

Mapping the Landscape of Teaching Poetry in English Literature: A Bibliometric Analysis of Global Research Trends

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Abstract

The influence of poetry teaching on language development in the context of English literature education has been the subject of numerous studies. Nevertheless, there is a dearth of a comprehensive overview of scholarly publications in this field. This bibliometric study is designed to depict the research landscape on teaching poetry in English literature by identifying the co-occurring keywords, the most productive countries and most cited authors using VOSviewer. A total of 140 articles were examined, indicating that the research trajectory is in its early and developing stages. The results indicate that the common co-occurring words are qualitative, fiction, lesson, literary elements, and popular culture. Moreover, the United Kingdom was the most productive of the five countries in the dataset, with 176 publications. Australia (113), Hungary (27), and the Netherlands (27) followed. Furthermore, Weaven and Clark are the most influential authors, with eight subsequent publications referencing them. The results underscore the evolving integration of poetry into English language education, which technological advancements and multimedia integration have considerably impacted. However, the pedagogical potential of digital instruments in poetry instruction still necessitates further investigation. The study concludes by addressing the primary implications and constraints, guiding future research in the intersection of English language teaching, literature, and poetry.

***Keywords:** bibliometric analysis, English literature, global, landscape, teaching poetry*

INTRODUCTION

Poetry has been a critical component of literary education, particularly in English language and literature curricula. It has been increasingly acknowledged for its potential to enhance linguistic competence, cultural comprehension, emotional intelligence, and interpretive skills in English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms (Hanauer, 2010; Maley & Duff, 2005). The pedagogical integration of poetry has frequently been overlooked in favor of more pragmatic and communicative approaches, particularly in second language contexts, despite its longstanding literary status. Nevertheless, the role of poetry in English language instruction has been rekindled by recent changes in educational paradigms, which the resurgence of literature-based learning has driven, the growing significance of affective engagement in language learning, and the incorporation of digital technologies.

Teaching poetry is not merely an exercise in literary appreciation; it offers an immersive experience that stimulates learners' cognitive, emotive, and aesthetic faculties. Research has demonstrated that poetry can improve vocabulary acquisition, pronunciation, fluency, and cultural literacy (Fadaee, 2011; Sedarat, 2011). In addition, the development of critical thinking and interpretive strategies

that are indispensable for literary analysis is facilitated by the inherent cadence, metaphorical density, and expressive form of poetry (Hanauer, 2012). Poetry is a fundamental element of the canon in tertiary English Literature programs; however, the methods used to teach it are inconsistent and have not always kept up with pedagogical innovation.

Diverse strategies for teaching poetry, such as performance-based learning, multimodal analysis, digital platforms, and creative writing exercises, are now a subject of increasing interest in the literature. (Burke, 2010; Newfield & Maungedzo, 2006). However, there has been a dearth of systematic endeavors to chart the global progression of research in this field. It is imperative to comprehend the most active countries, the most influential authors and articles, and the keywords that dominate the discourse to establish future research agendas, identify gaps, and promote cross-national collaboration.

By facilitating the quantitative and visual analysis of academic literature, bibliometric analysis offers a potent instrument to satisfy this requirement. Bibliometric studies can uncover trends, patterns, and influential contributions in a specific research field by utilizing citation analysis, co-authorship networks, and keyword co-occurrence mapping. (Donthu et al., 2021). Although numerous bibliometric studies have examined broader themes in language education or literature (Zupic & Čater, 2014) Only a handful of studies have specifically examined the intersection of poetry teaching and English literature, particularly in the context of global academic output.

In order to address this gap, this study will conduct a bibliometric analysis of 140 peer-reviewed articles on the instruction of poetry in English literature that have been published in various academic databases. The study examines the most productive countries, prolific and most-cited authors, and frequently occurring keywords in this field by utilizing VOSviewer, a tool for constructing and visualizing bibliometric networks.

The research will highlight further exploration and a clearer understanding of how teaching poetry is being addressed. To achieve these objectives, this research aims to answer the following research problems:

1. What are the key thematic and co-occurring keywords in publications on teaching poetry in English literature?
2. What are the most productive countries in publications on teaching poetry in English literature?
3. Who are the influential authors in publications on teaching poetry in English literature?

LITERATURE REVIEW

Teaching poetry in English literature is a multifaceted endeavor that has attracted significant attention recently. As teachers attempt to enhance students' understanding and appreciation of poetry, various approaches, as well as pedagogical challenges, have emerged as research focal points. This literature review synthesizes findings from ten related studies that explore different aspects of teaching poetry in English literature, especially in contexts involving English as a Foreign Language (EFL).

Kuswardani et al. (2022) present a language-style approach to teaching poetry in EFL classrooms. Their study emphasizes the importance of stylistic

elements in poetry and how they can be leveraged to enhance students' linguistic and interpretative skills. The authors argue that an understanding of language styles not only aids in the comprehension of poetic texts but also fosters a deeper emotional connection to the material. This approach aligns with contemporary pedagogical theories advocating a more nuanced understanding of language in literary contexts.

In a different context, Işıklı & Tarakçıoğlu (2017) investigate the challenges EFL high school students face in Turkey when engaging with English literature. Their research highlights the significant role of language proficiency in literature comprehension and appreciation. The authors identify that students often struggle with complex vocabulary and idiomatic expressions, hindering their engagement with poetic texts. This finding underscores the need for tailored instructional strategies to address language barriers, facilitating a more inclusive literary education.

Similarly, Daif-Allah & Fahad (2020) delve into the cognitive beliefs of Saudi English language majors regarding their learning of English literature. Their study reveals that students' preconceived notions about literature significantly influence their learning experiences and outcomes. By understanding these cognitive beliefs, educators can better design interventions that align with students' expectations and enhance their engagement with poetry. This study contributes to the growing body of literature that emphasizes the psychological dimensions of learning literature, particularly poetry.

Alshammari et al. (2020) further explore challenges in studying English literature from the instructors' perspective. Their research identifies several barriers educators perceive, including students' lack of motivation and insufficient background knowledge. The authors advocate for integrating more interactive and engaging teaching methods to foster a greater appreciation of poetry among students. This perspective is crucial, as it highlights the reciprocal relationship between teaching practices and student engagement.

Kuswardani et al. (2022) emphasize the language-style approach in poetry instruction, emphasizing the ability of stylistic awareness to enhance students' emotional and linguistic engagement. However, other research indicates that such strategies may not be sufficient without addressing the fundamental challenges in learners' comprehension skills. Their contribution is consistent with stylistics-based pedagogy, encouraging a nuanced examination of literary language. Nevertheless, Işıklı & Tarakçıoğlu (2017) They have observed that their theoretically rich approach may be limited in classrooms where learners struggle with fundamental language proficiency. These authors emphasize the idiomatic complexity and vocabulary challenges that impede Turkish high school students from engaging with poetry meaningfully. Their results indicate a significant pedagogical tension: while style-based interpretation is desirable, its implementation is contingent upon the linguistic preparedness of learners.

Daif-Allah & Fahad (2020) underscore the cognitive beliefs that Saudi students hold, which substantially influence their approach to English literature, to add a psychological dimension. Their research indicates that their internal attitudes and assumptions can influence students' motivation and receptivity toward poetic texts, even when they receive sufficient language support. By demonstrating that effective poetry instruction necessitates consideration of learners' beliefs and

expectations, this insight complements the more linguistic and pedagogical perspectives, thereby creating a space for affective and metacognitive support in literature education.

In contrast, Alshammari et al. (2020) redirect the attention to instructors, exposing perceived obstacles such as student disengagement and inadequate prior knowledge. The significance of methodologically adaptive instruction in bridging both linguistic and motivational gaps is underscored by the demand for more interactive and dynamic teaching strategies. This instructor-centered perspective is crucial in that it reinforces the notion that poetry engagement is a collaborative endeavor—it is contingent upon the content, the manner in which it is presented, and the way in which learners perceive both the content and themselves during the learning process.

These studies collectively suggest that a synthesis of pedagogical, cognitive, and linguistic approaches is essential for instructing poetry in EFL settings. Kuswardani et al.'s (2022) stylistics-based model provides a valuable foundation; however, its implementation must be facilitated by language-access strategies (Işıklı & Tarakçıoğlu, 2017), aligned with student belief systems (Daif-Allah & Fahad, 2020), and supported by engaging, instructor-informed pedagogical design (Alshammari et al. (2020)). Integrated frameworks that incorporate these multidimensional factors would be advantageous for future research and practice, as they would guarantee that poetry instruction is not only analytically sophisticated but also linguistically accessible, psychologically attuned, and pedagogically adaptive.

The impact of the COVID-19 pandemic on literature education is poignantly captured in the study by Ullah et al. (2022), which focuses on the challenges of online English literature learning in Bangladesh. The authors report that students faced significant difficulties adapting to online formats, which often lacked the interactive elements essential for engaging with poetry. This study calls attention to the need for innovative digital pedagogies that can effectively facilitate poetry teaching in virtual environments.

In a further creative approach, Sebastian (2020) investigates the use of songs as a springboard for teaching poetry and narratives. By integrating music into the poetry curriculum, the author finds that students demonstrate improved comprehension and engagement. This study suggests that interdisciplinary methods can enrich the learning experience and make poetry more accessible to students, enhancing their overall literary appreciation.

Morris-O'Connor (2024) introduces the concept of poetic inquiry as a reflective method for academic writing instructors. This innovative approach allows educators to engage with poetry as a subject of study and as a medium for self-reflection and professional development. Instructors may foster a deeper understanding of the poetic form and its pedagogical implications by incorporating poetic inquiry into their teaching practices.

Höglund & Jusslin (2022) explore the dynamics of literary engagement through their study, "Engaging with Poetry on the Wall." They argue that poetry can be a powerful medium for inviting, seizing, intensifying, and transforming literary experiences. Their research emphasizes the importance of creating spaces where poetry can be actively engaged, enriching students' literary experiences and fostering a deeper appreciation for the art form.

Fynn & Ndlovu (2024) focus on improving Grade 3 teachers' poetry implementation through play pedagogies. Their findings reveal that playful approaches to poetry enhance students' enjoyment and promote their linguistic and cognitive development. This study underscores the value of incorporating playful learning strategies in poetry education, particularly for younger students who may benefit from more interactive and engaging methods.

Lastly, Freyn (2017) examines the effects of a multimodal approach on ESL/EFL university students' attitudes towards poetry. The study demonstrates that incorporating various modes of expression—visual, auditory, and kinesthetic—can positively influence students' perceptions of poetry. This finding aligns with contemporary educational theories that advocate for multimodal learning to enhance engagement and comprehension in literature education.

Expanding on the experiential aspects of poetry, Höglund & Jusslin (2022) propose the concept of “poetry on the wall” to explore public and spatial engagement with poetry. Their study asserts that poetry can invite, seize, and transform reader experiences when integrated into physical environments. This reimagines the poem not just as text but as an interactive artifact, fostering deeper appreciation through environmental engagement. However, this context-dependent approach may be challenging to implement in more traditional or resource-limited educational systems.

For younger learners, Fynn & Ndlovu (2024) advocate the use of play-based pedagogies to teach poetry in Grade 3 classrooms. Their research indicates poetic instruction through games, dramatization, and role-play enhances enjoyment and cognitive-linguistic development. This child-centered methodology aligns well with constructivist educational theories, emphasizing that poetry can be accessible and meaningful even at early developmental stages. Nonetheless, adaptation is needed for older learners to maintain both the engagement of play and the intellectual rigor of literary study.

Finally, Freyn (2017) explores a multimodal approach in teaching poetry to ESL/EFL university students, incorporating visual, auditory, and kinesthetic learning strategies. The study found that these modes significantly improved students' attitudes toward poetry, a genre often perceived as complex and inaccessible. This aligns with theories of multimodal learning, which argue that diverse input channels support more effective engagement and understanding. (Jewitt, 2009). However, Freyn's study focuses on affective outcomes and does not extensively address how multimodal strategies influence deeper critical reading or literary analysis.

These studies suggest that contemporary poetry pedagogy benefits from integrative frameworks that blend creativity, reflection, sensory engagement, and accessibility. While approaches such as musical integration, poetic inquiry, spatial engagement, play-based learning, and multimodal instruction offer valuable innovations, they must be balanced with traditional interpretive skills to fully support literary literacy. Future research should aim to develop models combining cognitive, affective, and analytical dimensions, fostering both the appreciation and critical understanding of poetry across diverse learner populations.

In conclusion, teaching poetry in English literature encompasses various pedagogical strategies, challenges, and cognitive dimensions. The studies reviewed here highlight the importance of addressing language barriers, understanding

students' cognitive beliefs, and integrating innovative teaching methods to enhance engagement with poetry as educators continue to explore and gain a clearer understanding of how teaching poetry is being addressed. These findings provide valuable insights to inform future research and practice in English literature education.

METHOD

A literature review was done using a quantitative approach with descriptive analysis. A bibliometric review was generally utilized in scientific disciplines and concentrated on a quantitative study of journal papers from 2012 to 2024. The research period was determined based on data obtained from Scopus, leaving the researcher unable to alter the chosen years. The bibliometric method was selected due to its robustness in analyzing citations, text, and data mining, as established by Nerur et al. (2008).

Two criteria elicited the data for the present research: the specified keywords and the period. VOSviewer software and Scopus were utilized to gather the data. To start, we entered the word “teaching poetry” and “English Literature” into Scopus. Subsequently, the researcher obtained a CSV as the raw data for the analysis process.

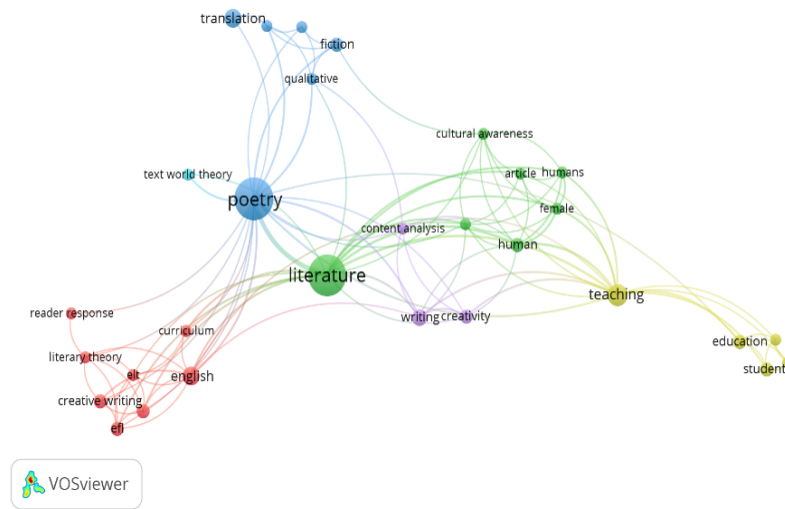
For data analysis, the raw data were imported into VOSviewer software. They were used to analyze data about teaching poetry from 2012 to 2024. The following aspects were examined: the most productive country, the most cited authors, and the co-occurring keywords in publications of the topic trend in the published articles.

The data was presented in figures and charts, accompanied by explanatory text, to ensure a clear comprehension of the findings. This section highlighted the utilization of VOSviewer and MS Excel, demonstrating a comprehensive approach to data analysis. The descriptions of the specific analyses performed using these tools provide clarity on the various aspects examined. The revised paragraph also emphasizes presenting the findings through suitable visualizations and incorporating explanatory text to facilitate understanding. Although the Scopus database offers extensive coverage of scholarly literature, it may not encompass all relevant publications. Moreover, the quality and precision of metadata may fluctuate across various sources, which could impact the credibility of our analysis.

FINDINGS

This research examined journal articles published between 2012 and 2024 about teaching poetry in English literature. The objectives of this research are to answer the following research questions. The primary themes around which the body of literature is structured are suggested by the three most prominent and central nodes—“poetry,” “literature,” and “teaching.” Their conceptual significance and frequent co-occurrence in the academic discourse are confirmed by their central positioning and strong connections to other clusters, as reflected in the following figure.

Figure 1. Key thematic and Co-occurring keywords



Following the minimum occurrence rule in the VOSviewer visualization process, the findings revealed 30 thresholds in Figure 1. This figure displays co-occurrences of keywords in articles comprising six clusters according to the colors (dark blue, green, yellow, red, purple, and blue). The blue cluster contained five items (qualitative, fiction, lesson, literary elements, popular culture). Blue Cluster concentrates on poetry and encompasses terms such as "translation," "text world theory," and "qualitative," indicating a literature strand that investigates interpretive frameworks and cross-cultural or translational studies in poetry.

The green clusters contained six-word items (language, human, female, humans, article, cultural awareness). The Green Cluster display includes terms such as "cultural awareness," "aesthetic response," "critical thinking," and "humanities," which suggest a humanistic and interpretive orientation. This may suggest that poetry instruction is connected to more extensive educational objectives. The yellow clusters contained four (education, students, teaching methods, and education computing). The cluster of yellow color emphasizes pedagogical practices, student engagement, and educational outcomes, as evidenced by the use of keywords such as "education," "students," and "learning" in the context of teaching.

More items appeared in the red cluster with seven-word items. Red Cluster It is closely associated with literature and encompasses "literary theory," "curriculum," and "reader response," emphasizing the theoretical and curricular components of poetry and literature instruction. The purple cluster has three-word items, and the blue cluster has a single-word item.

The next question aimed to answer the trends of the most productive countries' publications on teaching poetry in English literature from 2012 to 2024.

Figure 2. Most Productive Countries

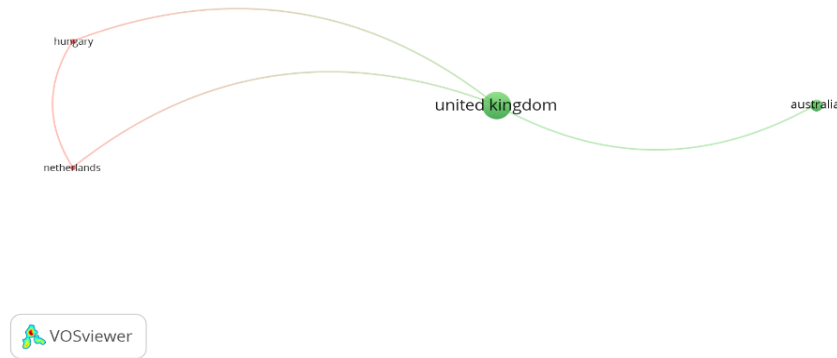


Figure 2 shows the top 4 countries with the most contributing publications in terms of the number of publications. In this figure, each publication has been allocated to the country of its corresponding author. Out of the five different countries in the dataset, the most productive ones are the UK (176), Australia (113), Hungary (27), and the Netherlands (27).

Figure 3. MCP and SCP

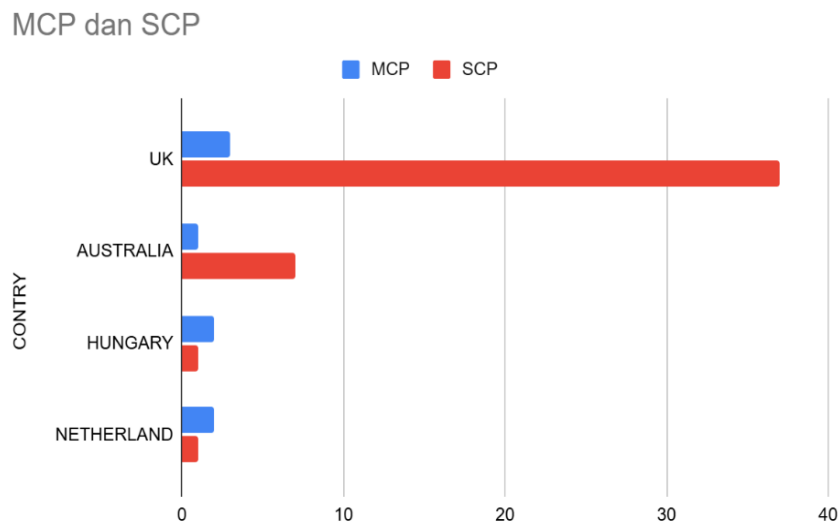


Figure 3 shows the intensity of international collaboration in each country. The United Kingdom, Hungary, and the Netherlands are the most internationally collaborative countries, as they have the highest level of Multiple Country Publications (MCP), with 3 and 2 internationally collaborative publications, respectively. This figure reveals that international collaboration in this field is low since the number of Single Country Publications (SCP) of the top 4 most productive countries is much higher than that of their MCPs.

Figure 4. Most Cited Authors

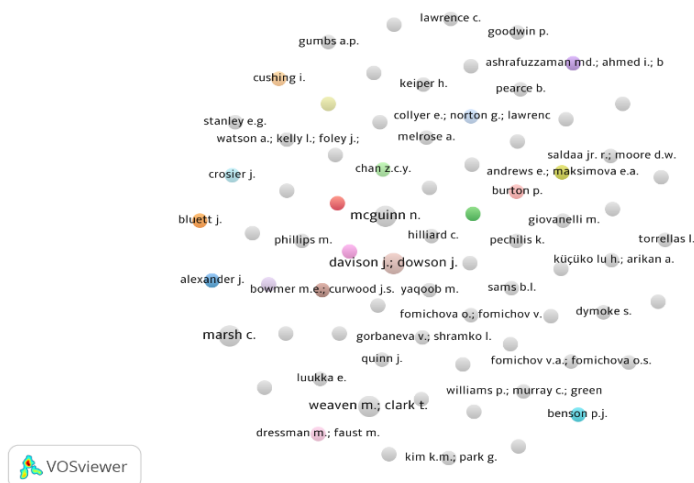


Figure 4 describes the map of the most cited author, which was downloaded from VOSViewer. The color of the dots shows the authors of the document publication, and the size represents the number of citations the authors' documents had. Figure 2 explains clearly that Weaven and Clark (2014) led the board to have the most cited document by eight documents. However, Watson (2022), William et al. (2014), Yaqoob (2012), and Zafar (2021) were quite prolific authors but not the most cited authors.

DISCUSSION

This research examined journal articles published between 2012 and 2024 discussing how teaching poetry in English literature is integrated. Many articles do not address teaching poetry elements in isolation, as evidenced by the overlapping lines between poetry, literature, and teaching. Instead, they investigate integrated methodologies, such as applying reader response theory in student-centered teaching models or using poetic texts to teach literary theory and creative expression.

This supports the bibliometric discovery that contemporary research on teaching poetry in English literature is multifaceted, incorporating pedagogical, reflective, analytical, and creative approaches. This visualization confirms that interdisciplinary connectivity and thematic diversity distinguish the research on teaching poetry in English literature. Poetry is examined not only as a literary form but also as a form of creative expression, a cultural artifact, and a pedagogical instrument. The co-occurrence map is a valuable resource for scholars seeking to contribute to this dynamic and evolving field, as it provides an empirical foundation for identifying research trends, conceptual overlaps, and emerging gaps.

The clusters in Figure 1 highlight the different range of key thematic and co-occurring keywords explored in teaching poetry. The distribution of keywords across different clusters suggests that researchers investigate various aspects of teaching poetry in English literature, from qualitative studies and literary elements to cultural awareness and educational computing. These differences show the

complexity of teaching poetry in English literature, which provides a better understanding of the different aspects.

The United Kingdom appeared to be the foremost contributor, possibly due to its enduring poetry legacy, extensive educational policy, and influence on global English literary studies (McRae & Vethamani, 2020). The prevalence of UK-based research underscores the geographical centralization of academic discourse, potentially marginalizing varied pedagogical methods in non-Western contexts.

The citation analysis reveals that the relevance and quality of articles frequently surpass their recency, as evidenced by prior studies. (Weaven & Clark, 2013), which continue to exert influence due to their practical teaching frameworks. Jeon's (2024) recent work reflects current trends, particularly incorporating multimodal and student-centered methodologies in poetry education. Notwithstanding these advancements, the research identified restricted international cooperation. This signifies a lost chance for cross-cultural contact, which could augment pedagogical methods' global significance and creativity in poetry education (Kumaravadivelu, 2008).

The growth of teaching poetry in English literature into EFL education research appeared in the most productive country, the United Kingdom (see Figure 2). It could be assumed that the United Kingdom is one of the leading countries in teaching poetry in English literature, which impacts the country's research and publications. Nevertheless, these findings highlight that being a prolific author is not necessarily the same as having the most cited documents. The impact of an author's work can be different. Citation counts can be influenced by several factors, such as the relevance and quality of the research, the author's network, and the availability of the publication. This underscores the importance of producing a high volume of research and ensuring that the research is impactful and widely recognized within the field.

There are some possible reasons why the United Kingdom is the most productive country in the publication of teaching poetry in English literature. First, the UK has a long history of great poets, which fosters a deep understanding and appreciation for poetry. Its strong universities and colleges encourage research and writing in the field. While English is an international language and widely used, it is easier for UK researchers to share their work. The UK's education system also often introduces students to poetry analysis early to engage their interest and future study.

While Australia has a rich literary tradition and strong universities, several factors might explain why it publishes fewer articles on teaching poetry in English literature compared to the UK. The UK's extended history and cultural background in English literature may lead to more research and scholarship. The UK's higher population and academic community contribute to a larger number of researchers focused on literary studies. Additionally, English is the primary language in the UK, while Australia has a more diverse linguistic landscape.

There were unique data regarding the number of citations and the ranking of the top-cited documents in Figure 4. Weaven and Clark's article had more citation numbers than Watson et al. 's article, which was published earlier. Then, Jeon's article, which had just been published a few months before March 2024, obtained more citations than the rest of the data. This finding indicates that the publication year does not guarantee obtaining more citation numbers. Otherwise, the interest of

others in citing one's work might be affected by the article's quality or topic similarity.

The findings indicate a necessity to emphasize contextually responsive strategies, particularly in diverse classrooms where students may face cultural or linguistic obstacles to comprehending poetry literature. Promoting collaborative teaching methodologies, utilizing digital platforms for poetry analysis, and integrating local poetic traditions can improve engagement and inclusivity (Atherton et al., 2013; Burke, 2010). Moreover, international academic collaboration may promote extensive curricular modifications and enhance a more diverse comprehension of poetic literature.

CONCLUSION

The present study investigated journal articles published between 2012 and 2024, focusing on how teaching poetry in English literature is integrated. The findings highlight the UK as the most productive country, attributed to its rich poetic heritage, strong education system, and global influence. Citation trends reveal that relevance and quality often surpass publication years, as seen with (Weaven & Clark, 2013) and Jeon (2024). While significant contributions have been made, limited international collaboration underscores the need for enhanced global engagement and diversified research efforts in this field. Overall, this study emphasizes the importance of producing widely recognized research, contributing to the advancement of teaching poetry in English literature.

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