comprised 29 pieces, but the orange and brown clusters each comprised 56 pieces. The clusters of bright yellow and sunset purple each had 44 pieces. The red cluster was the most extensive, consisting of 178 keywords, signifying its pivotal function in the network of associated phrases. The term "Education" prominently surfaced as a pivotal keyword, often appearing in conjunction with associated terms such as "Learning," "Curriculum," "Students," and "English teaching." The centrality of "Education" underscores its significance as a fundamental issue in the literature about the instruction of fiction in English literature. It represented 999 connections among the 4,156 total keyword co-occurrence relationships, highlighting its importance in EFL (English as a Foreign Language) instruction. This keyword co-occurrence analysis elucidates prevalent terms and their interconnections while also facilitating the identification of developing trends in educational subjects, especially with the instruction and acquisition of English as a foreign language. The prevalence of terminology associated with curriculum development, student participation, and pedagogical approaches indicates an ongoing emphasis on refining instructional procedures and augmenting student results in EFL education.

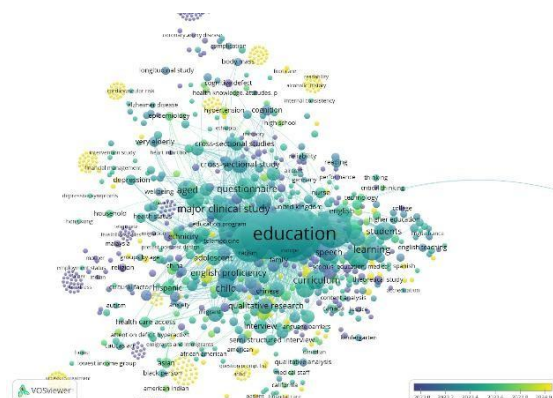


Figure 4: Research Question 3

Figure 4 illustrates contemporary tendencies in the instruction of fiction within English literature articles, explicitly focusing on subjects such as "Scoping Review" and "Medical Profession," denoted by the yellow cluster. Recent studies typically associate these issues with keywords such as "Education" and "Human," indicating an increasing emphasis on interdisciplinary connections among literature, education, and human studies. The significance of these issues indicates a transition towards expansive, interdisciplinary dialogues that integrate literary education with domains such as healthcare and research approaches. Despite the growing focus on these subjects, VOSViewer analysis indicates a significant deficiency in the existing research. There is no direct correlation between the instruction of fiction in English literature, scoping reviews, and the medical field about the keyword "English (Language)." This result underscores a prospect for future study investigating the potential intersections between literary education and professional domains, such as medicine, and how these interdisciplinary methodologies can augment the instruction and comprehension of fiction in English literature.

2. Discussion

This study offers significant insights into the present condition of fiction instruction in English literature from a bibliometric perspective. Concerning the geographical distribution of publications, the initial study question indicates a predominance of five countries: The United States, the United Kingdom, Australia, Russia, and China. This discovery corresponds with these nations' historical and cultural backgrounds, including enduring traditions of instructing English literature. The United States and the United Kingdom are prominent due to their profound cultural connections to English literature and established educational systems emphasizing literary studies. In these nations, literature serves a pivotal function in education, functioning not merely as a subject of examination but as an instrument for overarching educational objectives, including language acquisition, cognitive advancement, and cultural comprehension. Goodwyn et al. (2017) contend that the significance of literature in English education has been crucial to its worldwide importance, especially in English-speaking regions. The historical connection between these nations and English literature sustains prominence in this domain. Furthermore, these countries have continually generated significant research output on the topic, propelled by a blend of institutional backing and national educational policies emphasizing literary education as a fundamental aspect of language acquisition.

The data indicate that whereas global collaboration in fiction pedagogy is limited, regional networks, particularly between the United States and the United Kingdom, are substantial. As prominent academic centers, these two nations frequently exchange research, pedagogical approaches, and scholarly resources. This collaboration is enabled by entities such as the International Federation for the Teaching of English (IFTE), which promotes international participation and the advancement of new teaching methodologies. The interdependence of these two nations highlights the significance of these academic institutions as frontrunners in influencing global discussions on literature education. Consistent with Bourdieu's (1986) notion of cultural capital, the United States and the United Kingdom persist in utilizing their cultural and educational supremacy to influence the global intellectual landscape of literary studies. In these situations, literature transcends mere subject matter; it is interwoven into a comprehensive educational and cultural framework, wherein both classical texts and modern themes are incorporated into the curriculum to maintain relevance in an ever-changing educational environment.

The second study topic examines the most prominent authors in the domain of fiction pedagogy. Authors like Ivey Gay and Astradur Esteinsson are extensively referenced and have substantially

contributed to enhancing instructional techniques in English literature. Gay's work underscores the significance of narrative in cultivating empathy, communication skills, and comprehension, which are vital elements in literary and non-literary situations. This viewpoint aligns with the prevailing tendency in modern pedagogy, wherein the instruction of literature transcends mere textual knowledge to encompass the promotion of social-emotional learning. Similarly, Robin (2016) contends that digital storytelling and multimodal pedagogical approaches augment engagement and accessibility, rendering literature more relatable and captivating for a wider array of pupils. This methodology constitutes a component of a broader educational transformation, wherein conventional literary analysis is integrated with contemporary technologies to generate dynamic, interactive learning settings. This transition has been somewhat propelled by the efforts of prominent scholars who have examined the intersections of literature and technology, alongside literature's function in fostering empathy and critical thinking. The expanding literature on the application of digital tools in fiction instruction underscores the crucial influence of these authors in transforming educational frameworks. Through publications in high-impact journals, these researchers have highlighted the significance of merging contemporary pedagogical methods, such as digital storytelling, with conventional literary education, thereby providing a more comprehensive approach to teaching fiction.

Furthermore, the bibliometric significance of these authors, as observed by Zupic and Čater (2015), is inherently connected to their capacity for international publication, enhancing the dissemination and influence of their concepts. The rising citation count signifies the global acknowledgment of their contributions to the subject, promoting the spread of their ideas and impacting teaching methodologies globally. As the digital age transforms education, the authors' work signifies the progression of English literary pedagogy from conventional textual analysis to more interactive and multifaceted learning experiences. Their research highlights the significance of employing literature to cultivate cognitive, academic, social, and emotional competencies.

The third study question examines trends in keywords such as "education," "learning," "curriculum," and "English teaching," indicative of wider changes in pedagogical emphasis. The growing significance of terminology associated with ethical reasoning, creativity, and critical thinking indicates a transition in fiction instruction from basic text comprehension to the cultivation of higher-order cognitive processes. Lundahl (2019) asserts that fiction is a conduit in language acquisition, transcending mere linguistic proficiency to promote overall cognitive advancement. Fiction's intricate narratives stimulate students to participate in critical analysis, problem-solving, and contemplation of societal norms and ethical quandaries. This educational transition corresponds with constructivist learning theory (Piaget, 1976), which asserts that students actively build knowledge through engagement with their surroundings. Incorporating fiction in education transcends passive learning; it actively involves students in meaning-making through interpretation, reflection, and discourse.

The growing use of digital technologies in literary studies is another significant trend identified by the bibliometric analysis. Goodwyn et al. (2017) observe that integrating multimodal resources in literature instruction is more prevalent, highlighting the rising significance of technology in education. Terms such as "digital storytelling," "multimedia," and "interactive learning" are gaining prominence, signifying that educators are progressively utilizing digital platforms to augment student engagement with literature. This multimodal method enhances the accessibility of literature for all learning styles and corresponds with the digital literacy movement, which promotes incorporating technology across all educational domains. The emergence of digital technologies in literature education signifies broader

pedagogical transformations, wherein technology is essential for fostering more inclusive and engaging learning experiences.

The emergence of words like "Medical Profession" and "Scoping Review" indicates the increasing interdisciplinary application of fiction. Fiction is progressively utilized in unconventional educational settings, such as medical training, to cultivate empathy, ethical reasoning, and communication abilities. Gramner (2023) examines the utilization of fiction by medical students to cultivate essential skills for patient care and communication. Fiction, via its capacity to depict intricate human experiences and emotions, is an effective tool for instructing medical students in addressing ethical concerns and engaging empathetically with patients. The increasing integration of literature outside conventional educational environments signifies a notable transformation in the function of fiction within contemporary education. It posits that literature is a multifaceted instrument for academic or artistic advancement and personal and professional development across diverse domains. According to Gramner (2023), literature aids students in cultivating a profound comprehension of human emotions and ethical intricacies, which is vital for proficient communication in the medical field.

This interdisciplinary use of fiction corresponds with the pedagogical transformation articulated by Nussbaum (2010), wherein literature is acknowledged for its aesthetic merit and capacity to foster ethical reasoning, empathy, and social consciousness. Incorporating fiction into disciplines such as medicine, law, and social work indicates literature's significance beyond the classroom, establishing it as a vital instrument for professional advancement. As the distinctions among academic fields increasingly converge, literature presents a distinctive chance to cultivate fundamental life skills vital for personal growth and professional achievement.

Conclusions

This study aims to provide a comprehensive bibliometric analysis of fiction pedagogy in English literature classes, focusing on key developments, important writers, and fresh interdisciplinary connections. The leading countries in publishing, with a large majority of English-speaking countries, are the United States, the United Kingdom, Australia, Russia, and China, which underlines their institutional and historical engagement with literature as a cornerstone of language instruction. While most publications are national, a lack of international cooperation underlines the potential area where academic cooperation could improve. More famous authors include Ivey Gay and Astradur Esteinsson, who have worked on innovative teaching techniques using digital storytelling and multimodal approaches to show the changing nature of technology to deepen literary interaction. Key words like "Education," "Learning," and "Curriculum" bring in an increasing focus on creativity, critical thinking, and multidisciplinary applications. This study's results illustrate how teaching fiction in English literature adapts to broader educational trends. The interdisciplinary applications of literature, the growing emphasis on critical thinking and ethical reasoning, and the increasing integration of digital tools all suggest a change in the way fiction is utilized in education. The potential of literature to improve cognitive, emotional, and professional development is becoming more widely acknowledged as its role continues to expand. Future research should continue to investigate the potential of global networks to facilitate the exchange of innovative pedagogical practices in the teaching of fiction and to investigate these interdisciplinary applications further. This research offers valuable insights into current trends and emphasizes the extensive potential of fiction as a transformative educational instrument in the 21st century.

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