

A Bibliometric Study of Worldwide Trends in Teaching Fiction in English Literature

Rizka Safriyani^{1*}, Muhammad Farid Ubaidillah², Siti Uswatun Khasanah³

^{1,2} English Language Education Department, Faculty of Education and Teacher Training,
Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

³ Master of Applied Linguistics, Faculty of Arts, The University of Melbourne
Jl. A. Yani 113, Wonocolo, Surabaya

Submission Track:

Received: June 22, 2026

Revised: June 27, 2026

Accepted: July 24, 2026

Keywords:

Bibliometric, Fiction, English Literature

*Corresponding Author:

Copyright@2026 (author/s)

Abstract: This study employs a bibliometric study to map international trends in teaching fiction in English literature classrooms, including trends in publication, major scholars, and emerging themes. Using the Scopus database, research papers published from 2010 to 2024 were queried with the terms "Teaching Fiction" OR "English Literature") AND ("Learning Methods" OR "English Language Education"). The findings reveal a strong local publication focus and a lack of robust international collaboration, with the United States, the United Kingdom, Australia, Russia, and China emerging as leading players. 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 for research into innovative methodologies and pedagogical practices in teaching fiction.



This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

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 explore complex social and personal perspectives, thereby enriching 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, such as novels.

The short narrative also broadly reveals different themes and concepts. Literary works offer students an alternative perspective on complex socio-individualistic issues, thereby enhancing the pedagogical process (Fairchild, 2020; Gramner, 2023). Despite the

aforementioned advantages, English teachers face challenges in selecting books that suit 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 study is particularly relevant, given the diverse methodologies employed in contemporary studies of fiction. 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 suggest that further research is needed to address unresolved issues and unmet expectations, despite the discipline's advancements. 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?

Utilizing an interrogative approach, this research seeks to illuminate the contemporary global landscape of contributions and thematic interests in fiction education. This study aims to provide a comprehensive review of the trends shaping the incorporation of fiction in English literature instruction, thereby facilitating diverse scholarly inquiries into this evolving topic.

THEORETICAL SUPPORT

Global Contributions to Fiction Pedagogy

Historical fiction plays a key role in the classroom, particularly in teaching literature. This genre can captivate pupils with its historical content and provoke critical inquiries into the portrayal of historical events. Historical fiction serves as an effective tool in teaching fiction, enabling students to engage with historical events and personalities through narrative. It animates historical events in a way that conventional history texts often fail to achieve, making them more approachable and captivating for pupils. Educators can cultivate a deeper understanding of storytelling processes in fiction and the complexities of historical representation by prompting students to analyze the historical context 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 crucial role in fiction pedagogy, offering a successful approach to 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 made a significant impact on the academic literature on the instruction of fiction in English literature. The United States remains the leading country in publishing research on fiction pedagogy, with a particular emphasis on integrating contemporary fiction into secondary and higher education curricula, as per a study 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).

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 literary reading framework. In particular, the pedagogical content and classroom practices of these authors have had a significant impact on English literature programs at Western academic institutions.

Furthermore, the significance of digital tools and multimodal texts in literature classrooms has been a recent topic of discussion 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) emphasize the importance of fictitious narratives in fostering students' emotional intelligence, promoting a deeper connection with characters and narratives that extends beyond conventional analysis.

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 remain the foundation of fiction pedagogy. A burgeoning corpus of literature is dedicated to educating students on how to engage with texts through various critical lenses, including postcolonial, feminist, and queer theory. These theories help educators promote a more nuanced understanding of fiction, which in turn fosters a deeper 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) argue that digital tools, such as e-books, podcasts, and web-based storytelling, facilitate students' engagement in novel narrative explorations, thereby enhancing their comprehension of fiction content and form.

METHOD

Bibliometric analysis is a rigorous, methodical technique for identifying and examining trends in academic research, particularly in English literature and fiction pedagogy. This methodology is exceptionally successful for delineating the intellectual terrain of a research subject, as it uses statistical and mathematical techniques to analyze academic papers. Bibliometrics is well documented in the literature, with Hyland and Jiang (2021) highlighting its utility for providing structured insights into academic outputs, co-authorship trends, and the establishment of research networks. Bibliometric analysis provides a comprehensive understanding of the evolving academic discourse within a specific topic by examining publishing trends, citation patterns, and author collaborations.

Bibliometric analysis is especially relevant for 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 tracking advancements in pedagogical strategies 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, thereby aiding the detection of emerging trends in the literature. The application offers an intuitive interface for creating maps based on co-citations, co-authorships, and keyword analysis. Using VOSviewer, scholars can illustrate the interrelationships among fundamental concepts in the domain of fiction pedagogy and gain insights into the intellectual framework of the discipline.

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

The data for this research were obtained from the Scopus database, which is known 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" OR "English Literature") AND ("Learning Methods" OR "English Language Education") were utilized. These terms were deliberately chosen to enhance search results and ensure relevance to the examination of 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. We narrowed our data retrieval to the timeframe of 2010 to 2024 to ensure a stable foundation for citation analysis, given that recent publications from 2025 and 2026 require time to build up meaningful citation metrics. The extracted metadata from the chosen papers included 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 used to ensure the data were relevant to the study's aims. To ensure data relevance, publications were selected based on specific inclusion criteria: peer-reviewed journal articles explicitly discussing the teaching of fiction, written exclusively in English, and published between 2010 and 2024. 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 ensured that the final dataset was tailored to the study's specific 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 aimed to identify patterns in academic discourse on fiction instruction and to pinpoint the most significant works and emerging topics in English literature education.

Following the data export, redundant and unnecessary entries, including editorials and book reviews, were removed. The polished dataset was brought into VOSviewer for in-depth analysis. These steps involved charting citation patterns, co-citation networks, and trends in keyword co-occurrence. Preprocessing ensured a high-quality dataset for precise, reliable analysis.

Multiple bibliometric analysis methodologies were utilized to address 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 techniques. Citation analysis reveals the scholarly significance of particular publications and their impact on academic discussions of 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 the dominant patterns in pedagogical approaches and technologies used in fiction training, providing a more precise understanding 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 reveals 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 provide an extensive overview of the current research landscape 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 seeking to understand the primary drivers of innovation and advancement in fiction pedagogy. Although the Scopus database offers comprehensive coverage of scholarly publications, it may overlook some pertinent works in the domain, particularly those published in regional or lesser-known journals. Moreover, variations in metadata quality across sources might affect the analysis's accuracy. 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 enabled the creation of intricate network maps that depict the interrelations of research in the subject, highlighting significant trends, prominent authors, and emerging themes. The Scopus database served as the primary source of bibliographic data, offering access to a

comprehensive collection 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 assess the validity and reliability of the results and to ensure the credibility of the research. First, data retrieval was restricted to a reputable indexing database to ensure rigorous peer-review standards. Second, the search query was iteratively refined and cross-validated to minimize false positives. Finally, manual data cleaning was performed to remove duplicate entries, errata, and irrelevant publications, ensuring a robust baseline for bibliometric analysis."

A systematic, transparent methodology was employed for data collection, ensuring the inclusion of only pertinent peer-reviewed papers in the analysis. Rigorous inclusion criteria were implemented to focus on publications on instructional methodologies and media for fiction education, while excluding extraneous articles and those lacking full-text availability. Secondly, various bibliometric analysis methods, such as citation analysis, keyword co-occurrence analysis, and network analysis, were integrated to provide a holistic perspective on 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 in relation to the existing literature, ensuring that the study's conclusions are robust and grounded in prior research.

RESULT AND DISCUSSION

Result

This study examines journal articles published between 2010 and 2024, with a specific focus on pedagogy in English literature. The research objectives are explicitly aligned with the study's inquiries, and the findings are presented systematically, following 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 made significant contributions to the study of 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 identifies keywords that are significantly associated with other terms, highlighting the study's core themes and emerging patterns. This study analyzes keyword co-occurrence to identify the dominant topics and pedagogical methods in teaching fiction in English literature, offering significant insights into the field's current state and future direction.



Figure 1. Research Question 1

Figure 1 shows the top five countries with the most 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.

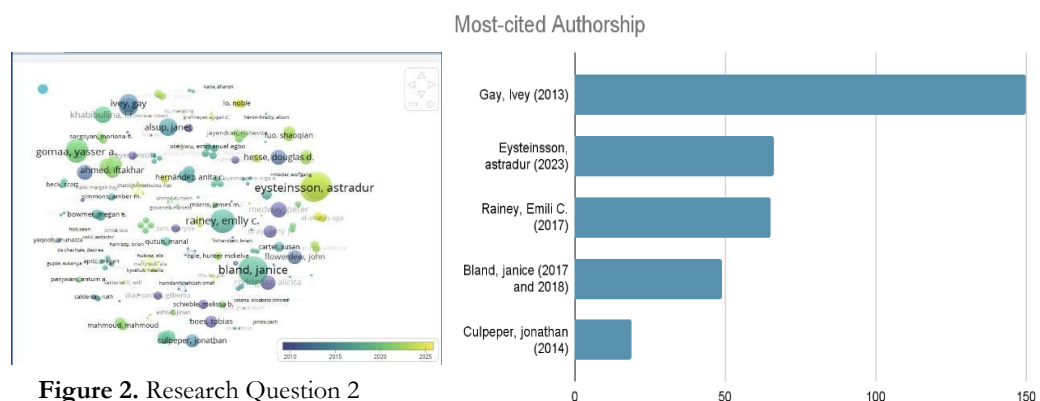


Figure 2. Research Question 2

Figure 2 shows a map generated with 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 Gay Ivey (2013) is the most cited author, with 150 citations. This is followed by Ástráður Eysteinnsson (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.

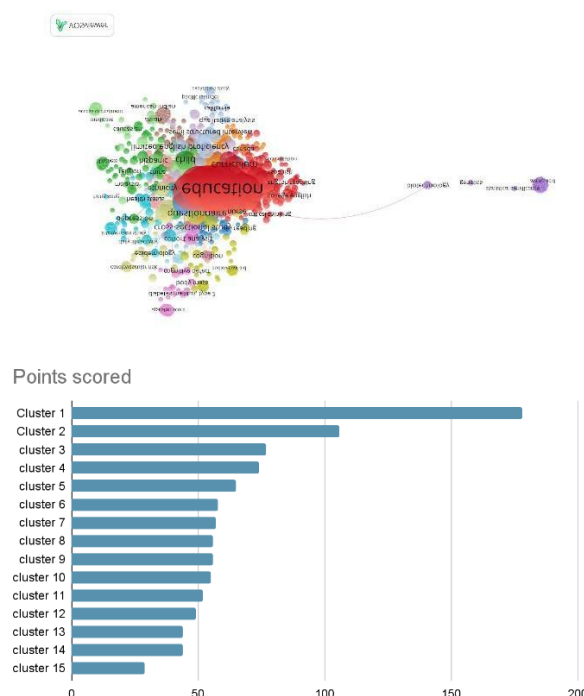


Figure 3. Research Question 3

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 consisted of 29 pieces, while the orange and brown clusters each consisted of 56 pieces. The clusters of bright yellow and sunset purple each had 44 pieces. The red cluster was the most extensive, comprising 178 keywords, indicating its pivotal role in the network of associated phrases. The term "Education" emerged prominently as a crucial keyword, often appearing alongside related terms such as "Learning," "Curriculum," "Students," and "English teaching." The centrality of "Education" underscores its significance as a fundamental issue in the literature on the instruction of fiction in English. It accounted for 999 of 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 emerging trends in educational subjects, particularly in the teaching and acquisition of English as a foreign language. The prevalence of terminology associated with curriculum development, student participation, and pedagogical approaches suggests an ongoing emphasis on refining instructional procedures and enhancing student outcomes in EFL education.

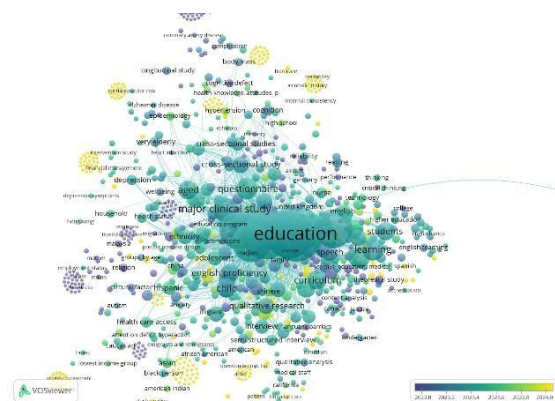


Figure 4. Research Question 3

Figure 4 illustrates contemporary trends in the instruction of fiction in English literature articles, specifically focusing on subjects such as "Scoping Review" and "Medical Profession," as 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 calls for a transition towards expansive, interdisciplinary dialogues that integrate literary education with domains such as healthcare and research methods. VOSviewer analysis reveals a notable gap in the current literature concerning the integration of fiction instruction in English literature with scoping review methodologies and health-related research domains. As illustrated in Figure 4, the keyword network shows limited co-occurrence among these areas, indicating that they have largely developed as separate research streams. While some thematic connections may exist, they are not yet strongly represented within the current bibliometric landscape. This finding suggests an opportunity for future interdisciplinary research exploring the intersections between literary studies, evidence synthesis approaches, and health-related applications.

This result highlights the potential for future studies to investigate the intersections between literary education and professional domains, such as medicine, and how these interdisciplinary methodologies can enhance the instruction and comprehension of fiction in English literature.

Discussion

This study provides significant insights into the current state of fiction instruction in English literature from a bibliometric perspective. Regarding the geographical distribution of publications, the initial study question suggests a predominance of five countries: the United States, the United Kingdom, Australia, Russia, and China. This discovery aligns with the historical and cultural backgrounds of these nations, including their enduring traditions of teaching English literature. The United States and the United Kingdom are prominent due to their deep cultural ties to English literature and to established educational systems that emphasize literary studies. In these nations, literature plays a pivotal role in education, serving not merely as a subject of research but as an instrument for achieving overarching educational objectives, including language acquisition, cognitive development, and cultural understanding. Goodwyn et al. (2017) argue that the significance of literature in English education has been crucial to its global importance, particularly in English-speaking regions. The historical connection between these nations and English literature sustains prominence in this domain. Furthermore, these countries have consistently generated significant research

output on the topic, driven by a combination of institutional support and national educational policies that emphasize 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 facilitated by entities such as the International Federation for the Teaching of English (IFTE), which promotes international participation and the development of innovative teaching methodologies. The interdependence of these two nations underscores the significance of these academic institutions as leaders in shaping global discussions on literary education. Consistent with Bourdieu's (1986) notion of cultural capital, the United States and the United Kingdom continue to utilize their artistic 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 academic 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 such as Ivey Gay and Astradur Esteinsson are extensively referenced and have made substantial contributions to the enhancement of instructional techniques in English literature. Gay's work emphasizes the significance of narrative in cultivating empathy, communication skills, and comprehension, which are crucial elements in both literary and non-literary contexts. This viewpoint aligns with the prevailing tendency in modern pedagogy, in which the instruction of literature transcends mere textual knowledge to promote social-emotional learning. Similarly, Robin (2016) argues that digital storytelling and multimodal pedagogical approaches enhance engagement and accessibility, making literature more relatable and captivating for a broader range of students. This methodology is part of a broader educational transformation, in which conventional literary analysis is integrated with contemporary technologies to create dynamic, interactive learning environments. This transition has been somewhat propelled by the efforts of prominent scholars who have examined the intersections of literature and technology, as well as the role of literature in fostering empathy and critical thinking. The expanding literature on the application of digital tools in fiction instruction highlights the significant impact these authors have had on transforming educational frameworks. Through publications in high-impact journals, these researchers have highlighted the importance of integrating contemporary pedagogical methods, such as digital storytelling, with conventional literary education, thereby offering 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 recognition of their contributions to the subject, promoting the dissemination of their ideas and influencing teaching methodologies worldwide. As the digital age transforms education, the authors' work marks a shift in English literary pedagogy from conventional textual analysis to more interactive, multifaceted learning experiences. Their research underscores the significance of utilizing literature to foster cognitive, academic, social, and emotional competencies.

The third study question examines trends in keywords such as "education," "learning," "curriculum," and "English teaching," which are indicative of broader changes in pedagogical emphasis. The growing significance of terminology associated with ethical reasoning, creativity, and critical thinking signals a shift in fiction instruction from basic text

comprehension to the development of higher-order cognitive processes. Lundahl (2019) asserts that fiction serves as a conduit in language acquisition, transcending mere linguistic proficiency to promote overall mental development. Fiction's intricate narratives stimulate students to engage in critical analysis, problem-solving, and reflection on societal norms and ethical dilemmas. This educational transition aligns with constructivist learning theory (Piaget, 1976), which posits that students actively construct 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 into literature instruction is becoming more prevalent, highlighting the growing significance of technology in education. Terms such as "digital storytelling," "multimedia," and "interactive learning" are gaining prominence, indicating that educators are increasingly utilizing digital platforms to enhance student engagement with literature. This multimodal method enhances the accessibility of literature for all learning styles and aligns with the digital literacy movement, which promotes the integration of technology across all educational domains. The emergence of digital technologies in literature education signals broader pedagogical transformations, in which technology is essential for fostering more inclusive and engaging learning experiences.

The emergence of terms such as "Medical Profession" and "Scoping Review" indicates the growing interdisciplinary application of fiction. Fiction is increasingly used in unconventional educational settings, such as medical training, to cultivate empathy, ethical reasoning, and communication skills. Gramner (2023) examines the utilization of fiction by medical students to develop essential skills for patient care and communication. Fiction, through its capacity to depict intricate human experiences and emotions, is an effective tool for teaching medical students to address ethical concerns and engage empathetically with patients. The increasing integration of literature beyond conventional educational environments signifies a notable transformation in the role of fiction in contemporary education. It posits that literature is a multifaceted tool for academic or artistic advancement, as well as personal and professional development, across diverse domains. According to Gramner (2023), literature helps students develop a profound understanding of human emotions and ethical complexities, which is essential for effective communication in the medical field.

This interdisciplinary use of fiction aligns with the pedagogical transformation articulated by Nussbaum (2010), in which literature is recognized 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 distinctions among academic fields increasingly converge, literature offers a unique opportunity to cultivate fundamental life skills essential to personal growth and professional achievement.

CONCLUSION

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 highlights a potential area for improvement in academic collaboration. More famous authors include Gay Ivey and Ástráður Eysteinnsson, who have developed innovative teaching techniques using digital storytelling and multimodal approaches to illustrate the changing nature of technology and deepen literary interaction. Keywords such as "Education," "Learning," and "Curriculum" are increasingly focused on creativity, critical thinking, and multidisciplinary applications. The results of this study illustrate how the teaching of 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 shift in how fiction is used in education. The potential of literature to enhance cognitive, emotional, and professional development is increasingly being recognized as its role continues to evolve. Future research should continue to investigate the potential of global networks to facilitate the exchange of innovative pedagogical practices in fiction teaching and to further explore these interdisciplinary applications. This research provides valuable insights into current trends and highlights the extensive potential of fiction as a transformative educational tool in the 21st century.

REFERENCES

- Baker, C., & Walker, L. (2019). *Postcolonial theory and the teaching of literature*. Cambridge University Press. <https://doi.org/10.1017/9781108567865>
- Barzani, S. H. H., & Rayan, J. J. (2021). Students' perceptions towards online education during the COVID-19 pandemic: An empirical study. *International Journal of Social Sciences & Educational Studies*, 8(2), 28–38. <https://doi.org/10.23918/ijsses.v8i2p28>
- Beers, K. (2020). Digital storytelling in the literature classroom: Bridging the gap between fiction and technology. *Journal of Literacy & Technology*, 21(3), 32–45. <https://doi.org/10.1007/978-3-030-11976-6>
- Bozkurt, A., Karadeniz, A., & Özdamar Keskin, N. (2021). A content analysis of trends and issues in educational technology research. *Education and Information Technologies*, 26, 3525–3542. <https://doi.org/10.1007/s10639-021-10456-0>
- Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research*, 133, 285–296. <https://doi.org/10.1016/j.jbusres.2021.04.070>
- Eagleton, T. (2016). *How to read literature*. Yale University Press.
- Fairchild, T. E. (2020). Novels and their creative potential. In S. Pritzker & M. B. T. Runco (Eds.), *Encyclopedia of creativity* (3rd ed., pp. 263–271). Academic Press. <https://doi.org/10.1016/B978-0-12-809324-5.23701-2>
- Fitria, A., & Priyatama, A. (2025). Between fiction and history: The narratives of Majapahit in Gigrey's novel 'Mada'. *Leksema: Jurnal Bahasa dan Sastra*, 9(2), 181–192. <https://doi.org/10.22515/ljbs.v9i2.9671>

- Goodwyn, A., Durrant, C., Reid, L., & Scherff, L. (2017). *International perspectives on teaching literature in schools: Global principles and practices*. Routledge. <https://doi.org/10.4324/9781315396460>
- Gramner, A. R. (2023). Fiction talks as a reflective practice: Medical students discussing possible learning outcomes from fiction seminars. *Learning, Culture and Social Interaction*, 40, Article 100713. <https://doi.org/10.1016/j.lcsi.2023.100713>
- Green, J. (2019). *Critical pedagogy in English literature classrooms: Theoretical underpinnings and practical applications*. Routledge. <https://doi.org/10.4324/9781351105286>
- Hancock, D., & Zhang, Y. (2021). *Digital fiction: Teaching literature through new media*. New York University Press.
- Harris, A., & Lee, D. (2018). *Multiculturalism in literature education: Creating inclusive classrooms*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-56668-0>
- Hyland, K., & Jiang, F. K. (2021). A critical look at bibliometric studies: What do they tell us about EAP research? *Journal of English for Academic Purposes*, 49, Article 100948. <https://doi.org/10.1016/j.jeap.2021.100948>
- Johnson, R., & Davis, M. (2017). *Teaching English literature: From theory to practice*. Wiley-Blackwell. <https://doi.org/10.1002/9781119263794>
- Khanal, P., & Park, E. (2021). Trends in pre-service teacher education research: A bibliometric analysis. *Teaching and Teacher Education*, 105, Article 103415. <https://doi.org/10.1016/j.tate.2021.103415>
- Kim, H., & Ryu, H. (2022). Narrative theory in literature teaching: The importance of critical engagement with fiction. *Journal of Literary Education*, 29(4), 58–72. <https://doi.org/10.1007/s11732-022-00056-5>
- Lundahl, B. (2019). *Engaging fiction for skill development in education*. Education Press.
- McCallum, A., & Harkness, C. (2021). *Emotional intelligence through fiction: Teaching empathy and narrative skills*. Routledge. <https://doi.org/10.4324/9780367193356>
- Nilsson, M. (2016). Reading literary fiction: Cognitive, ethical, and social benefits for young learners. *Journal of Literature Education*, 11(1), 3–9.
- Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, 41(4), 465–496. <https://doi.org/10.1017/S026144480800520X>
- Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, 30, 17–29.
- Shaughnessy, M. (2018). *Narrative strategies for teaching fiction: A framework for critical thinking*. Oxford University Press.
- Smith, J., & Jenkins, P. (2020). Global trends in fiction pedagogy: A bibliometric analysis. *International Journal of Education*, 55(6), 224–239. <https://doi.org/10.1016/j.ijedudev.2020.103014>
- Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, 18(3), 429–472. <https://doi.org/10.1177/1094428114562629>