



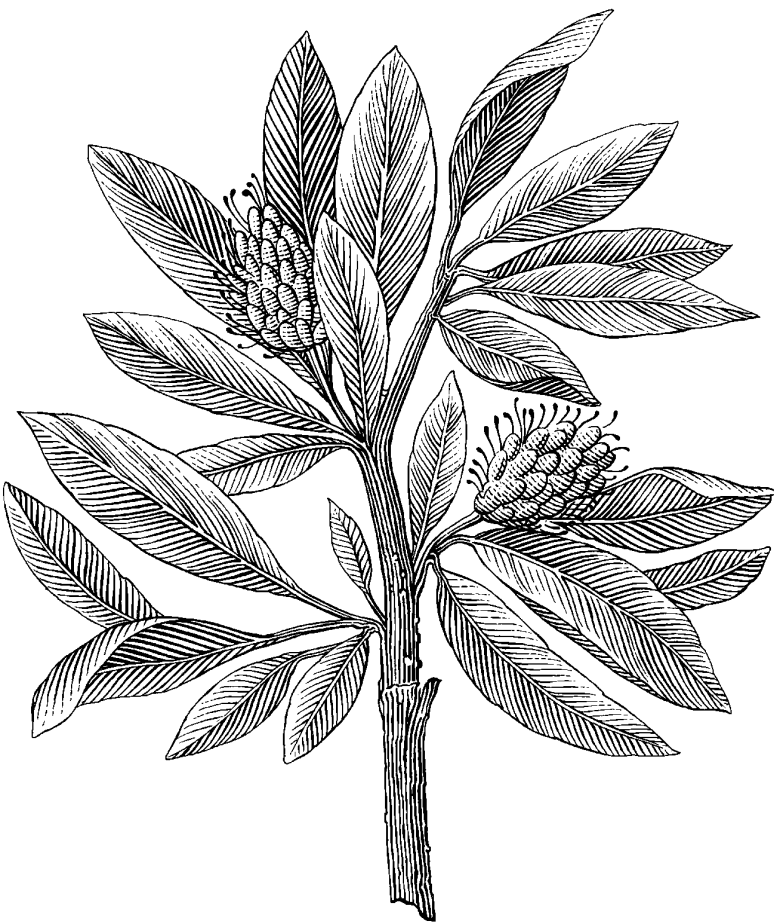
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Master Thesis

Pedagogy at Hogwarts

A literary analysis of teaching methods and theories at Hogwarts in the Harry Potter books



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Abstract

This essay argues that the Harry Potter books can be used to analyse various methods and theories regarding pedagogy since the school setting is a major part of the stories. J.K Rowling's characterisation of the teachers is the basis for the analysis, which focuses on the teaching methods of the teachers at Hogwarts, but also how the pupils are affected by them from the critical perspective of cultural studies. The essay will investigate how the pupils are affected by the boarding schools, examination process as well as the grading system. Certain Professors at Hogwarts will also be analysed based on their teaching methods and these professors are Lupin, Snape, Umbridge, Dumbledore and Lockhart. Different methods have been discovered to work differently on different pupils, but the same methods have also been shown to work differently depending on how they are implemented. Leadership styles in the classroom appear to have a heavy influence on the pupils' performance. This thesis argues that through a literary analysis of the Harry Potter books with a focus on the portrayal of the school setting by using cultural studies as well as pedagogical theories will demonstrate the impact of various teaching methods in the EFL-classroom as well as the regular classroom. In the EFL-classroom, knowledge of how certain methods and theories work can be very beneficial. The ability to provide confidence to pupils has been discussed and that is a part of EFL-teaching that is highly relevant, since it can be difficult for some pupils to find the courage in order to learn.

Keywords

Teaching methods, Pedagogical theories, Hogwarts, fictional representations of teaching methods, Harry Potter.

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1 Introduction

Hogwarts School of witchcraft and wizardry is a familiar school to millions of children and adults. Hogwarts is the boarding school that the characters attend in J.K. Rowling's bestselling works, the Harry Potter books. Though it is a fictional place, there are millions of people around the world who have imagined being a pupil at this school. These people have their own personal images of how it would be to receive the letter of invitation to Hogwarts and the opportunity to go on a tremendous adventure. Readers have in their own mind stood in front of the gates with the winged boars standing guard and then walked into a world of magic and learning. Hogwarts is a school in a fictional world, however it is a school that many people have a relationship with. In the EFL classroom it could be useful to draw on the popularity that comes with the Harry Potter books. Considering the popularity of the books and how the school setting is a major part of it, the books are highly relevant to use when analysing pedagogy. There are not plenty of books with this massive popularity where the school plays such an important part of the story and how the characters develop. Therefore, it would be interesting to analyse the school from a pedagogical perspective in order to better understand the vast number of pedagogical theories and methods that exist. It would be beneficial for EFL-teachers, trainee teachers and teachers in general. What theories and methods do the staff at Hogwarts use? Which pupils benefit from the use of these various theories and methods and how do they affect the children's learning? What methods are most successful for which pupils? In the Swedish curriculum for upper secondary school it is stated in regards to the task of the school:

The main tasks of the upper secondary school are to impart knowledge and to create the preconditions for students to acquire and develop their knowledge.

Education should support the development of students into responsible persons

who actively participate in and contribute to professional and societal life. It should contribute to the all-round development of the students. (Natl.Ag.f.Ed 5)

The curriculum informs us that the school should help pupils' develop both in a scholastic way but also in a social manner. This entails that teachers need to be skilled at their profession, as well as aware of how pupils develop certain skills. It also shows that regardless of the many differences amongst the pupils, that all of these students deserve to receive the best possibilities for learning that is available. An understanding of pedagogical theories and methods is evidentially beneficial.

Since aspiring teachers encounter numerous strategies, theories and methods, many with claims or at least a desire to be more successful than others, there is a relevance in analysing teaching methods. Without any bias that might occur due to scholars' ambition to prove that their idea is greater than others. This essay will analyse the professors at Hogwarts and their teaching methods' and how they affect the pupils that go there. The entire series of the Harry Potter books will be used for the analysis. Both the teachers and certain pedagogical traits that the school have are also subject for analysis.

This essay will look at this from the perspective of cultural studies. Popular culture has increasingly become more and more interesting to analyse for scholars since the 1960's (Edgar and Sedgwick 81). Cultural studies has been used in order to analyse various pop-culture phenomena and how they affect society. Cultural studies aims to study literature in relation to other cultural phenomena, in this case the realm of the Harry Potter books. The essay would like to explore how the teachers and their methods influence pupils, both in the books themselves but also in relation to current debates about pedagogical theory and teaching methods. By investigating the characters and their experience of the various teaching techniques that they are faced with one could

investigate where the pupils at Hogwarts thrive and also where they have a more difficult time.

It is necessary that teachers are aware of various practices and how they affect the pupils' learning. It is also important that teachers study how to improve their own teaching in order to create a greater learning environment. Helen Timperley and Judy Parr write in *Weaving Evidence, Inquiry and Standards to Build Better Schools* the following: "The other link from evidence to practice that needs to be strengthened involves the systematic investigation into the relationship between particular practices in the classroom (and associated teacher knowledge) and the pattern of student achievement outcomes" (116). There are plenty of theories and methods about learning and they often differ and come from various historical contexts. Even though these practices come from different times and have their own approach to learning, one can still see this diversity of teaching methods and theories within schools to this day. There are many various advantages with different theories, but it is difficult for teachers to acquire knowledge of when and where and with whom they should apply certain methods. John Dewey writes in his work *Democracy and Education*:

Since many who are actually most proficient in various branches of subject matter are wholly innocent of these methods, this state of affairs gives opportunity for the retort that pedagogy, as an alleged science of methods of the mind in learning, is futile;--a mere screen for concealing the necessity a teacher is under of profound and accurate acquaintance with the subject in hand. (158)

It is not the aim for this essay to find a perfect teaching method for that is probably impossible. Students throughout the world are all different and they acquire knowledge in many different ways. It is therefore more interesting to create an understanding of what theories and methods are most efficient for various pupils. Attempting to

understand why certain pupils flourish with some teachers and their practices and why they fail with others is something that would be very beneficial for working teachers, aspiring teachers and the pupils themselves.

There has been plenty of previous research into the world of Harry Potter in many different forms. From a pedagogical perspective a large focus has been on how to implement Harry Potter into the classroom and how teachers may capitalise on the books' popularity. One example of this is Catherine L Belcher and Becky Herr Stephenson's book *Teaching Harry Potter* where they discuss how to use the Harry Potter books in the classroom in order to give the pupils a knowledge, appreciation and a literary experience through the books (3). This essay will have a different approach. Instead of using the Harry Potter books in the classroom, they will be used to create a greater understanding of how teaching methods and pedagogical theories affects pupils in the classroom.

With the help of pedagogical scholars and their combined work it might be possible to understand what pupils need and why certain pupils succeed, while others do not. If one were to simply apply one theory and try to solve various problems in the schools, that might work for a certain number of pupils and in a certain environment. By analysing the works of scholars such as Dewey, Owen Hargreaves, Timperley and Parr, Ference Marton, Lev Vygotsky, Dylan Williams and Carol Dweck one can locate the teaching methods of the professors at Hogwarts, what theories they are based in and why certain pupils who are described in the books might succeed or fail. This essay will also try to locate and understand certain forms of leadership styles in the classroom and how pupils benefit from them. The teachers at Hogwarts set their own marks and have their own leadership styles and it would be interesting to analyse them. It is also possible to take into account certain school policies and how they affect the pupils such as school houses, the concept of boarding schools, exams and the concept of giving

pupils points for good work and taking them away for doing something poorly. Through the characters of the books one could see how they are affected by certain school policies.

This essay will not use the Harry Potter books in a teaching sequence. This essay is for aspiring teachers or teachers in general to use in order to better comprehend teaching methods and pedagogical theories, especially how they affect the pupils. The Harry Potter books are extremely popular, but they are all very long and are therefore difficult to use in the EFL-classroom, especially considering that there are seven of them. There are however other aspects of the popularity of the books that can be used in the EFL-classroom. This thesis argues that through a literary analysis of the Harry Potter books with a focus on its portrayal of the school setting by using cultural studies as well as pedagogical theories will demonstrate the impact of various teaching methods in the EFL-classroom as well as the regular classroom.

2 Theory

2.1 Cultural studies

Harry Potter is a popular culture phenomenon with not just the books but also movies, video games and other types of merchandise. There are even amusement parks modelled after the world of Harry Potter and it is a massive industry. This essay will use Cultural studies to analyse the Harry Potter books. How literary representation of a cultural phenomenon, the Harry Potter books, may create a greater understanding of another cultural phenomenon, schools. Cultural studies is beneficial to use when combining the two.

Cultural studies is not as general as it might appear at first glance. Cultural studies refers to the movement that is associated with the Centre for Contemporary Cultural Studies at the University of Birmingham in Great Britain (Parker 275). It is a

movement that has grown in recent year and focuses on cultural phenomena. It would therefore be interesting to analyse the most popular books since the Bible and be able to draw knowledge from them in order to create a greater understanding for, pedagogical theory, teaching methods and the pupils by using the popularity of the books.

This essay will analyse the Harry Potter books by applying cultural studies but also pedagogical theories since the analysis will be of the characters within the books and the school setting within Hogwarts. Andrew Edgar and Peter Sedgwick write in *Cultural Theory- The Key Concepts*:

While the term 'cultural studies' may be used broadly to refer to all aspects of the study of culture, and as such may be taken to encompass the diverse ways in which culture is understood and analysed, for example, in sociology, history, ethnography and literary criticism, and even socio-biology, it may also, more precisely, be taken to refer to a distinctive field of academic enquiry. (81)

The distinctive field within this essay that is to be analysed through the lens of cultural studies is pedagogy and how it is represented in the Harry Potter books. By conducting a literary analysis of the school setting and the books' representation of pedagogy one may create a greater understanding for various teaching methods and pedagogy.

Cultural studies may be used to investigate the learning cultures at Hogwarts and also how the pupils are affected by them. In the book *Teaching Harry Potter* by Catherine Belcher and Becky Stephenson they write: "From a cultural perspective, as a society we definitely share some core, common beliefs about teachers and their work. Much of these derive from our own school experiences and various media representations we accumulate from childhood" (20). It could be misrepresenting to set certain archetypal character traits to the teachers at Hogwarts and claiming that they are all sprung from reality. It is therefore important to note that the characters who are analysed are literary characters and not actual people. It is however relevant to analyse their methods since

the methods are likely sprung from reality. The characters will have certain traits that we can all relate to since we are affected by our own school experiences and J.K Rowling has stated that this is the case with many of the teachers at Hogwarts. This is an advantage since we can then also locate their methods with the help of the body of pedagogical research.

Another advantage with using fictional characters is that they will not be influenced by the fact that someone is analysing their teaching. They will not change their methods nor their teaching philosophy in order to adapt to the perceived standards of a participant observer. William Labov writes in *Principles of Linguistic Change* the following about difficulties with certain studies:

In terms of the data generated by recent sociolinguistic studies, expressive functions provide information on the speaker's emotional state, age, gender, ethnicity, socioeconomic status and local identity - all familiar aspects of sociolinguistic variation. Directive functions would involve accommodation to the audience, adjusting social distance, politeness and deference, style shifting and audience design. (371)

Even though Labov's statement is from a linguistic study it proves how many factors one needs to consider when analysing data and that one has to take in to account many different factors when analysing data, something that is not necessary when analysing fictional characters.

When looking at the characters of Hogwarts and using them as a basis for literary and pedagogical analysis the benefit is that we now have archetypes that we may analyse. The teachers, the pupils and the systems within in the school are already there. Robert Dale Parker argues:

Cultural settings and cultural history play an integral role in literary interpretation. Our interpretations, therefore, will do well to refuse a timid

formalist balance that merely says that it could be this or it could be that. We will do better as interpreters when we stand for something that we care about and believe in as we interpret how the combination of competing possibilities plays out in the material circumstances of actual historical and cultural conditions that we care about as readers and critics. (282-83)

When using characters that are already created one does not have to take a stance but simply analyse a character. It is therefore only necessary to provide how and why pupils react to a certain teaching method in order to create a greater understanding of how teachers' methods influence pupils.

2.2 Pedagogical theories

It is necessary to use pedagogical theories when analysing how the pupils are affected by the teaching methods at Hogwarts, as well as for what pedagogical theories are applied by the teachers. Analysing how pupils react to certain methods and to what extent those methods are suitable or helpful for the characters within the story. One theory that will be applied is sociocultural theory. Lev Vygotsky writes in his work *Mind in Society* the following:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the

formation of concepts. All the higher functions originate as actual relationships between individuals. (57)

It is important to account for the characters' backstory and how it might affect them in a school setting, just as any other pupil. There needs to be an understanding that pupils can acquire individual knowledge by learning with others. Ference Marton and his work *Necessary Conditions of Learning* is based on the theory of variation, which is another theory that will be used during the analysis. The theory of variation can be summed up like this: "A necessary condition for finding and experiencing a certain aspect of the object of learning is that the learner has the opportunity to encounter differences in the relevant dimension of variation" (128). Despite the name variation it has nothing to do with using various methods, but in order to understand what something is one needs to understand what it is not. Vygotsky and Marton both have the same aim of creating an environment in which the pupils may develop, they do however have a different focus. Vygotsky focuses more on the pupils and that the teachers should allow the pupils to learn in relation with others. Marton gives the impression that learning is an equation that needs a solution, this is demonstrated by his use of functions and that he has a background in mathematics. Dewey and the concept "learning by doing" is another theory that will be used to analyse the fictional characters. Even though Dewey did not coin the phrase "learning by doing", his work has been explained using that phrase. Dewey states the following in *Democracy and Education*: "Habit means that an individual undergoes a modification through an experience, which modification forms a predisposition to easier and more effective action in a like direction in the future. Thus it also has the function of making one experience available in subsequent experiences" (325). This theory comes across throughout the books since the characters often learn something by doing it. It is therefore relevant to use when analysing the characters' teaching methods.

Another relevant theory for this essay is Carol Dweck's growth mind-set. She discusses the difference between a fixed mind-set and a growth mind-set. A fixed mind-set entails that someone allows stereotypes to decide their success meaning that if a pupil believes that he or she is not any good in a certain subject, he or she is then likely not to improve. With a growth mind-set on the other hand pupils do not let the stereotypes control them and do not believe that they will never be any good (Dweck 45). As a teacher creating an environment where the pupils feel that they are able to grow is very important, but also to give them the tools to be able to grow. Dewey and Dweck have two different approaches. Dewey has more of a practical approach since he focuses on what teachers ought to have pupils do and what pupils need to do in order to learn. This is a difference from Dweck and her approach due to her focus on changing the mind-sets of pupils and teachers. This can be done through practice but the overall focus is on the mentality of the teachers and pupils.

Dylan Williams and his book *Leadership for Teacher Learning* will be used in the analysis especially considering his subtitle "Creating a Culture Where All Teachers Improve so That All Students Succeed". Williams discusses how to raise student Achievement and also the teacher quality (7 and 29). This becomes relevant in reference to the analysis of the teachers at Hogwarts due to his discussion on creating a culture in which teachers try to improve themselves. Especially since the teachers and Hogwarts itself do not show any signs of changing or improving in order for the pupils to succeed. Motivating the pupils is also something that will be discussed in the analysis and Williams views on motivation is therefore relevant as well.

Since this essay will explore and investigate various learning methods and pedagogical theories it becomes relevant to use Timperley and Parr. Timperley and Parr's views on "theories of improvement" where they talk about the meaning of evaluating and examine theories in order to improve them (Timperley & Parr 54).

Timperley and Parr and Williams share that they all focus on how teachers can improve their teaching in order for the pupils to improve their learning. Although Timperley and Parr investigates how to improve teaching methods and pedagogical theories and Williams gives more precise examples of what teacher may do in the classroom, their overall aim is quite similar. What all the mentioned scholars have in common is that they want to improve schools by using the theories or methods that they implement. What this essay is doing is looking at how these theories affect the pupils and why. This also means that it is necessary to look at when a certain teaching method does not work, something that the scholars themselves do not put any large amount of focus on. A part of this essay is not just analysing and discovering what theories are present at Hogwarts but also understanding how they affect their pupils as well as providing the reader with an understanding of what the teachers could do to improve their teaching methods. The theories mentioned are all theories that are relevant for the EFL-classroom as well as any other type of classroom.

2.3 Kumaravadivelu and postmethod conditioning

In B. Kumaravadivelu's book *Understanding Language Teaching* the author discusses methods and their use in the classroom; how methods go through an endless cycle of life, death and rebirth. He also discusses the unending search for an unfindable perfect method. Kumaravadivelu further writes about the meaning of method, the limits of method, the myth of method and the death of method (161-62). This essay will focus mostly on the limits, the myth and the death of method. The limits of method are relevant for this essay since the author states "The concept of method has severe limitations that have long been overlooked by many. They relate mainly to its ambiguous usage and application, to the exaggerated claims made by its proponents,

and, consequently, to the gradual erosion of its utilitarian value” (162). Since this essay’s aim is not to find a perfect method nor discover which method is the most preferable, it becomes interesting to look at the weaknesses with the concept of method. It is also important to air some criticism for the concept of method since many scholars that are going to be quoted will have a different view of method. Kumaravadivelu continues with the myth of method and states:

We thought we should be able to find that one magical method through objective analysis. Instead, we found out to our dismay that the formation and implementation of a method have to take into account many variables (such as language policy and planning, learning needs, wants and situations, learner variations, teacher profiles, etc.) most of which cannot be controlled for a systematic study. (164)

Instead of finding a perfect infallible method it would be more reasonable to understand what effects certain methods have on certain pupils. To locate the strengths within certain methods is therefore more reliable than trying to come up with one method that suits all. In the Swedish curriculum for upper secondary school it is written as such:

Knowledge is a complex, multi-faceted concept. Knowledge can be expressed in a variety of forms – as facts, understanding, skills, familiarity and accumulated experience – all of which presuppose and interact with each other. Teaching should not emphasise one aspect of knowledge at the cost of another. (6)

It is important for teachers to be able to use a variety of methods in order to educate different types of pupils and educating them on how they can acquire different sorts of knowledge.

3 Literary analysis of fictional representation of pedagogy at Hogwarts

3.1 Pedagogy at Hogwarts

In this part certain pedagogical aspects of Hogwarts will be analysed. This will not so much look at the teachers and their methods, but rather at the overall pedagogy at Hogwarts. The books have a very classical British approach on the school setting, with school uniforms and the fact that Hogwarts is a boarding school. There is also a sense of awe and pride that the pupils feel as they attend the school, and the history of the school is often mentioned as similar to the status that British schools such as Oxford and Cambridge possess. It also important to take into account that the school is a school for witchcraft and wizardry. The pupils are there to develop their magical abilities and the teachers are there to help them do just that. Kumaravadivelu states: “The most important aspect of postmethod pedagogy is its particularity. That is to say, any postmethod pedagogy “must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural mile” (Kumaravadivelu 169). When analysing the teaching methods it is important to account for what the pupils are there to do, gain a knowledge of various magical abilities as well as what the teachers are there to teach. However, despite the fact that the lessons deal with various types of magic, it is possible to locate conventional teaching methods that are found in schools throughout the world.

At Hogwarts traditions are as previously stated important, however there is a lack of progression. If the school and the teachers do not aspire to progress in order to improve the quality of education, the pupils will suffer. Timperley and Parr explain: “If educational leaders, professional developers and teachers do not have an understanding of the opportunities and challenges inherent in processes of change (change knowledge),

then it becomes more difficult to engage in inquiry and use evidence to bring about effective, sustainable change that improves outcomes for students (Timperley and Parr 72). This is evident at Hogwarts and one example of this is Professor Binns. Professor Binns teaches History of Magic and one day he fell asleep in the teaching lounge and died. His ghost however got up and continued teaching and has been doing so ever since to clarify, it is a ghost who teaches the pupils and he has certainly been using the same methods without any process of change (*Philosopher's* 142). It is also a school where teachers and pupils can sometimes be quite cruel to each other. Even teachers humiliate and bully certain pupils, with Snape and Umbridge as the worst culprits (they will later be analysed). Bullying amongst pupils happens throughout the books with Draco Malfoy as the main abuser. There is however no indication from the school to do anything about it and in one instance Snape even joins the rank of the bullies when Hermione's front teeth have grown to an unnatural large size due to a hex (*The Goblet* 313). Hogwarts seems to be in more of a fixed mind-set than that of a growth mind-set and if the school would change its mind-set and work with these issues it would according to Dweck be possible to create an atmosphere of understanding and bullying would be reduced (Dweck 94). The teachers are allowed to continue to be abusive and there is at least as far as is told no indication that changes are to come.

3.2 The concept of boarding school

The pupils at Hogwarts also live there for the duration of the school terms. In their first year they are divided into four houses, which will be the houses that they both belong to and represent. The classes are based on age so first years go with first years regardless of house. Since they start school at the age of 11 and have to spend that time away from family, it might be somewhat daunting and feelings of homesickness are likely to come about. The various houses compete for the so called House Cup, which is

a trophy that is awarded to the house that has accumulated most points during the year. These points are attained by answering questions correctly during class or for doing generally good or brave deeds. Pupils can also lose points for their respective houses by misbehaving and sometimes even by failing during class. The teachers are the ones who hand out or retract these points. The teachers are very strong authoritative figures, something that is probably enhanced as the pupils are distanced from their families. Belonging to a house might give the pupils a sense of camaraderie and belonging. This might have a positive effect on the school experience and might even make the pupils perform better due to the incentive nature of the point system. The fear of losing points might however be counter-productive since this could lead to pupils not daring to take chances and make mistakes in order to learn. Stephen D Krashen writes in *Principles and Practice in Second Language Acquisition* about what is necessary for pupil in order to take the next step in order to acquire knowledge. He gives the example on how a pupil goes from stage 4 to stage 5. The learner needs to be given education that is i+1 from their current competence meaning that in order to learn pupils need to be doing something that they do not already know but at the same time not educating them on a level that is too difficult for them (20-21). The point system in itself is very much an extrinsic form of motivation and the fear of losing points might result in a stalemate for the pupils' learning since they do not dare to make mistakes. That stalemate might then lead to pupils not developing knowledge since they do not go from "stage 4" to "stage 5". Granted that the pupils perform more advanced magic for each year, but this is simply based on age and not what the pupils comprehend at the moment. For pupils like Neville, who excels in herbology (*Half blood Prince* 180) but falls behind in other subjects he clearly shows that in herbology he is at an appropriate level but other subjects seem to be too advance for him and he would need to be given tasks that he can actually succeed in.

The sense of shame when losing points is another factor that needs to be taken into account. It is clear that Harry struggles with this during his first year. After his first lesson with Snape Rowling depicts Harry's shame as such: "As they climbed the steps out of the dungeon an hour later, Harry's mind was racing and his spirits were low. He'd lost two points for Gryffindor in his very first week- why did Snape hate him so much?" (*Philosopher's* 149). As has been previously stated, shame is something that highly influences pupils and at this young age (eleven) it can lead to strong feelings of guilt. It is also likely to lead to pupils being stuck in a fixed mind-set. Dweck states: "The minute they hit a snag, their confidence goes out the window and their motivation hits rock bottom. If success means they're smart, then failure means they're dumb. That's the fixed mind-set" (Dweck 97). The point system makes it easy for the pupils to understand if they are smart or if they are dumb depending on how many points they win or lose. Since it is rather obvious for the pupils themselves as well as it is clear for their classmates who has lost or gained points, that might lead to certain stereotypes that are based on how many points they gain or lose.

Hogwarts as a boarding school also leads to a stronger separation between family and school. Feelings of homesickness are evident, but for pupils who come from a difficult home life it can be seen as something liberating. Harry is one of those pupils who come from a very abusive home and Rowling depicts how he longs for school during every summer break when he is forced to live with his aunt and uncle. Voldemort is another character who saw Hogwarts as his first real home. Raised in an orphanage, he never had a family since his mother died during childbirth (*Half Blood Prince* 270). It is interesting that the main protagonist and antagonist share a similar abusive upbringing and a sense of not belonging. They are often described as similar and making choices is a theme throughout the books. Dumbledore even says: "It is our choices, Harry, that show what we truly are, far more than our abilities." (*Chamber* 418)

It is also interesting from an educational perspective that two so similar characters become such opposites. Their time in school, which they both considered their first and only home, is very likely to have influenced them. Harry's favourite teachers became Lupin and Dumbledore, two people who valued kindness and love. Voldemort's favourite teacher was professor Slughorn, who mostly cared for those wizards with the most potential and connections. Harry values friendship more than power and it might be because of the love he has for his friends that he takes a different path. Voldemort uses his classmates more as henchmen than friends. This exchange between Voldemort and Dumbledore proves the difference between those who have the ability to love and those who do not: "The old argument", he said softly. 'But nothing I have seen in the world has supported your pronouncements that love is more powerful than my kind of magic, Dumbledore'. "Perhaps you have been looking in the wrong places", suggested Dumbledore" (*Half Blood Prince* 451). Voldemort is an individual who has reached his success mostly by himself. Harry has always had the company and the help of his friends and Harry is the one who eventually triumphs. One does not necessarily have to love one's classmates, but if we look at language, it is if not impossible very difficult to learn a language without the help of others. Even if someone does learn a language by themselves, it is completely wasted since they will have no one to share it or use it with.

3.3 Exams and grading at Hogwarts

In this section the grading and exam process at Hogwarts will be analysed in order to create an understanding of how it affects the pupils. During the school years the pupils take some form of exam every year, but for a Swedish reader it may be unclear how important the exams are. In their first year Hermione says: “What am I revising for? Are you mad? You realise that we need to pass these exams to get into the second year?” (*Philosopher* 246). Hermione is clearly under a lot of pressure and seems to be under the assumption that failing in the first year will lead to them not being allowed to continue in their second year. This seems however to be more of a threat in order to gain external motivation rather than truth since there is no record of any pupils not being allowed to continue after a year, not even with individual subjects. As far as we know, all pupils continue on with the subjects they want to continue with at least until their sixth year.

In the fifth year the pupils at Hogwarts take their OWL exams. OWL stands for “ordinary wizarding level” (*Order*). They are graded according to a scale that consists of six grades with the highest mark being Outstanding and then in the following order, Exceeds Expectations, Acceptable, Poor, Dreadful and the lowest being Troll (*Order*). The first three grades are passing grades (Outstanding, Exceeds Expectations and Acceptable) and the lower three are failing grades (Poor, Dreadful and Troll). These grades are essential for the pupils’ future careers since they determines what they are allowed to study in their sixth and seventh year when they take their N.E.W.T level (Nastily Exhausting Wizarding Test).

In order to pursue certain careers the pupils need to have the grades to be able to do it. Meaning they need to specialize and choose subjects for the profession that they strive towards. It is also required of them to have passing grades in order to continue

with further studies. The teachers are the ones who decide if they are allowed to continue with a course or not. In the case of professor Snape he only allows pupils with the grade Outstanding to continue taking potions, whereas the new potions master in book six, professor Slughorn, accepts pupils with the second highest grade Exceeds Expectations (*Half Blood Prince* 182). Even though Neville Longbottom receives an Acceptable grade in transformations, professor McGonagall does not let him continue the course in his sixth year (*Half Blood Prince* 180). This means that the teachers are given a lot of power but also confidence to decide for themselves what is essentially the future possibilities for the pupils.

The exams take place during a two week period in the pupils' fifth year. They have the theory part of the subject in the morning and the practice section in the afternoon, meaning that they have two different exams each day (*Order* 654). They do not get an opportunity to retake the exams, which is evident due to the fact that Harry passes out during the history of magic exams and therefore receives a failing grade (*Half Blood Prince* 109). The pupils only get one opportunity to take the exams, and considering how important they are for their future lives they are under a tremendous amount of pressure. Several pupils show signs of stress and spend almost all of their spare time revising for the exams (*Half Blood Prince* 654).

The teachers also adapt their lessons so that the pupils may revise that which they believe will be covered in the exams (*Order* 652). They are in other words learning in order to pass an exam. Now it is not surprising that the teachers take this approach especially when they are aware of how much these exams will influence the pupils in their adult life. However, what this exam really does is to diagnose what various qualities the pupils have, and one important quality seems to be to have a good memory as is shown during Harry's exam in history of magic: "He was finding it very difficult to remember names and kept confusing dates" (*Order* 669). Hermione, who appears to

have an excellent memory and ability to memorize information from reading, gets the highest grades in everything but defence against the dark arts where she received the grade Exceeds Expectations (*Half Blood Prince* 110). For pupils with the abilities that Hermione possesses this form of exam process is beneficial, at least if we solely focus on achieving high grades. It can be argued however that actual learning does not take place in the extent that it could since there is such a great focus on grades and passing exams. Knowledge about a subject is not the same as remembering certain facts. Applied to the EFL context, one does not speak English simply because one is highly skilled in remembering words and memorising translated text. The pupils do not seem to be given the opportunity to gain knowledge, especially when even the teachers let the pupils solely revise that which may come up at the exams.

In Swedish schools there is a debate on both the focus that the pupils put on grades as well as teachers who want to make sure that the pupils pass the national exams. The Swedish National Agency for Education performed a study that showed this. The objects of the study were pupils and teachers between the sixth and ninth grade. The study observed that the teachers prepared the pupils for the national test in different ways. Some teachers had the pupils do old tests, informing them how the tests are constructed as well as telling the pupils what is required of them in order to pass the test. There is nothing wrong with preparing the pupils but it appears as if passing one test is highly important. If the focus on passing the exam becomes too strong, the growth mind-set might not be as predominant and a fixed mind-set can be the result, leading to pupils who believe that they are good or bad depending on how they performed on the test (Dweck 98). Not only can this lead to a greater focus on certain perceived individual qualities or receiving a certain letter grade, but it also increases the stress and pressure for the pupils. This was also something that the pupils in the previous mentioned study expressed, that the stress and pressure was overbearing. One

pupil even stated that the teacher had given the pupils the idea that if they do not succeed at the national test they would become homeless (Arensmeier et. al 30).

The grading system at Hogwarts at first glance seems somewhat ridiculous when one reads the different names of the grades. This may be a parody of the grading system in British schools that Rowling is attempting. However, it is a six-grade scale just like the A-F system in Swedish schools. Even if the worst grade in Sweden is not 'Troll', pupils are likely to understand that it is a failure as well as they understand that a C is better than a D. Regardless of an individual pupil's progress during the year, it is difficult to look at that when the grades are in play and pupils compare and rank themselves. It is essential for teachers of any subject to let pupils understand that school is a process and that everything does not depend on one simple exam or a grade. In the EFL-classroom, which requires teachers to allow pupils to speak, listen, write and read English (Natl.Ag.f.Ed 1-2), it can become difficult if a pupil believes that they are poor at for example speaking English, to give them the courage to actually speak. The benefit of English is that it is a difficult subject to simply practice the memory in order to learn a language. Despite this however there are pupils who with angst do everything they can to remember the glossary test, so called practice reading comprehension test where the pupils only diagnose their ability when it comes to reading comprehension and translation in order to remember what something in Swedish means in English. Literature can then be a way to make people interested in language, not by forcing certain exercises on them but through finding a passion for a book. If the schools do not let the pupils explore what they are capable of they will certainly not achieve what they are capable of. Edgar and Sedwick discusses how certain ideological functions force individuals to take on particular roles in the society (Edgar and Sedwick 171). If the school manages to provide the pupils with progression and growth instead of a fail or a

pass, pupils can then thrive in a different manner than if it all just comes down to a letter grade.

3.4 Literary representation of teaching methods

3.4.1 Professor Lupin

Remus Lupin is described as Harry's favourite teacher. Professor Lupin is depicted by J.K Rowling as a very calm and kind person. This is evident in his treatment of the pupils and he gives the sense that he is a teacher that has respect for his own pupils. Lupin is a complex character, he is kind and popular amongst most of the people around him but at the same time he has a huge secret. The secret is that he is a werewolf, who transforms into one whenever there is a full moon. There is a stigma attached in the wizarding world towards people who are werewolves and it often means a life of seclusion due to the nature of their condition. The subject he teaches is defence against the dark arts, where the pupils practice magic against the evil forces in the world. This can be anything from neutralising dangerous magical beings to protecting oneself from spells from other wizards. Rowling's depiction of Lupin's teaching method consists of him giving the pupils general information about the task at hand. This consists of brief information about the being they are about to face and what to do to be able to face it. Lupin is not represented as a generally strict teacher but more of a gentle and trusting teacher.

The depicted classroom is a permissive classroom where pupils are allowed to test their wings and fail in order to succeed. Likewise in the EFL-classroom, it is important to create an environment where the pupils feel that they have the courage to speak in a foreign language. The pupils' respect seems to come from his trust in them rather than their fear of him. He uses an audio lingual method since he first says the spell and the pupils get to repeat it after him, in order to learn the name of the spell and

how to pronounce it correctly (*Prisoner* 168). The pupils get to practice the spells first hand in front of the various creatures. Failure can lead to problems, but Lupin is always there to help the pupils in case there is any trouble. The defensive spells are learned by practicing them. The pupils appear to like Lupin because they get to practice real magic against real creatures (*Prisoner* 176). Lupin's teaching method thus aligns with what Dewey writes in *Democracy and Education*: "The learning in school should be continuous with that out of school. There should be a free interplay between the two" (343). As a reader one feels that the pupils have some real life use of the skills that they practice. Lupin uses learning by doing since the pupils learn the spells by doing them.

Another reason for Lupin's popularity could be that he is very encouraging. By looking at Neville Longbottom for example, a shy boy who is very nervous about most things. In a situation where another teacher, Professor Snape, talks to Lupin about Neville, Lupin's faith in his pupils shines through. Snape to Lupin:

Possibly no one's warned you, Lupin, but this class contains Neville Longbottom. I would advise you not to entrust him with anything difficult. Not unless Miss Granger is hissing instructions in his ear. ...

Professor Lupin raised his eyebrows. I was hoping that Neville would assist me with the first stage of the operation, he said, and I am sure he will perform admirably. (*Prisoner* 167)

Neville eventually succeeds in defeating the boggart and some of it could be due to Lupin's belief in him. When Lupin gives Neville the responsibility to assist him, this might give Neville the courage that he needs. However, this method could also be quite risky. A boggart is a magical being that turns in to the worst nightmare of any individual who looks at it (a snake or a scary clown for example). The pupils are lined up and only given the name of the defensive spell that is necessary in order to defend against it. As the pupils are confronted by what is their worst nightmare they try the counter spell in

order to turn the boggart in to something laughable instead. Having the pupils do this in front of the whole class is something that requires the teacher to know his or her class very well. One's worst nightmare is something very private and could be very embarrassing for young teenagers to share with their classmates. When Harry steps up he is on the verge of failing and Lupin then steps in and helps him. He manages to do this without raising any suspicion, at least if we look at their reactions, then it is only Harry who seems to realise that Lupin had actually helped him (*Prisoner 176*). As a teacher it is important to tread carefully whenever doing tasks that are personal, especially if the rest of the class is watching. We could draw a comparison between this and being forced to read out loud in front of the class. If you for whatever reason are not particularly skilled in reading, it can become a traumatic experience. Gunnel Ingesson writes in her monograph *Growing up with Dyslexia: Cognitive and Psychosocial Impact, and Salutogenic Factors* the following:

Shame and low self-esteem are linked together. We feel shame when the failure to meet an important competence is seen as a reflection of some defect in the self such as an inferior ability in a highly valued domain. Shame is a social affect, in the sense that we feel shame in relation to others, but most of the time it is the internal expectation of shame that makes us behave in a shame-avoiding manner. (25)

A pupil's self-esteem may be severely damaged when failing due to the shame that he or she might feel afterwards. This might then lead to a dislike for whatever subject that they fail in, due to the feeling of shame. It requires a great knowledge of one's pupils in order to avoid doing anything that can result in failure and public shame. Professor Lupin however manages to make the pupils feel good at the same time as they succeed (*Prisoner 175*).

What Lupin could do is to ask for volunteers to perform the task in front of the class. He could also allow the pupils to be confronted with their worst nightmare individually and not in front of everyone. This could make some pupils feel more safe and confident. However, one must not disregard how Lupin's calm and trusting demeanour seems to influence his pupils. They feel safe and confident and that is most likely why (as far as we know) the pupils succeed. The way he uses learning by doing is by providing a lot of support to the pupils, he uses his knowledge and experience when he allows the pupils to test the spells. This means that the pupils trust both ~~in~~ him as a person, but also that they feel that he is qualified for the task that he is there to educate them in.

3.4.2 Professor Snape

Professor Severus Snape is described as one of Harry Potter's greatest adversaries. He is a very complex character even though at first he appears to simply be a mean, cruel and evil person. He has a special hatred for Harry Potter (even though he is rather mean to most students) due to his dislike for Harry's late father. This is demonstrated throughout the books and starts at the very first lesson. During this first lesson his love for Harry's mother is foreshadowed, but for the reader this goes unnoticed until the very last book (*Philosopher's* 146). Professor Snape has great control of his classroom, the pupils listen to him and pay attention whenever he speaks. Some pupils are even frightened of him because of his strict approach (*Philosopher's* 145-49). He is a very strict disciplinarian and does not tolerate anything other than what he tells the pupils to do. In the first lesson where the reader is introduced to Snape, he gives Harry a number of questions that Harry does not know the answer to and asks of him to answer them in front of the class (*Philosopher's* 146-47). This is a situation where the teacher takes for granted that the pupil is not paying attention and it shows

the risk with exposing pupils in front of the whole class. This is something that can damage the pupil and teacher relationship, especially since Harry's friend Hermione is raising her hand wishing to answer the questions. In Harry's case he dislikes Snape from this moment onward and does not overcome this throughout his time in school at Hogwarts. In Dylan William's book *Leadership for Teacher Learning*, he discusses the importance of using volunteers rather than conscripts (200). If Hermione is as eager as she seems, Snape ought to let her answer the question. Although it is also important to let other pupils try their wings so to speak to make sure that there is not only one person in the class who always answers the questions. Hermione is the character who answers most questions during class to the point where other pupils do not even bother to try since they know Hermione will answer it (*Half Blood Prince* 191).

Another technique that Williams discusses is the "ice-pick method", which means that the pupils who are allowed to answer questions are randomly selected. This might make it feel fairer in the pupils' mind, but there is also a risk of letting chance be the decisive factor (170). Someone who absolutely does not want to talk in front of the class might still have to and it is therefore a risk a teacher takes when they give up the control of the classroom.

When asking these sort of questions that Snape does, especially to a pupil in the first class, and giving them little to no chance of succeeding is not what Hargreaves and Fink call sustainable leadership, as they write in their book *Sustainable Leadership*: "There is no point in sustaining learning that is trivial or that disappears once it has been tested" (27). Instead sustaining learning should be: "Like an excellent meal, deep, sustaining learning requires wholesome ingredients, a rich and varied menu, caring preparation, and pleasing presentation" (27). Instead of remembering a piece of information and then forgetting about it once the lesson or the test is finished, a teacher should strive to give the pupils a variety of possibilities to learn, especially since pupils

learn in so many different ways. What Snape does is to give questions that is very difficult to answer and he gives them to pupils who he knows are not likely to succeed in answering them. Even if they would know the answer, it would be trivial since simply knowing the answer of a question based on a short passage in a textbook is no indication of any deeper form of knowledge.

After the initial quiz the pupils are told to follow the instructions of the textbook and prepare a potion (*Philosopher* 148). The success of the pupils is completely determined by how adept they are at reading, understanding and following instructions. Snape does this throughout the series. The first general quiz is a very teacher-centred form of learning where the teacher supplies questions and the pupil provides the answers. As they work on the potions they follow a textbook that provides the instructions and the pupils' success is determined by their ability to understand written instructions, therefore this could also be called a text-book centred style of learning.

The very first class cements the relationship between Harry and Snape: "At the start-of-term banquet, Harry had got the idea that Professor Snape disliked him. By the end of the first potions lesson, he knew he'd been wrong. Snape didn't dislike Harry-he hated him" (*Philosopher's* 145). It is clear for the reader that the characterisation of Snape is not very pleasant, even worse if you take it into the perspective of a teacher, especially since he makes an eleven-year-old feel this way.

Another pupil who has a hard time with professor Snape is Neville Longbottom. He describes him as the thing he is most scared of in the world (*Prisoner* 170). Neville is very intimidated by Snape and this eventually leads to him failing the potions course in his fifth year (*Half Blood Prince* 180). The answer to Neville failing could be found by looking at Snape's teaching method. Neville is a very shy boy and will not raise his hand (this only happens one time in the books that we know of (*Goblet* 228). Neville's introvert personality is not ideal for a strict disciplinarian like Snape. Ingesson writes

about how self esteem in the classroom environment can lead to complications for the pupil:

Empirical studies performed by Harter (1993) support the formulations by James. She showed that the magnitude of self-esteem was dependent on perceived competence on the one hand and the evaluation of such competence on the other, i.e. if a person experienced low competence in scholastic achievement and at the same time judged this domain to be very important, the discrepancy created a low academic, or scholastic, self-esteem. (26)

Neville has a very low self esteem due to his lack of scholastic knowledge. Neville's low self-esteem is a personality trait, but it is even more enhanced when Snape points out his failures and sometimes even ridicules him. For Neville and pupils like him a softer approach should be considered. An approach that does not intimidate but allows pupils to feel comfortable as well as aware that they are allowed to fail and that failure is sometimes necessary in order to reach success, as Dweck states: "Don't judge. Teach. It's a learning process" (102). It is in the last few books after training with Harry and the so-called Dumbledore's army (*Order of the Phoenix*) that he becomes more self-confident. It is likely due to the discrepancy between Snape's distrust of him and Harry's belief in him as a pupil.

One pupil who does well in Snape's class and likes Snape is Draco Malfoy. It could be argued that Malfoy's success in Snape's classroom might be due to favouritism, but Malfoy gets an Outstanding grade in his fifth year and Snape is not the teacher who examines him during those examinations (*Half blood Prince* 189). In Malfoy's sixth year he is not as successful in schools and does not seem to care about educating himself as is clearly shown by this quote: "When the dark lord takes over, is he going to care how many O.W.L.s or N.E.W.T.s anyone got?" (*Half blood Prince*

157). It is true that he has been given an assignment by the Voldemort to kill Dumbledore but what also has changed is that he does not have his Snape, his favourite teacher, in any subjects anymore. One could argue that the effect that this have on Malfoy is that he stops caring about his education. This really shows how important it is for pupils to have a good relationship with teachers and that teachers are interesting in different ways for different pupils.

3.4.3 Professor Dumbledore

Professor Albus Dumbledore is the headmaster at Hogwarts. He is a very skilled wizard but also very kind and unambitious since he is happy with being the headmaster at Hogwarts despite being offered more lucrative positions. Dumbledore is another character who is more complicated than it first seems. He is filled with regret due to mistakes in his earlier life and does his best to make sure that others do not commit the same mistakes as him. Rowling describes him as someone with a large amount of trust and faith in people, which is evident in his relationship with several characters throughout the books. The people around him are often given second chances and trust regardless of past mistakes. Even the main antagonist Voldemort is someone who Dumbledore tries to persuade to learn more about love, but does not succeed (*Half Blood Prince* 451). Dumbledore often emphasises the power of love and that it is the greatest source of magic.

He does not hold classes as the rest of the teachers, he does however provide private lessons for Harry. These lessons consists of him and Harry looking through something that is called a remembrall (*Half Blood Prince* 205). This is a magical item that gives one the ability to view old memories, from oneself or others. Harry and Dumbledore use this remembrall in order to learn more about the main antagonist Voldemort and his past life. Dumbledore allows Harry to see what Dumbledore sees.

What is interesting is how Dumbledore during these lessons gives Harry the necessary tools in order to defeat Voldemort. In order to know how Dumbledore does this we must first understand what is needed to overcome Voldemort. Voldemort has created seven so called horcruxes. These are items where a person hides his or her soul so that if a person is killed, they do not actually die. If Harry is to destroy these horcruxes he must find all seven of them in order to defeat Voldemort. Harry knows this since Dumbledore tells him, but what Dumbledore does not tell him is where they are or how one destroys them. Ference Marton writes in *Necessary Conditions of Learning* the following:

We will take the example of the simplest form of ‘doing sums’, mentioned earlier. That the expected learning outcome is to add and subtract the number range 1 to 20 is certainly an answer to the question What are the students supposed to be able to do? But it does not address the question What do they have to learn in order to become able to add and subtract in the number range 1 to 20? nor does it address the question What do we have to do in order to help the students to learn that. (24)

In the case of Harry Potter he knows what to do but he is not given the answer to what he needs to learn in order to do so. Dumbledore does not address the question of what he needs to do in order to help Harry learn what to do. In the end Harry succeeds and defeats Voldemort, but it takes a long time. It would probably have gone faster if Dumbledore had provided the tools that were necessary, as well as educating Harry on what destroys horcruxes and also how to find them. Harry would have had to find out the how and why by himself, if it was not for his two friends Ron and Hermione who decide to help him he would not likely have succeeded. It is also important to note that Dumbledore is the one who tells Harry to seek help from Ron and Hermione. Dumbledore sees the benefits of learning in groups.

It is the combined efforts of Harry, Ron and Hermione that eventually lead to Voldemort's demise. They use their combined knowledge as well as their personal skills in order to find a solution. Their success could be a result of Dumbledore's ability to place Harry, Ron and Hermione in the "Zone of Proximal Development," which Vygotsky explains as follows: "what we call the zone of Proximal Development is the distance between the actual developmental level determined by individual problem solving and the level of development as determined through problem solving under guidance or in collaboration with more capable peers" (86). Dumbledore accomplishes to give Harry a clear objective (to defeat Voldemort) and also what needs to be done. He chooses not to teach Harry how to perform the tasks that are given to him, he lets Harry find this out by himself. What is the key to solving the problem for Harry is that Dumbledore instructs him to seek the help of his friends. If Harry would have been all alone he would most likely not been able to succeed. The upside of doing what Dumbledore does is that he inspires the pupils to figure out a solution to the problem. The pupils feel that they need to solve the task that Dumbledore has given them (much out of necessity). This will also likely lead to a greater sense of accomplishment when the task is solved since they have done so much by themselves. It is however risky not to teach Harry everything he needs to know especially when one considers the ramifications if he fails. It would probably have been wise to inform Harry on how to destroy horcruxes as well as where he is likely to find them.

3.4.4 Professor Umbridge

Professor Umbridge is brought to Hogwarts in the fifth book due to the ministry's distrust of the quality of education at the school. The ministry and especially

its leader Cornelius Fudge are worried that Dumbledore is trying to overthrow the ministry in order to take power and they do not believe what Dumbledore and Harry Potter are saying about Voldemort is true (that he has returned). Rowling depicts Professor Umbridge as toadlike and an incredibly cruel person (*Order 221*). Behind her exterior of polite speech and fine clothing she shows no form of sympathy nor empathy, she even tortures her students for being what she considers undisciplined (*Order 247*). Umbridge becomes the main plot's antagonist as the pupils form a grass root uprising due to her new rule.

The subject is defence against the dark arts and Umbridge follows a textbook implemented by the ministry. This gives the pupils a textual understanding of how to protect themselves against the dark arts but they are not allowed to use their knowledge in practice, at least during the lessons. Hermione expresses during the first lesson that she has already read all of the material that they have been provided (*Order 224*). Since all professor Umbridge has planned is that they should read the textbook chapter by chapter, Hermione has nothing to do. Umbridge emphasises that school is for passing exams, which might be inspirational for different pupils. Pupils who are motivated by achieving good grades and are capable of memorising large quantities of text will have no problem with this method. Umbridge offers an extrinsic reward in the form of a grade, this might not be the most educational approach. Williams states "...extrinsic rewards can, and generally do, increase performance in low-complexity, low-creativity areas of human performance" (59). It is reasonable that pupils who aspire to get good grades would benefit from this grade-centered form of teaching. It is however not something that truly leads to development for the pupils' long term learning.

Using the grade as motivation is not uncommon. Teachers sometimes tell pupils that certain assignments are extra important because they might have an impact on their grades. Using the grade as motivation is a topic for debate. The debate revolves around

what gets the pupils interested and what inspires them to lend their interest in schools. Kozulin et al. write in *Vygotsky's Educational Theory in Cultural Context* a counterclaim to that argument: "A principle that follows from this common observation is that we might plan to encourage students to see some transcendent quality in the material being studied with which she or he could romantically associate" (90). Not only should teachers try to influence pupils into liking what the pupils are learning and the teachers are teaching, but teachers also ought to let the pupils find something that they themselves like. Either by providing material that the pupils have an invested interest in or educating the pupils to discover something they like within what they are learning. Professor Umbridge uses as a sole motivator the upcoming exams and the grades that come afterwards. It might be enough to inspire some but it will not likely inspire all. This can be somewhat damaging for the pupils since some find it easier to learn something if they are intrinsically motivated, meaning that they perform a task that is personally rewarding, to do something for its own sake instead of doing it for a possible reward.

Professor Umbridge does however manage to create an environment where pupils can read and there is no nuisance around them, the classroom is silent which is often considered preferable when reading. Some students have a hard time concentrating when reading or doing anything if the volume in the classroom is too high. It would however be suitable to do something other than simply reading since pupils learn in very different ways. It is also likely that some students will be bored and feel unchallenged due to the monotonous nature of the lessons. Umbridge's version of learning by doing (knowing theory by reading theory) is a different approach from Lupin's for example. She simply sits quietly and provides no help or support. As long as the pupils do what they are supposed to do she does not care, the pupils feel no sense of achievement since what they are doing has no practical use for them. Harry even says:

“And what good is theory going to be in the real world?” (*Order* 226). Hermione also voices concern about the lack of practical knowledge:” Surely the whole point of Defence Against the Dark Arts is to practice defensive spells?” (*Order* 225)

3.4.5 Professor Lockhart

Professor Lockhart teaches Harry in defence against the dark arts during Harry’s second year. He is an award, winning author who writes about his own tremendous and chivalrous adventures. He appears to be a real hero and he portrays himself as such. Professor Lockhart starts the first lesson by giving the pupils a test, a test about himself (*Chamber* 131). Most of the time he references his adventures from his books instead of teaching them how to defend themselves against the dark arts. Professor Lockhart is described as someone who is very focused on himself and that his main reason for being there is to sell his books and boost his own confidence. The pupils feel that he is not interested in teaching them anything and they do not care very much for him. This is evident in an exchange between Hermione, Ron and Harry as Lockhart is stunned by Snape during a demonstration on defensive spells: “Do you think he’s alright? She squealed through her fingers. ‘Who cares?’ said Harry and Ron together (*Chamber* 243)

Professor Lockhart seems to be very eager to be liked and in a sense adored. He does not seem to be overly interested in discipline but believes that the stories he tells are enough and at least in the beginning the pupils sit quietly and listen.

It turns out that all the stories he has come up with have been made up. He has erased the memory of the wizards who have done the adventurous deeds and then claimed that he is the one who has performed them. This gives room for a discussion about the representation about teacher popularity in the second novel. The upside of being popular amongst pupils is that it might be easier to get and maintain the pupils’ attention. It is however a fine line between being popular as well as respected amongst

one's pupils. What Lockhart does not succeed in is earning the pupils' respect. He fails mostly because he does not seem to have the knowledge of dark arts that the pupils expect and the mismatch between the pupils' expectations and the teacher's actual knowledge is far too great. There is also a significant difference between being available and being a friend. Pupils should feel relaxed and comfortable around their teacher and not be afraid of them since this might hinder them in certain ways. They might be too afraid to ask for help and they therefore run the risk of not learning what they are entitled to learn.

However, being too close and personal with the students might lead to the pupils taking advantage of the teacher. The pupils might for instance use a teacher's kind demeanour in order to avoid doing the work that is required in the classroom. One should also consider those pupils who are very eager to learn and might not be interested in a far too relaxed classroom. It is easy to see the fine line that teachers have to walk in order to be effective. A teacher cannot be extremely lenient nor extremely strict. It requires a golden middle ground.

Julia Wilkins describes in her dissertation *Good Student-Teacher Relationship* the following findings: "Teachers who had good relationships with students claimed that they had few discipline problems, and indeed students indicated that they were better behaved in classes when they had good relationship with teachers (132). Perhaps an indication of a good relationship is the atmosphere in the classroom. Not only do students and teachers get along but it is also an environment for learning. It requires an ability as a teacher to adapt to a situation and be able to realise what a certain group of pupils need. A teacher needs to use many different styles in order to be able to accommodate as many pupils as possible. Lockhart appears not to have a clear idea what he wants to do with his teaching and his lack of experience and knowledge of the subject becomes evident. He does not have a clear objective or method and this could be

due to his lack of experience and knowledge. Kumaravadivelu writes: “Therefore, in an earnest attempt “to tend to the tomatoes,” they try to develop a sense of what works in the classroom and what doesn’t, based on their intuitive ability and experiential knowledge” (Kumaravadivelu 169). Since Lockhart is a fraud who has not done all the amazing deeds that he claim to have done, he has neither knowledge nor experience to teach Defence against the dark arts. This means that he simply guesses during classes and leaves both his success as a teacher as well as the learning of the pupils up to chance.

4 Conclusion

This essay's aim was to analyse the teaching methods, techniques and leadership styles at Hogwarts and also to analyse how it affects the pupils. Four teachers and one headmaster and their methods have been analysed and several methods have been discovered. All of these teaching methods are relevant and may be applied in EFL-classrooms throughout the schools in Sweden, as well as other subjects. Different methods generate different results and the pupils respond differently to various methods. What has been discovered is that the same method can work differently depending on how it is applied. If we use Learning by doing for example, which is a method that is used by all teachers except for Dumbledore, the results are very different. The pupils seem to have a lot of success during professor Lupin's classes as they learn defensive spells by doing defensive spells. What Lupin does that is successful is that he is always there, guiding the pupils and giving them confidence. Even if the pupils are doing it by themselves they are not alone and they feel that Lupin is always at hand to help them. Further proof of Lupin's success is that they use his teaching in their fifth year to practice defence against the dark arts in the renegade group Dumbledore's Army. A different approach to learning by doing is that of Professor Umbridge, where the pupils are supposed to gain a theoretical knowledge (and only a theoretical knowledge) of defence against the dark arts. They do this by reading theory about defence against the dark arts. What separates her behaviour from Lupin's in the classroom is that she simply sits and watches as the pupils read their textbooks. There is no motivation other than an extrinsic one and that the only reason for the pupils to go to school is to pass the exams. This leads to a lack of motivation amongst the pupils and this is evident in Hermione who is very gifted and has already read the books and knows them very well. What can be seen as a difference between motivation in Lupin's

and Umbridge's classrooms is that the pupils feel when they have Lupin that they have a real life usage of what they learn whereas they feel that it is pointless when they are only allowed to read about defence against the dark arts. The ability to inspire and motivate pupils is essential and one of the ways to do that is to let pupils find out that they can use what they learn in real life. A parallel in EFL is that pupils become extra motivated when they can speak to someone from a foreign country and they realise that what they have learned in school has positive effects outside of school.

Leadership styles is also something that has been discussed and how different styles affect different pupils. If we take Neville Longbottom and Draco Malfoy for example and their reaction to Snape, Neville is absolutely terrified by Snape's strict disciplinarian approach and he eventually fails the course in his fifth year as a result. His fear of Snape leads him to failing almost every lesson and if Snape would have had a gentler approach, the outcome for Neville would probably have been different. Malfoy on the other hand excels during Snape's lessons and manages to get the highest grade in his fifth year. Snape is Malfoy's favourite teacher and this shows the importance that popularity can have on the pupils.

Another major theme throughout the books is that social relationships are crucial for success. This is something that Dumbledore points to. When he has the private lessons with Harry he implores him to use the help from his friends in order to succeed. When Harry, Ron and Hermione set out to defeat Voldemort it is evident that they need each other in order to succeed. They use their own and combined knowledge and by doing that they learn from one another.

When Snape becomes the Defence against the dark arts teacher he says the following in the first lesson: "The dark arts are many, varied, ever-changing, and eternal" (*Half blood prince* 184). Just like the dark arts, methods are many, varied, ever-changing and eternal. They come and go, rise and fall in both popularity and usage. If a

wizard needs a defence against the dark arts, a teacher needs if not a defence a knowledge and awareness of how the methods one uses affects the pupils. It would be interesting to look more at fictional teachers and how they are portrayed. In the world of J.K Rowling there are more teachers that could be analysed through a pedagogical perspective and since the popularity of the books is so great, it could lead to further discussions about what teachers need to do to create a learning environment that is as good as possible. An awareness of how my leadership style in the classroom could make the pupils feel and perhaps above all a willingness to develop one's own teaching in order to give the pupils the best opportunity to succeed. Pupils deserve to be given as good of an education as possible because learning is a great source of magic.

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