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**UČITELÉ HARRYHO POTTERA: JEJICH  
VYUČOVACÍ STYL A PŘÍSTUP KE STUDENTŮM**

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**Thesis**

**TEACHERS OF HARRY POTTER: THEIR  
TEACHING STYLE AND ATTITUDES TO  
STUDENTS**

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Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*

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Jméno Příjmení

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## ABSTRACT

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This diploma thesis deals with various types of attitudes to students and teaching methods. It discusses teacher's personality, teaching styles and teaching methods. The teaching styles are divided into an autocratic, democratic, liberal, bureaucratic, patriarchal, and anti-autocratic teaching style. Jeremy Harmer's classification of various roles the teacher adopts is mentioned as well. It also theoretically describes different teaching methods based on cognitive activities and a source and kind of cognition, all with reference to works published by various methodologists and to a pedagogical dictionary and several online versions of dictionaries. The thesis deals with particular teachers of Harry Potter. The aim of the thesis is to examine whether the popular and unpopular teachers can be distinguished by different teaching styles and methods. Teachers' analysis describes the teachers' appearance, the subjects, the teaching styles with respect to teachers' personalities and their roles during educational process, the teaching methods based on cognitive activities and a source and kind of cognition. The thesis deals with teachers' popularity from Harry Potter's point of view.

## TABLE OF CONTENT

I. Introduction .....	1
II. Theoretical background .....	2
Teacher .....	2
Teaching styles .....	2
Teaching styles based on teachers' personalities .....	3
Autocratic teaching style .....	3
Liberal teaching style .....	4
Democratic teaching style .....	4
Patriarchal teaching style .....	5
Bureaucratic teaching style .....	5
Anti-autocratic teaching style .....	5
Harmer's typology .....	5
The controller .....	6
The prompter .....	6
The participant .....	6
The resource .....	6
The tutor .....	7
Methods .....	7
Methods based on cognitive activities .....	7
Informational-receptive method .....	7
Reproductive method .....	8
Problem method .....	8
Heuristic method .....	8
Inquiry method .....	9
Methods based on the source and the kind of cognition .....	9
Verbal methods .....	10
Illustrative methods .....	11
Practical methods .....	12
Educational games .....	12
Participative methods .....	12
III. Methods .....	15
IV. Results and commentaries .....	17
Results .....	17
Professor Binns .....	17
Professor Dumbledore .....	20
Professor Flitwick .....	23
Hagrid .....	25
Professor Lockhart .....	27
Professor Lupin .....	30
Professor McGonagall .....	33
Professor Slughorn .....	36
Professor Snape .....	38
Professor Trelawney .....	42
Professor Umbridge .....	44
Commentaries .....	47
V. IMPLICATIONS .....	51
Implications for Teaching .....	51
Limitation of the Research .....	52

Suggestions for Further Research .....	53
VI. Conclusion.....	54
References .....	56
Appendices .....	57
Appendix A: Learner’s division of methods based on cognitive activities.....	57
Appendix B: Methods based on the source and the kind of cognition.....	58
Appendix C: Hogwarts School of Witchcraft and Wizardry.....	59
Appendix D: Teaching styles and methods employed at Hogwarts .....	60
Shrnutí.....	61

## I. INTRODUCTION

This diploma thesis explores the young magician Harry Potter's teachers, their attitudes to students and their teaching methods. These teachers are fictional characters working at the fictional Hogwarts School of Witchcraft and Wizardry which appears in six books written by Joanne Rowling.

The Theoretical Background describes general types of teaching style, teachers' attitudes to students, and teaching methods. It is based on both Czech and foreign sources. The main part of the thesis then deals with particular teachers appearing in the first six books about Harry Potter. The seventh book *Harry Potter and the Deadly Hallows* is not included because Harry Potter is no longer attending Hogwarts.

Joanne Rowling narrates in detail what is taking place in classrooms during various lessons; therefore it is possible to analyse different teachers' attitudes and methods. The scrutinized six books contain a total of about 3000 pages and approximately 150 pages describe what is happening during various lessons of eleven of the most important teachers. The principal aim of this thesis is to answer the following research question: Do popular teachers apply different attitudes and teaching methods than less popular teachers? Harry Potter likes five teachers, hates two, and he has a neutral attitude to the others.

The expectation is that the less popular teachers use less engaging methods and their teaching style is rather autocratic or bureaucratic, while the popular teachers are democratic, liberal, or patriarchal, and their methods are usually highly engaging. However, not only the attitude during the lesson and teaching methods influence the popularity of teachers: Harry Potter and other students live the whole school year with the teachers under the same roof and they meet not only during lessons, but also in their ordinary life outside the classroom. After the research described in the chapter Results and Commentaries the research question will be able to be answered and the presupposition will be determined if it is completed.

## II. THEORETICAL BACKGROUND

The theoretical chapter presents information about various teaching styles and methods applied by teachers during their teaching career. At first, the term ‘teacher’ is defined by several different sources. Then there is information about teaching styles, divided into two different categories, and finally, teaching methods are described and divided into two groups as well.

### **Teacher**

At first it is necessary to define the term ‘teacher’. Harmer (2010) suggests that many teachers see themselves as actors performing in a theatre, while others are like conductors with a big orchestra; he also mentions gardeners who look after many plants which grow from a seed.

Průcha (2002) initially explains this term very straightforwardly: it is a person who teaches at school. But then he introduces the term ‘educator’ which actually means anybody who teaches other people and therefore not necessarily only at school, but also for example at work or in a camp.

*Stručný slovník paedagogický* (as cited in Průcha, 2002) describes a teacher as the main mediator of systematically arranged and ordered pieces of knowledge of different branches of science at school and acts as a third main agent during upbringing together with a mother and a father. Průcha, Walterová and Mareš (2003) see a teacher as one of the basic agents of the educating process; he is a professionally qualified pedagogical staffer who is responsible for the preparation, leading, organisation and results of this process. According to *Education at a Glance: OECD Indicators* (as cited in Průcha, 2002) teachers are people whose professional activity includes transmission of knowledge, attitudes and skills, which are specified in formal curricular programmes for pupils and students registered at educational institutions. The ‘teacher’ category includes only those people who directly deal with teaching.

Now that the concept of ‘teacher’ has been defined with reference to different theorists, the next section will investigate various types of teachers.

### **Teaching styles**

Teachers can be divided into several different groups according to the type of the school, by their teaching style, or by their role during a particular teaching activity. As

regards the first group, Průcha (2002) notes that in the Czech Republic there are kindergarten teachers, elementary school teachers, secondary school teachers, and university teachers. Since, however, this aspect is not crucial for the current thesis; the focus here will be on teachers according to their teaching style and their roles during teaching.

A teacher's style (Wright, 1996) is the collection of the many attitudes and behaviours he employs to create the best possible conditions under which learning can take place. The teacher's primary role when setting up learning activities is managerial. This theory is supported by Czech theorists Zdeněk Kalhous and Otto Obst who compare the leading of people with teaching.

### **Teaching styles based on teachers' personalities**

According to Kalhous and Obst (2000), to manage a lesson in a class is actually the same as managing any other group. The leading of people has long been a subject of interest to many theorists; inception of the research dates back to the 1930s. In those days a necessity for the study of social-psychological aspects of activities appeared, i.e. relationships among people during working processes. As for the relationship between the teacher and the students, there are three main teaching styles: autocratic, liberal, and democratic.

#### ***Autocratic teaching style.***

The opinion of Kalhous and Obst (2000) concerning the autocratic teaching style is that students are just objects of the teacher's influence. This one-way relationship is often criticised; on the other hand, there are several conditions which strengthen such a teaching style, connected mostly with the amount of curriculum to be taught: first and foremost, the leading of the lesson is entirely in the teacher's hands. One consequence of this is that the teacher plans and assigns students' work without paying attention to students' personalities; students do not participate on setting objectives. Motivating students is not considered important and the teacher mostly does not respect the students' opinions.

As a result, students learn in order to please the teacher, not to develop their own knowledge. Older students are less interested in learning and their initiative is decreasing; the students fulfil the teacher's instructions without their own inner conviction. Neither teacher nor students are interested in the process itself; instead, they are aiming at results –

a good mark. Students do not cooperate with the teacher, they rather fight. Teachers usually do not try to ascertain the reason for such a conflict; they just punish the students. This teaching style involves a considerable amount of mental pressure for both teachers and students.

### ***Liberal teaching style***

Kalhous and Obst (2000, p. 161) suggest the liberal teaching style is an antipole to the autocratic style mentioned above. Education is unorganized, guided by students who however have not been taught how to guide the education. Teachers of this style are popular with the students in the short term but they are subsequently deplored because of insufficient amount of obtained knowledge. These teachers have usually no respect. Talented students who want to learn are unsatisfied and they do not cooperate with the teacher. The conflicts which arise from this atmosphere are not dealt with because of a presumption that any such situation will somehow solve itself.

### ***Democratic teaching style***

According to Kalhous and Obst (2000) the main feature of the democratic teaching style is the fact that the student is virtually a teacher's partner in the teaching process. The teacher is interested in students, in their individualities. He or she searches for appropriate methods of students' personality forming. The teacher tries to personalize the educational process and to reveal students' abilities. Responsibility, honesty, ability and willingness to work are much appreciated. It is known that a teacher's positive expectation of students leads to a positive formation of students' personalities. The teacher's evaluation influences student's natural self-conception. The teacher rather motivates students instead of repression; the teacher trusts students, he or she creates an atmosphere of efficient work as an alternative to mediocrity.

Students do not hide their mistakes; instead they refer to the teacher and ask for help. They are not satisfied only with superficial knowledge. Students cooperate with each other. They trust the teacher and acquire belief in their own abilities; students want to be better, stronger, they usually do not want to disappoint their respected teacher. Students appreciate the teacher's deep knowledge and such features as kindness, righteousness, the ability to understand students, and his or her demandingness. The students follow the teacher's lead to self-education.

This kind of classroom management is typical for its good study conditions which are results of well elaborated activities. The class is independent and there is a good working atmosphere in the classroom.

The three above-mentioned types are basic teaching styles. Podlahová (2004, p. 92) adds three further types: patriarchal, bureaucratic, and anti-autocratic teaching style.

#### ***Patriarchal teaching style***

The teacher feels a responsibility for students; he or she wants to take care of them, to protect them. But he limits them because the teacher believes that he or she as an older person is automatically more advanced than students who are younger than him or her. The teacher ignores the fact that student and pupils are able to know something, sometimes even better than him or her.

#### ***Bureaucratic teaching style***

The teacher presents all the rules for the classroom. He or she asserts these rules and does not admit any democratic reformulation of them. The teacher respects the rules and demands they be fulfilled. There is no space for students' independence. The teacher's authority is an administrative authority without any personal features.

#### ***Anti-autocratic teaching style***

This teacher does not want to be an educator. The teacher understands educational influence as something violent against the students. He or she thinks that freedom can automatically bring students' individuality development. Potential offences are understood as a sign of students' individuality. The teacher uses autocratic tools in problematic moments which seem to be very confusing because the class is not used to this; it does not stem from a general conception of the lessons.

### **Harmer's typology**

There is another point of view on types of teachers. Harmer (2007) presents five types according to the role played by the teacher during the lesson. They are controller, prompter, participant, resource, and tutor.

### ***The controller***

The controller is the teacher who directs the class during lesson. Controllers (Harmer, 2007, p. 108) “take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom”. Acting as a controller (Harmer, 2007) is appropriate when the teacher gives explanations, organises questions and answers work, lectures, makes announcements or brings a class to order. Harmer believes that “[t]his leadership may have a highly beneficial effect on a group, especially in the early stages” (Harmer, 2007, p. 109). Unfortunately, Harmer (2007) also claims that many teachers stick exclusively to this method because they find it the most comfortable.

### ***The prompter***

Harmer’s second type of teacher is the prompter, who “helps students when they lose the thread of what is going on during a role-play activity” (Harmer, 2007, p. 109). He or she helps but does not want to take charge. The teacher encourages students to be creative instead of letting them be dependent on him or her.

### ***The participant***

The participant is described by Harmer as a person who participates in the activity in his or her own right. He or she “can liven things up from the inside instead of always having to prompt or organise from outside the group” (Harmer, 2007, p. 109). It is engaging for the students when the teacher is equal with them. The danger is that the teacher might be more dominant than the other students.

### ***The resource***

Another type is the resource. The teacher should act as the resource in such situations as group writing or preparation for a presentation because he or she is not welcome during these activities as the prompter or the participant:

Students might need to ask how to say or write something or ask what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something (Harmer, 2007, p. 110).

The teacher should acknowledge that no teacher knows everything. The teacher leads the students to the right source to help solve the problem.

### ***The tutor***

The fifth type is the tutor. Harmer (2007) suggests this type is needed during longer projects such as process writing or preparation for a talk or a debate; the teacher works with individuals or small groups and he or she leads the students to the proper way and suggests ideas which the students have not thought about.

From these descriptions it can be seen that any of these five types by Harmer is in some part of the teaching necessary. Each of them is appropriate during a different stage of the lesson or learning activity.

## **Methods**

Kalhous and Obst (2000) divide the methods of teaching into several groups. For the purposes of this thesis, there are two points of division: methods based on cognitive activities and methods based on the source and the kind of cognition.

### **Methods based on cognitive activities**

The first classification is according to a specialist Isaak Jakovlevič Lerner. These methods are based on cognitive activities of students applied during acquisition of the subject being taught and on basic characteristics of the teacher's role in organising these activities. Cognitive activities mean processes employed by students to learn: students passively acquire information from the teacher, they reproduce previous information, or they are self-contained during their learning process. There are five teaching methods further divided by Lerner: informational-receptive method and reproductive method are reproductive methods, heuristic method and research method are productive methods and a problem method is an in between method. Reproductive methods are used at students' new knowledge acquisition and subsequent reproduction of these pieces of knowledge. Productive methods are used when students acquire new knowledge mainly self-containedly as a result of their creative work. For this division's illustration and lucidity, see the table in Appendix 1.

### ***Informational-receptive method***

The first impression of teaching is to transfer the piece of knowledge from the teacher to students. According to Lerner (as cited in Kalhous & Obst, 2000), this is the foundation of the informational-receptive method. It is used at every subject at elementary

and secondary schools and is put into practice via explanation, description or illustration. The teacher uses printed texts from textbooks or work books; he or she uses also aids such as pictures or charts, demonstrations, audio and video recordings. This method is based on transferring ready-made information which students consciously receive and remember. The teacher often does not accept the fact that students are usually not able to adopt knowledge only by this conscious transfer; there is a need to use information in many similar, only slightly different situations. They need to adopt not only the knowledge but also the practice.

### ***Reproductive method***

The second method is called reproductive because the teacher (Lerner, cited in Kalhous & Obst, 2000) chooses such an exercise whose base is known to students through the informational-receptive method. Students reproduce the exercise orally, by repeated interviewing, reading, writing, typical exercise solving, by language model imitating, etc. The problem of this method is monotony: such activities tend to decrease the students' willingness to work; the concentration is limited and students are not very motivated to work.

### ***Problem method***

The problem method is on a boundary because it stands between the productive and reproductive methods. The teacher (Lerner cited in Kalhous & Obst, 2000) specifies a problem which is actually a problem only for students; the teacher knows the solution. The teacher solves the problem himself and tells the students the particular stages of solution. Students learn algorithm: 1. Problem setting, 2. Problem analysis, 3. Setting at least two possible solutions, 4. Suitable solution choice, 5. Solution confirmation, 6. Solution itself.

### ***Heuristic method***

The fourth method is connected with the previous one. The heuristic method is also called partial research method (Lerner cited in Kalhous & Obst, 2000). This method is based on previously stated stages. Students have to independently solve several stages of the problem solution. The teacher sets tasks of varying degrees of difficulty for students and they have to solve the stages without the teacher's help. He or she arranges partial problems, opposites and conflicts. Students learn particular stages of the solution through their own creativity but also the teacher is very active. The heuristic method is

characterized by a balance of teacher's and students' activity. The main goal of this method is to learn the algorithm of solution; the solution itself is only a secondary goal.

### ***Inquiry method***

The fifth method (Lerner cited in Kalhous & Obst, 2000) is characterized by students' independent searching for a solution to the whole task, not only for partial stages of it. The teacher chooses exercises which need to be solved by usage of universal and creative knowledge of students. The teacher's activity is more in background. The effectiveness of the inquiry method is based on the rise of the intellect of the students and this is shown by their independence while researching and solving. They proceed from the easier to more difficult tasks; this is obvious when dealing with any new type task. The informational-receptive method and reproductive method do not require the fixture of more demanding cognitive processes and psychomotor skills. In addition, the inquiry method works with a greater amount of knowledge and skills, interiorization of algorithms. This method brings with it a process demanding long and goal-directed work on the part of the teacher.

### **Methods based on the source and the kind of cognition**

There is also an alternative way of categorising teaching methods, where the methods are classified in terms of the source and the kind of cognition. The division of these methods is illustrated in a table, see Appendix B. The main groups of methods are verbal, illustrative and practical. The verbal methods are the most common as one of the most universal methods. As stated by Kalhous and Obst (2000), the word is the most effective and quickest tool for information transmission. As such important methods, they are further divided into monologue, dialogue methods and text usage. The next group of methods is illustrative, which shows students how anything works: students do observations; they demonstrate objects, models, experiments, activities, and pictures. The third group consists of practical methods: here students practice motoric and work skills, graphic activities, and arts; they work in a school laboratory, or do some sort of manual training, such as in a school garden or in a school workroom.

### *Verbal methods*

Since, as mentioned above, words are the most powerful tool of a teacher, the methods using the word will be described in more detail.

*Monologue methods.* Monologue methods are based on the teacher's activity. His or her talking time is usually during the whole activity. At first, these monologue activities are represented by an explanation. According to Kalhous and Obst (2000), the teacher uses this method when he or she can not base his or her teaching on students' previous knowledge. Any explanation has to be consecutive, logical, and apposite. The activity of students should be more internal; they apply mostly analysis and generalization with assistance from the teacher.

Another kind of monologue method is a lecture which, very similar to an explanation, is characterized as continuous, logical, and linguistically correct. Kalhous and Obst (2000) say that a lecture has three parts: introduction, explanatory part, and final conclusion. For students more interesting monologue method is a narration. Kalhous and Obst (2000) describe this method as mediation of knowledge with emotional storytelling. The narration is appropriate for literature and history. Also this method is suitable more for elementary school pupils and the teacher should be slightly an actor to captivate students.

The fourth monologue method is instruction which, again following Kalhous and Obst (2000), presents to students a particular object orally or in written form and describes the way of working with this object. In short, it is a theoretical introduction before practice. Actually, this is not pure monologue method because the teacher asks questions and students prove that they understand. The teacher can explain some part in different way to adapt his or her instructions to students' pace.

Instruction leads to other group of verbal methods, namely dialogue methods.

*Dialogue methods.* In contrast to monologue methods, there are dialogue methods whose characteristic feature is communication between the teacher and students (Kalhous & Obst, 2000). A proper dialogue follows several rules: it is aimed at a defined objective; participants influence each other by sharing their knowledge and their attitudes; the relationship of participants is not only created and transformed but also reciprocated. The main three dialogue methods are an interview, a discussion, and dramatization.

The interview is characterised by question alternation; it requires active participation from both the teacher and students. The conversation can be between the

teacher and one student, the teacher and a group of students, or among only students. The teacher should be good at expressing questions. A successful conversation must follow common topics in an appropriate atmosphere or with a balance of attitudes.

The conversation is usually between only a few people. Once more people are involved, the conversation becomes more of a discussion (Kalhous & Obst, 2000): this means communication between the teacher and students or only among the students themselves in order to solve a problem. All participants should have particular amount of knowledge dealing with the problem under scrutiny. The discussion is not used in the lessons only for teaching particular subject matter but also to deepen relationship between the participants and to practice team work.

The dialogue is used also during the fourth method called the dramatization. According to Kalhous and Obst (2000), it presents a visual performance of an event or a story. Mostly, participants can show their own attitude and imagination of the acted event. This method is very suitable for creativity development, for relaxation, and for relationship strengthening.

These methods are based on oral activity. During the lessons, several aids and practices are also used, i.e. a textbook or any other books and hand-outs, or demonstrations.

*Text usage method.* Text usage (Kalhous & Obst, 2000) is a very important method because students who are able to work with the textbook or another kind of text are much more independent and their activity during the lesson is increased. On the other hand, this method should not be used all the time; however, the usage of textbook is required to be regular. At first, the teacher should help the students with text comprehension and its evaluation before students are able to manage things on their own.

### ***Illustrative methods***

The illustrative methods typify the principle of students passively watching the teacher's activity. Maňák (1995) suggests this is always connected with an abstract way of thinking, with a wording, and with a practice. The teaching can be illustrated by many devices with the assistance of the modern technology, e.g. televisions, projectors, CD players, or tablets. Kalhous and Obst, (2000) claim illustration is very important primarily at the beginning of understanding. This method is therefore mostly suitable for younger

students. As well as the verbal methods, the illustrative methods also need some talking time too but only as a support.

### ***Practical methods***

The main source of knowledge is practice, the students' direct contact with the subject and the possibility of manipulation with it. The practical methods bring new points into education and they connect the school and real life. These methods can be used to penetrate deeper in the learning because the students better interiorize certain motoric skills. Practical methods consist of practice of motoric and work skills, graphic activities and arts, working in a school laboratory, and manual training. The common features of these methods are skills. The students deepen their previous knowledge and older students do not only practice any elementary skills, but also they rehearse specific motoric skills which are bases for specialized activities and work. The practical methods combine with other methods, such as illustration, especially at the beginning of the activity. The teacher shows how to proceed. Practice is also connected with explanation or instructing.

### ***Educational games***

Students can also learn via methods which do not seem to them at first sight to be learning at all. Kalhous and Obst (2000) suggest that, by way of games, students are able to solve not only easy problems but also more difficult issues because playing is a strong motivation for them; moreover, competitive games are the most motivating. This method is, however, very demanding with respect to lesson planning: it must be well prepared in terms of content, organization, instructional materials, and grouping. Sometimes it is recommended the teacher take part in the game.

### ***Participative methods***

Participative methods are used when students take parts in activities. The teacher can engage himself or herself in such activities too. Participative methods are usually employed during educational games, mentioned above.

The matter of the situational methods (Kalhous & Obst, 2000) is in the activity of the students and the teacher; they solve any task via confrontation of their knowledge, skills, opinions, and attitudes to the task. The result should arise from the best offered solution. Kalhous and Obst (2000) claim that the above mentioned role-plays are based on simulation of particular situations and the students and even the teacher play certain roles.

The third participative method is brainstorming, which is commonly used in many different places and situations apart from school, such as during conferences in companies. The teacher announces the problem to the class and the students elicit their ideas about the solution. They do this without hesitation and without restraint. The best solution is considered from the ideas thus obtained.

The first three groups of methods: verbal, illustrative, and practical, are main groups. The educational games and participative methods are another two kinds of methods because they can consist of several features. For example the role-play is typical activity within participative methods. This has the illustrative function for those students who only observe the role playing; from the point of view of students participating in the play, it is practice at the same time.

These methods' division is illustrated by the table (see Appendix B) created by the author.

The two approaches, the first based on the cognitive activities of the students and the second based on the source and the kind of cognition, do not contradict each other. The connection between these two typologies can be illustrated by several activities: for example, the explanation as monologue method is very suitable within the problem method and the heuristic method, as well. Similarly, the inquiry methods mean to solve the whole task independently. There are many practical activities which can be set by the teacher as a problem that can be solved by the students without the teacher's interference. Moreover, the informational-receptive methods include all activities which transfer knowledge from the teacher to the students. On the other hand, the typology dealing with the source and the kind of cognition divides all these activities in more groups.

The Theoretical background informs about being a teacher as well as about different teaching styles and teaching methods. Several Czech and foreign sources describe the different behaviour of the teacher during the lesson from two different points of view: there are teaching styles based on teachers' personalities and approaches dependent on the roles of teachers during the various activities. Teaching methods are also divided into two different groups: methods based on cognitive activities, and on the source and the kind of cognition. The qualities provided in this chapter are investigated in the texts describing what is happening during lessons taught in fictional Hogwarts School of Witchcraft and

Wizardry. The aim is to find out if the popular teachers at Hogwarts use different teaching styles and apply different teaching methods than the less popular teachers. The procedure of the research is presented in the following chapter Methods.

### III. METHODS

This chapter presents the procedure and methods used during the research. It also lists the sources of the research and explains why some teachers are included in the research while the others are not.

As shown in the Theoretical Background, Czech and foreign methodologists describe many different teaching styles and teaching methods. It is mentioned that several teaching styles are more aimed at the students than others and some methods are also more engaging for students. The research question is: Do popular teachers apply different attitudes and teaching methods than less popular teachers? This can be investigated using the example of a young magician Harry Potter, a fictional character attending Hogwarts School of Witchcraft and Wizardry. Teachers working at Hogwarts can be easily divided into popular and unpopular groups from the point of view of Harry Potter.

The main sources used in the chapter Results and Commentaries are six books by Joanne Rowling. They are chronologically *Harry Potter and the Philosopher's Stone*, *Harry Potter and the Chamber of Secrets*, *Harry Potter and the Prisoner of Azkaban*, *Harry Potter and the Goblet of Fire*, *Harry Potter and the Order of the Phoenix*, and *Harry Potter and the Half-Blood Prince*. Joanne Rowling wrote seven Harry Potter books in total; however, in the seventh book Harry Potter does not attend the school; therefore it is not used in this diploma thesis. Major facts about the fictional school are summarized by the author to depict the school and special occasions taking place at Hogwarts, and describe two important wizarding examinations (see Appendix C).

At first, the relevant books of the saga are scanned and the extracts describing what happens during lessons are chosen. There are also included passages dealing with teachers' personality outside the classroom. The six books about Harry Potter altogether number approximately 3000 pages. Nearly 150 pages describe various lessons. This enables an analysis of different teachers' attitudes and methods in this fictional world of magic. Eleven teachers are chosen for their being the most influential on Harry Potter according to both the story and the extent of the found extracts.

Apart from the eleven most influential teachers, there are two other teachers appearing in the books who might be supposed to be rather important, namely Professor Sprout and Professor Moody. They are not included in this Thesis because Professor Sprout teaches Herbology, which is not an important subject for Harry Potter. Professor

Moody actually never does teach at Hogwarts because a villain Barty Crouch is impersonating him. Some other teachers are mentioned only once or twice in all seven books, for example Professor Sinistra when a Basilisk, a huge mythical snake, attacks students: “Justin was carried up to the hospital wing by Professor Flitwick and Professor Sinistra of the Astronomy department“ (Rowling, 1998, p. 152). Professor Kettleburn appears only indirectly, when Professor Dumbledore talks about him, ““Professor Kettleburn, our Care of Magical Creatures teacher, retired at the end of last year in order to enjoy more time with his remaining limbs”” (Rowling, 1999, p. 104).

The teachers are described with respect to teaching styles and methods defined in the Theoretical Background. Each teacher is examined as to whether he or she demonstrates features typical of a particular teaching style and teaching method. The teaching styles are scrutinized from two aspects: the teacher’s personality and the teacher’s role during the lesson. The teaching methods are also analyzed from two aspects: cognitive activities and the source and the kind of cognition. All teachers are also described in respect of their popularity with Harry Potter.

The Methods chapter has described the procedure used in the research: the research question was presented and there is explained the importance of the eleven most influential teachers working at Hogwarts. The following chapter presents fundamental information about the school, at first. Then there are results which are obtained by the research of the eleven teachers in terms of their teaching style and teaching methods. The findings are illustrated and supported by extracts from Rowling’s books. The commentaries follow presented results.

#### IV. RESULTS AND COMMENTARIES

Nearly 30 teachers are introduced during Harry Potter's time at Hogwarts. In this thesis, only the most important of them are analysed: they are the teachers who influenced Harry Potter the most. They appear below in alphabetical order. All teaching styles and methods used by teachers at Hogwarts are summarized in the overview in the table (see Appendix D).

### Results

#### Professor Binns

Professor Binns teaches History of Magic. This subject is compulsory for all Hogwarts classes. The most significant feature of his appearance is his being a ghost: "Ancient and shriveled, many people said he hadn't noticed he was dead. He had simply got up to teach one day and left his body behind him in an armchair in front of the staff room fire" (Rowling, 1998, p. 113).

At first sight, Professor Binns' personality would be classified as anti-autocratic. This type of the teacher thinks that freedom can automatically bring students' individuality development (Podlahová, 2004, p. 92). In the case of Professor Binns, this feature is fulfilled unknowingly; indeed, there is a possibility that he is not even conscious of teaching: "Professor Binns raised his eyes from his notes, looking amazed, as always, to find the room in front of him full of people" (Rowling, 2003, p. 317). Within a deeper investigation, Professor Binns should be considered in terms of more teaching styles. He shows the feature of an autocratic teacher. This type does not realize the importance of motivating students (Kalhous & Obst, 2000). Motivated students are more engaged in the lesson than unmotivated. But Professor Binns keeps the lessons as boring as possible: "[T]he most exciting thing that ever happened in his classes was his entering the room through the blackboard" (Rowling, 1998, p. 112).

Professor Binns' attitude to the students can be partially described as liberal. The classes are guided by students (See Kalhous, Obst, 2000). In *Harry Potter and the Order of the Phoenix* Harry's owl flies into a window in the classroom of the History of Magic and wants to enter to room. It cannot be done inconspicuously but Professor Binns does not express any interest in it:

Harry glanced round at Professor Binns who continued to read his notes, serenely unaware that the class's attention was even less focused upon him than usual. Harry slipped quietly off his chair, crouched down and hurried along the row to the window, where he slid the catch and opened it very slowly.

He had expected Hedwig to hold out her leg so that he could remove the letter and then fly off to the Owlery but the moment the window was open wide enough she hopped inside, hooting dolefully. He closed the window with an anxious glance at Professor Binns, crouched low again and sped back to his seat with Hedwig on his shoulder. He regained his seat, transferred Hedwig to his lap and made to remove the letter tied to her leg. (Rowling, 2003, p. 317)

All of these happens without Professor Binns' knowing. Or maybe he notices it but he does not show his interest in this Harry's activity during a lesson.

There is also a fourth type of teacher's attitude to the students. Professor Binns acts as a democratic type of the teacher. The Kalhous and Obst (2000) claim that the democratic type of the teacher tries to personalize the educational process. In the book *Harry Potter and the Chamber of Secrets*, there is a situation in which students are scared of Slytherin's heir who has opened the Chamber of Secrets and has released a mysterious monster. The students are very interested in this mystery but nobody wants to tell them anything about it. Finally Hermione asks Professor Binns and the students realize that they can influence his lecturing by reasonable arguments:

'My subject is History of Magic,' he said in his dry, wheezy voice. 'I deal with facts, Miss Granger, not myths and legends.' He cleared his throat with a small noise like chalk s!-ping and continued, 'In September of that year, a subcommittee of Sardinian sorcerers'

He stuttered to a halt. Hermione's hand was waving in the air again.

'Miss Grant?'

'Please, sir, don't legends always have a basis in fact?'

Professor Binns was looking at her in such amazement, Harry was sure no student had ever interrupted him before, alive or dead.

'Well,' said Professor Binns slowly, 'yes, one could argue that, I suppose.' He peered at Hermione as though he had never seen a student properly before.

'However, the legend of which you speak is such a very sensational, even ludicrous tale -' But the whole class was now hanging on Professor Binns's every word. He looked dimly at them all, every face turned to his. Harry could tell he was completely thrown by such an unusual show of interest.

'Oh, very well,' he said slowly. 'Let me see ... the Chamber of Secrets ...'

(Rowling, 1998, p. 114)

In the terms of a teacher's personality, Professor Binns presents at least four types of teachers. Usually the teacher tends to only one type. On the other hand, with respect to Harmer's typology, the teacher should apply all five of his types of teaching because each is suitable in a different situation. This, however, does not apply to Professor Binns who

appears only as the Controller. Besides other duties, the Controller reads aloud and gives lectures (Harmer, 2007). Rowling (1998) describes Professor Binns' typical lesson:

Professor Binns opened his notes and began to read in a flat drone like an old vacuum cleaner until nearly everyone in the class was in a deep stupor, occasionally coming to long enough to copy down a name or date, then falling asleep again. (p. 113)

As for teaching methods used by Professor Binns, he teaches via the informational-receptive method. The foundation of this method (Kalhous, Obst, 2000) is the transfer of information from the teacher to the students. Professor Binns keeps reading his notes every lesson without regard to the students, to their state, to the particular situation in the class. He ignores what is happening in the class. This is more comfortable because he does not have to deal with any misbehaviour by the students. They even do not have to pay attention, for example during a lesson in the subject of giant wars:

Harry heard just enough within the first ten minutes to appreciate dimly that in another teacher's hands this subject might have been mildly interesting, but then his brain disengaged, and he spent the remaining hour and twenty minutes playing hangman on a corner of his parchment with Ron, while Hermione shot them filthy looks out of the corner of her eye. (Rowling, 2003, p. 207)

The teaching methods of Professor Binns also include the reproductive method, in which (following Kalhous & Obst, 2000) students reproduce the exercise in the form of oral, text, or action. Professor Binns gives written assignments as homework: "Harry found Ron at the back of the library, measuring his History of Magic homework. Professor Binns had asked for a threefoot-long composition on 'The Medieval Assembly of European Wizards'" (Rowling, 1998, p. 112).

These two methods of Professor Binns are based on cognitive activities of the students. As for the methods of the source of cognition he applies a lecture which is a monologue method. It is good for the teacher to convey as much information as possible to the students; however, this method also needs to motivate the students and should be alternated with more methods. But Professor Binns does not motivate his students and he uses mostly lecturing:

He never varied the form of their lessons, but lectured them without pausing while they took notes, or rather, gazed sleepily into space. Harry and Ron had so far managed to scrape passes in this subject only by copying Hermione's notes before exams; she alone seemed able to resist the soporific power of Binns's voice. (Rowling, 2003, p. 207)

Professor Binns' second method is text usage. He asks his students to do homework in the form of written assignments. The students should write their assignments not only during the school year; they have to prepare homework in the summer holiday at home. For example before entering his third year in Hogwarts, Harry writes an essay about Wendelin the Weird.

### **Professor Dumbledore**

Professor Albus Percival Wulfric Brian Dumbledore is the headmaster of Hogwarts School. He used to teach Transfiguration but ceased to do so after becoming the headmaster. Professor Dumbledore does not teach any particular subject during Harry Potter's studies at Hogwarts; however, he does give Harry Potter private lessons in Lord Voldemort's past. This kind of education is provided via their visiting different people's memories and conversations between Harry and Dumbledore. The memories are stored in small phials and the procedure can be partly compared with a cinema. The memory is poured into a jar called Pensieve and then, instead of seeing the story on the screen, viewers dive into the action and watch the content of the memory as direct participants.

It could be said that Albus Dumbledore is a democratic type of teacher. Kalthous and Obst (2000) state that the teacher considers a student as his or her partner, they influence one another, the teacher is interested in the student's personality and he or she adapts the lessons according to the student's needs. Professor Dumbledore willingly and patiently answers Harry's questions till the time when it becomes necessary to move to another point. Harry Potter is interested in the Professor's ring, which he has seen in a memory of an official of the Ministry of Magic:

'Sir,' said Harry, staring at it. 'That ring—'

'Yes?' said Dumbledore.

'You were wearing it when we visited Professor Slughorn that night.'

'So I was,' Dumbledore agreed.

'But isn't it... sir, isn't it the same ring Marvolo Gaunt showed Ogden?'

Dumbledore bowed his head. 'The very same.'

'But how come — ? Have you always had it?'

'No, I acquired it very recently,' said Dumbledore. 'A few days before I came to fetch you from your aunt and uncle's, in fact.'

'That would be around the time you injured your hand, then, sir?'

'Around that time, yes, Harry.'

Harry hesitated. Dumbledore was smiling.

'Sir, how exactly — ?'

‘Too late, Harry! You shall hear the story another time. Good night.’  
‘Good night, sir.’ (Rowling, 2005, p. 204)

Professor Albus Dumbledore is always fully at the students’ disposal. He is ready to help his students even if he is not feeling very well: “There sat Dumbledore looking unusually tired; his hand was as black and burned as ever, but he smiled when he gestured to Harry to sit down” (Rowling, 2005, p. 242).

According to Kalhous and Obst (2000), students attending a democratic class usually do not want to disappoint the teacher. Harry Potter manages to disappoint Professor Dumbledore once when he sets Harry a task to extract a memory of Professor Slughorn and Harry forgets about it. Professor Dumbledore makes Harry feel guilty: ““And you feel that you have exerted your very best efforts in this matter, do you? That you have exercised all of your considerable ingenuity? That you have left no depth of cunning unplumbed in your quest to retrieve the memory?”” (Rowling, 2005, p. 400).

On the other hand, it is no wonder that Harry forgets about this task. In this period of time, he has to deal with such accidents as a course of Apparition to be able to disappear whenever he wants, the school Quidditch tournament, his best friend being poisoned, Harry’s skull getting cracked, and spying on his schoolmate to realize what he has in mind.

As for Harmer’s typology, Professor Dumbledore can be classified as a prompter because he helps his students, specifically Harry Potter in this case, to think about a problem independently. Harry is able to observe and to notice the smallest details in Dumbledore’s and others’ memories. This can be illustrated by the above/mentioned conversation between Harry and Dumbledore about old Marvolo’s ring.

The teaching methods with respect to the cognitive activities are represented by the informational-receptive method and the inquiry method. Professor Dumbledore applies narration and illustration, which are tools of the informational-receptive method (Kalhous & Obst, 2000). The narration can be seen for example in the moment when Dumbledore describes the situation in which the Voldemort’s mother used to live. Her name is Merope; Marvolo is her father and Morfin is her brother. The extract also mentions Azkaban which is a prison for magicians:

‘Merope was a witch. I do not believe that her magical powers appeared to their best advantage when she was being terrorized by her father. Once Marvolo and Morfin were safely in Azkaban, once she was alone and free for the first time in her life, then, I am sure, she was able to give full rein to her abilities and to plot her

escape from the desperate life she had led for eighteen years.’ (Rowling, 2005, p. 201)

The illustration method is actually the afore-mentioned Pensieve usage, through which Professor Dumbledore and Harry enter different memories as if watching a film at the cinema. They observe the action and cannot influence it; they then analyse and discuss the specific memory after returning to the headmaster’s office.

Professor Dumbledore uses also the inquiry method. Harry has to solve a task about obtaining Professor Slughorn’s memory. It is not possible just to ask him for it: Professor Slughorn is ashamed of this memory because he partly helped Lord Voldemort to create a special spell to keep himself alive despite his loss of body. Harry has to realize that he should use his Felix Felicis, the potion of luck, which helps him to meet Professor Slughorn in such a comfortable mood that he is willing to share the memory. Albus Dumbledore is maybe resigned himself to not seeing this memory because he is very surprised when Harry brings it: “For a moment or two, the headmaster looked stunned. Then his face split in a wide smile. ‘Harry, this is spectacular news! Very well done indeed! I knew you could do it!’” (Rowling, 2005, p. 462).

In the case of methods based on the source of cognition, Professor Dumbledore uses illustration and dialogue combined with monologue. As noted above, Albus Dumbledore guides Harry into various memories of several people and a house elf. He shows Harry the important events connected with Lord Voldemort. Narration and explanation as monologue methods alternate with the conversation of Harry and Professor Dumbledore. These are supported by the situation when Professor Dumbledore explains what they have seen in the memory of a Ministry of Magic official Bob Ogden. Dumbledore clarifies the relationship of the people being watched, the Gaunt family, and Harry understands how these people are connected with Lord Voldemort:

‘So Merope,’ said Harry, leaning forward in his chair and staring at Dumbledore, ‘so Merope was . . . Sir, does that mean she was . . . Voldemort’s mother?’  
‘It does,’ said Dumbledore. ‘And it so happens that we also had a glimpse of Voldemort’s father. I wonder whether you noticed?’  
‘The MuggleMorfing attacked? The man on the horse?’  
‘Very good indeed,’ said Dumbledore, beaming. ‘Yes, that was Tom Riddle senior, the handsome Muggle who used to go riding past the Gaunt cottage and for whom Merope Gaunt cherished a secret, burning passion.’ (Rowling, 2005, p. 201)

## **Professor Flitwick**

Professor Filius Flitwick teaches a subject called Charms, which is compulsory for the first five years at Hogwarts. Harry Potter chooses this subject in his sixth year as well. As Professor Flitwick is very short, he needs several books to stand on in order to see over the teacher's desk.

In terms of the teacher's personality, Professor Flitwick is a democratic type of teacher. This teacher is the students' partner, who is interested in them and in their individualities, and tries to personalize the educational process (Kalhous & Obst, 2000, p. 161). An example of this occurs during the pre-Christmas period in Harry's fourth year. Christmas is all around and in addition, the school is the venue for the Triwizard Tournament:

Little Professor Flitwick, gave up trying to teach them much when their minds were so clearly elsewhere; he allowed them to play games in his lesson on Wednesday, and spent most of it talking to Harry about the perfect Summoning Charm Harry had used during the first task of the Triwizard Tournament. Other teachers were not so generous. (Rowling, 2000, p. 428)

The democratic teacher motivates his or her students and this influences students' self-conception. Professor Flitwick praises his students: for example, during a lesson in the charm *Silencio* practiced by attempts to make a bullfrog or a raven silent, Professor Flitwick expresses his appreciation of Hermione Granger, a classmate of Potter's, who is able to quieten both the raven and the bullfrog. When Ron Weasley tries to make the frog silent, which is considered easier, and is unsuccessful, Professor Flitwick sets him extra homework (Rowling, 2003). Another example of his praising good work is after Fred and George Weasley cause havoc at school. They create a considerable mess in order to distract Professor Umbridge because Harry needs to talk to his godfather through a fireplace in her office and furthermore they want to make her angry. Ginny and Ron Weasley informs Harry and Hermione about the plan:

'Well, Flitwick's got rid of Fred and George's swamp,' said Ginny, 'he did it in about three seconds. But he left a tiny patch under the window and he's roped it off. 'Why?' said Hermione, looking startled. 'Oh, he just says it was a really good bit of magic,' said Ginny, shrugging. 'I think he left it as a monument to Fred and George,' said Ron, through a mouthful of chocolate. (Rowling, 2003, p. 747)

Professor Flitwick does not exaggerate his authority and he also knows when it is appropriate to set a minor punishment. During a lesson when the class is practicing a new

spell known as Aquamenti, a student called Seamus Finnigan is not paying attention and he splashes a huge stream of water at Professor Flitwick which makes Professor fly to the ceiling. “After Professor Flitwick had dried himself off with a wave of his wand and set Seamus lines: ‘I am a wizard, not a baboon brandishing a stick’” (Rowling, 2005, p. 333).

Good terms in a democratic class are also supported by the fact that the teacher takes care of discipline in the classroom. Professor Flitwick is not indolent to the events in the classroom – unlike Professor Binns for example. “‘Now, now, boys,’ squeaked Professor Flitwick reproachfully. ‘A little less talk, a little more action . . . Let me see you try. . . .’” (Rowling, 2005, p. 482). Harry and Ron are not vigilant in this lesson. They like Charms because it is a good lesson for their private chat; everybody is so engaged in the action that they cannot be eavesdropped upon (Rowling, 2003). However, they are usually able to pay attention or at least are able not to be too conspicuously inattentive.

And finally, Professor Flitwick as an example of a democratic type of a teacher is interested in the students’ good marks, as he makes a speech at the beginning of the fifth year:

‘What you must remember,’ said little Professor Flitwick squeakily perched as ever on a pile of books so that he could see over the top of his desk, ‘is that these examinations may influence your futures for many years to come! If you have not already given serious thought to your careers, now is the time to do so. And in the meantime, I’m afraid, we shall be working harder than ever to ensure that you all do yourselves justice!’ (Rowling, 2003, p. 232)

With respect to Harmer’s division, Professor Flitwick can be described as a controller. As is apparent in the extracts above, he brings a class to order. And, with a generous amount of imagination, it might be said that Professor is also a participant, albeit only by accident: one example would be when the class practices the Banishing Charm and the students are given pillows to make them fly into a box. Unfortunately, not everybody was successful: “Neville’s aim was so poor that he kept accidentally sending much heavier things flying across the room – Professor Flitwick, for instance.” (Rowling, 2000, p. 522)

He uses the informational-receptive method and the receptive method for his teaching methods based on cognitive activities. The presence of the informational-receptive method is assumed according to the students’ work with a text because Professor Flitwick does not lecture. The students are asked to read at least three books to obtain more information about Summoning Charms (Rowling, 2000). The receptive method is shown in

the rest of his teaching: the students practice the charms in the lessons and if they are not so skilful, they are supposed to practice the spells as homework.

In the case of methods based on a source of cognition, Professor Flitwick applies verbal, practical, and illustrative methods. The afore-mentioned extracts about reading homework typify the text usage method. The Charms is a very practical subject; the students practice various charms and spells in almost every lesson. The exception is sometimes only a very special occasion, such as Christmas in connection with the Triwizard Tournament as mentioned above. Students can play games and Professor Flitwick personally talks with Harry Potter about his success in the Tournament. The illustrative methods are apparent in the following description of one of Harry's lessons when the students make objects fly during Harry's first year at Hogwarts:

‘Now, don't forget that nice wrist movement we've been practicing!’ squeaked Professor Flitwick, perched on top of his pile of books as usual. ‘Swish and flick, remember, swish and flick. And saying the magic words properly is very important, too -- never forget Wizard Baruffio, who said ‘s’ instead of ‘f’ and found himself on the floor with a buffalo on his chest.’ (Rowling, 1997, p. 186)

## **Hagrid**

Rubeus Hagrid teaches Care of Magical Creatures. He becomes a teacher in Harry's third year, after the previous teacher Professor Kettleburn has retired to take care of the rest of his limbs (Rowling, 1999). Harry Potter is taught by Hagrid in the third and fourth year and in the second half of the fifth year because Hagrid's subject is taught by a substitute teacher, Professor Grumbly-Plank. Harry and his friends do not learn Care of Magical Creatures in the sixth year because it seems to be a rather useless subject:

‘We were the ones who made the most effort in classes because we like Hagrid. But he thinks we liked the stupid subject. D'ya reckon anyone's going to go on to N.E.W.T.?’

Neither Harry nor Hermione answered; there was no need. They knew perfectly well that nobody in their year would want to continue Care of Magical Creatures. (Rowling, 2005, p. 164)

Hagrid is a democratic teacher. Students during democratic teacher's lessons partially lead the educational process; they are the teacher's partners. During Hagrid's lessons, students admonish each other. In the first lesson Draco Malfoy mocks Hagrid's choice of textbook, which wants to bite the reader with its teeth: “‘Shut up, Malfoy,’ said Harry quietly. Hagrid was looking downcast and Harry wanted Hagrid's first lesson to be a

success” (Rowling, 1999, p. 125). He also tries to adjust the teaching to other circumstances, he is not stuck in the initial course curriculum created at the beginning of the term; however, the effect of this is that the lesson is not engaging at all. The first lesson of Care of Magical Creatures turns to be a disaster due to Draco Malfoy’s injury by a hippogriff, half a giant eagle and half a horse. Hagrid wants to avoid any other troubles and he also loses his confidence: ‘They were now spending lesson after lesson learning how to look after flobberworms, which had to be some of the most boring creatures in existence’ (Rowling, 1999, p. 155). Flobberworms are thick worms with undistinguishable ends which move very little and eat almost any vegetation, especially lettuce (Rowling, 2001). However, some lessons are very engaging: for example when the students learn about nifflers in Harry’s fourth year. Nifflers are flurry black creatures with long snouts and they are good at looking for glittering things (Rowling, 2000). The class uses nifflers in a competition to find as many coins as possible. Rubeus Hagrid manifests the features of liberal teaching which, typically, can lead to a lack of respect from the students to the teacher. As quoted above, Malfoy mocks Hagrid because of the textbook, “‘Oh, tremendously funny!’ said Malfoy. ‘Really witty, giving us books that try and rip our hands off!’” (Rowling, 1999, p. 125).

With respect to Harmer’s classification, Hagrid teaches as the controller and the participant. The controller is perceptible in a teacher-fronted classroom (Harmer, 2007, p. 108) and Hagrid’s lessons are teacher-fronted mainly when he illustrates what to do with a particular creature, such as the Hippogriff (Rowling, 1999). The participant involves himself or herself in an activity and Hagrid usually does exactly this. The class learns about blast-ended skrewts, which look as “deformed, shell-less lobsters, horribly pale and slimy-looking, with legs sticking out in very odd places and no visible heads” (Rowling, 2000, p. 216). On one occasion, when the students are testing whether the creatures hibernate, some skrewts run away and Hagrid, along with several students, tries to capture them (Rowling, 2000).

As for students’ cognitive activities, Hagrid applies the informational-receptive method. The students take care of different magical creatures; they learn about them and practice immediately. In case of the hippogriff, Hagrid explains that hippogriffs are very proud and need to get used to people. Hippogriffs are potentially dangerous, having claws and a beak, but they are quite friendly. When Harry is chosen to fly on a hippogriff called

Buckbeak, Draco Malfoy is injured by this hippogriff due to his unconcern to hippogriffs' pride (Rowling, 1999).

In terms of the source and the kind of cognition, Hagrid's methods are monologue, illustration, and practice. The monologue method is represented by explanation. Hagrid explains how to treat each creature: for example it is very important to teach students how to approach a hippogriff:

'Yeh always wait fer the hippogriff ter make the firs' move,' Hagrid continued. 'It's polite, see? Yeh walk toward him, and yeh bow, an' yeh wait. If he bows back, yeh're allowed ter touch him. If he doesn' bow, then get away from him sharpish, 'cause those talons hurt.' (Rowling, 1999, p. 127)

The illustrative methods accompany almost every explanation. Hagrid illustrates caring for the creatures with his own demonstration. The skrewts kill each other and so they are supposed to have a lot of energy. Hagrid decides to take skrewts for a walk. Hagrid advises the students where to fix the leash, "'Roun' the middle,' said Hagrid, demonstrating. 'Er - yeh might want ter put on yer dragon-hide gloves, jus' as an extra precaution, like'" (Rowling, 2000, p. 323). And finally, practical methods are Hagrid's fundamental methods. As mentioned above, Care of Magical Creatures is not a theoretical subject; the students learn through practice.

### **Professor Lockhart**

Professor Gilderoy Lockhart teaches a subject called the Defence against the Dark Arts when Harry is in his second year. Lockhart as a teacher appears only in the second book. In the end he loses his memory and the three main characters, Harry, Ron, and Hermione, meet him again in the sixth book while they are in the St. Mungo's Hospital for Magical Maladies and Injuries to visit Ron's father. Gilderoy Lockhart is hospitalized here in the Janus Thickey Ward where the patients are kept to prevent them from wandering about. He is a handsome wizard; he is very popular and almost every witch loves him. He describes himself thus:

'Me,' he said, pointing at it and winking as well. 'Gilderoy Lockhart, Order of Merlin, Third Class, Honorary Member of the Dark Force Defence League, and five-time winner of Witch Weekly's Most- Charming-Smile Award - but I don't talk about that. I didn't get rid of the Bandon Banshee by smiling at her!' (Rowling, 1998 , p. 77)

He is an arrogant person who actually is good only at a Memory Charm. Lockhart obtains all his information from people who really have managed these achievements and then he erases their memories. He claims that the people in question – such as the witch who dealt with the Bandon Banshee and had a harelip – are not attractive enough to be, for example, on the cover of a book (Rowling, 1998).

The teaching style of Professor Lockhart is a mixture of the autocratic, liberal and patriarchal styles. Feature of the autocratic style is teacher's lack of interest in the students' personalities (Kalhous & Obst, 2000). The only personality in which Lockhart is interested is his own as shown in the extract above. The liberal teaching style can be noticed in the way he deals with the situation of mischievous pixies in his first lesson in Harry's class. As Kalhous and Obst (2000) stated, the liberal style of education is unorganized and is guided by the students. Professor Lockhart brings a cage of Cornish pixies and releases them from the cage. When he wants to lock them in, the pixies steal his wand and throw it out of a window. "Lockhart gulped and dived under his own desk" (Rowling, 1998, p. 79). The professor solves the situation only when the school bell rings: he sends Harry, Ron, and Hermione to catch the disobedient pixies, while he himself goes to hide in his office. The patriarchal attitude to the students is apparent in this professor's approach to Harry Potter. The patriarchal type of a teacher tries to protect a student and in addition he or she supposes that the student as a younger person knows much less than the teacher (Podlahová, 2004). Harry and Professor Lockhart are both celebrities; however, Harry is only a living person who survived a killing curse of Lord Voldemort, while Lockhart has reached many notable achievements. When a young student Colin Creevey wants to take a photo of Harry because he admires him, Lockhart thinks that he should help Harry not to look so vain. Then the professor explains the reason for his help on the way to their Defence Against the Dark Arts lesson:

„A word to the wise, Harry,” said Lockhart paternally as they entered the building through a side door. ‘I covered up for you back there with young Creevey - if he was photographing me, too, your schoolmates won't think you're setting yourself up so much . . . .’

Deaf to Harry's stammers, Lockhart swept him down a corridor lined with staring students and up a staircase.

‘Let me just say that handing out signed pictures at this stage of your career isn't sensible - looks a tad bigheaded, Harry, to be frank. There may well come a time when, like me, you'll need to keep a stack handy wherever you go, but’ - he gave a little chortle – ‘I don't think you're quite there yet.’ (Rowling, 1998, p. 77)

In the perspective of Harmer's typology, Professor Lockhart appears as the controller, prompter and participant. The controller reads aloud to the class (Harmer, 2007) and Professor Lockhart reads passages of his numerous books to the students (Rowling, 1998). The prompter appears as a helper during a role-play activity. He or she advises the students how to act the role (Harmer, 2007,). Professor Lockhart includes role-plays in his lessons and Harry unwillingly helps him in the reconstructions of what Lockhart has experienced. This is illustrated with a scene of the cure of a werewolf where Harry represents the werewolf, Lockhart narrates:

'Nice loud howl, Harry - exactly - and then, if you'll believe it, I pounced - like this - slammed him to the floor - thus with one hand, I managed to hold him down - with my other, I put my wand to his throat -I then screwed up my remaining strength and performed the immensely complex Homorphus Charm - he let out a piteous moan - go on, Harry - higher than that - good - the fur vanished - the fangs shrank - and he turned back into a man.' (Rowling, 1998, 122)

And the participant is a teacher who becomes involves in an activity (Harmer, 2007); this is illustrated by the previous extract.

In terms of the methodology based on cognitive activities, Professor Lockhart's teaching can be classified as informational-receptive. The event with the pixies can be considered as a problem method. However, Professor Lockhart does not observe the stages of this method set by Kalhous and Obst (2000): he only sets the problem by letting the pixies out of the cage and then leaves the solution to the students, as described above. Finally the reproductive method is used when the professor asks his student to produce a written assignment as homework. "Homework - compose a poem about my defeat of the WaggaWagga Werewolf! Signed copies of Magical Me to the author of the best one!" (Rowling, 1998, p. 122). The extrinsic motivation is included in this homework by the promise of a reward for the students.

The teaching methods based on a source of cognition are represented by verbal methods, i.e. monologue and text usage, illustrative methods and participative methods. Lockhart narrates his previous experiences and this is categorized as a monologue method. In the first lesson, students take a quiz on the basis of information included in all of Lockhart's books. The results are not satisfying for the teacher; therefore he advises them to read the books once more and more carefully. This situation typifies a text usage method. Illustrative methods mean that the students passively observe the teacher who describes the subject matter (Kalhous & Obst, 2000). The participative method includes a

teaching activity which the students take part in, usually a role-play activity (Kalhous & Obst, 2000). In the case of Lockhart's teaching, the only one situation represents both of these methods. It depends on the point of view: from Harry's perspective, the reconstruction of Lockhart's fight with the werewolf is a role-play activity; from the point of view of the other students, it would be considered illustrative methods. The experiment with the pixies could be classified as some kind of a practice; however, Lockhart set this type of activity only once and so practical methods are not used during his typical lessons.

### **Professor Lupin**

Professor Remus Lupin teaches Defence Against the Dark Arts. He appears in all the books except for the first two. He becomes a teacher at Hogwarts in the book *Harry Potter and the Prisoner of Azkaban*. He stays there the whole school year but in the end his being a werewolf is revealed. This is actually a disease which can be compared with epilepsy. The person who is a werewolf loses consciousness once a month. The werewolf has to drink a special potion to reduce the symptoms. Without the potion, this person can be very dangerous not only to others but also to himself or herself. It is somewhat controversial in the magical world to be a werewolf so Professor Lupin is forced to give up his job and he becomes unemployed at the end of the third book and remains so till the end of the last book.

Applying the terminology of Kalhous and Obst (2000), Professor Lupin is a typical example of the democratic teacher: he respects his students, adjusts the pace to the students, and the students admire him for his knowledge and abilities. Professor Lupin expresses respect for his students, for example, when the class is going to practice defusing the Boggart, a special kind of a magical creature which takes the shape of people's most horrifying nightmares. Professor Snape makes fun of the student Neville Longbottom but Professor Lupin does not agree with Snape: "I was hoping that Neville would assist me with the first stage of the operation," he said, "and I am sure he will perform it admirably" (Rowling, 1999, p. 145). The adaptation of the lessons and teaching in order to meet the students' needs can be observed when Professor Lupin is able to teach Harry how to deal with Dementors. These are magical creatures which spread depression and desperation, they feed on humans' feelings and they reproduce in a fog during gloomy weather. Lupin teaches Harry in individual lessons and he also varies the pace of the individual lessons

depending on Harry's physical and mental condition (Rowling, 1999, p. 260). And finally the third proof of being a democratic teacher is the students' admiration of Lupin's knowledge, as Kalhous and Obst (2000) presents that students appreciate democratic teacher's deep knowledge. When the class is going to the staffroom where the Boggart is hidden, they meet Peeves the Poltergeist who ridicules Professor Lupin. The teacher punishes Peeves with the spell 'Waddiwasi', "With the force of a bullet, the wad of chewing gum shot out of the keyhole and straight down Peeves's left nostril; he whirled upright and zoomed away, cursing. 'Cool, sir!' said Dean Thomas in amazement" (Rowling, 1999, p. 144).

Harmer would classify Professor Lupin's roles as the controller, the participant, and the resource. As the controller, Professor Lupin (Harmer, 2007) directs the class during a teacher-centred lesson:

Professor Lupin had brought along a glass box containing a hinkypunk, a little one-legged creature who seemed as though he was made of wisps of smoke, rather frail and harmless looking.

'Lures travellers into bogs,' said Professor Lupin, as they took notes.

'You notice the lantern dangling from his hand? Hops ahead – people follow the light – then – ' The hinkypunk made a horrible squelching noise Against the glass. (Rowling, 1999, p. 202)

According to Harmer (2007), the participant takes part in the activity. Professor Lupin joins in the process of the Boggart's confusion by the class. Almost everybody makes the Boggart change its shape, for example into Professor Snape, a mummy, a giant snake, a huge spider, the Dementor, a banshee, a bloody eyeball, a rat, or a full moon in the case of Professor Lupin (Rowling, 1999). The resource (Harmer, 2007) gives information to the students during such activities as writing or preparation for a presentation. Harry Potter does not write anything nor does he prepare any presentation but when he is trying to repel the Dementor, he needs to do it on his own. And Professor Lupin advises him how to deal with the Boggart disguised as the Dementor. He teaches Harry that, in addition to the correct wording, it is also important to think about something very pleasant:

'The incantation is this –' Lupin cleared his throat. 'Expecto patronum!'

'Expecto patronum,' Harry repeated under his breath, 'expecto patronum.'

'Concentrating hard on your happy memory?'

'Oh – yeah –' said Harry, quickly forcing his thoughts back to that first broom ride.

'Expecto patrono – no, patronum – sorry – expect patronum, expecto patronum.'

(Rowling, 1999, p. 258)

Lupin's methods based on cognitive activities are informational-receptive and reproductive. The informational-receptive method is explanation and instruction. In the first lesson of Defence Against the Dark Arts, Professor Lupin explains where to find Boggarts, "Boggarts like dark, enclosed spaces,' said Professor Lupin. 'Wardrobes, the gap beneath beds, the cupboards under sinks -- I've even met one that had lodged itself in a grandfather clock'" (Rowling, 1999, p. 145). Professor Lupin gives instructions during the same lesson. He instructs Neville how to deal with the Boggart:

'When the Boggart bursts out of this wardrobe, Neville, and sees you, it will assume the form of Professor Snape,' said Lupin. 'And you will raise your wand - thus - and cry 'Riddikulus' - and concentrate hard on your grandmother's clothes. If all goes well, Professor Boggart Snape will be forced into that vulture-topped hat, and that green dress, with that big red handbag.' (Rowling, 1999, p. 148)

The reproductive method can be seen when Professor Lupin asks questions and the students present their previously acquired knowledge to the whole class. Hermione describes what the Boggart is: "It's a shape-shifter,' she said. 'It can take the shape of whatever it thinks will frighten us most'" (Rowling, 1999, p. 146)

In the case of the methods based on the source and the kind of cognition, Professor Lupin uses the monologue method, the dialogue method, illustrative methods, and practical methods. He uses monologue methods in the lecture about the hinkypunk mentioned above. The same extract can be interpreted also as an example of illustration. The students see a real representative of the discussed magical creature. The dialogue appears mainly in the Professor's individual lessons with Harry Potter. They talk about Dementors and Harry's questions contribute to Lupin's description of Dementors:

'What's under a Dementor's hood?'

Professor Lupin lowered his bottle thoughtfully.

'Hmmm... well, the only people who really know are in no condition to tell us. You see, the Dementor lowers its hood only to use its last and worst weapon.'

'What's that?'

'They call it the Dementor's Kiss,' said Lupin, with a slightly twisted smile. 'It's what Dementors do to those they wish to destroy utterly. I suppose there must be some kind of mouth under there, because they clamp their jaws upon the mouth of the victim and -- and suck out his soul.' (Rowling, 1999, p. 268)

And finally, the last of Lupin's methods is the practice. Practical activities in the Defence Against the Dark Arts lessons are new for the students. The first and the second years at Hogwarts are rather theoretical. Rowling describes the accident with Pixies in the second year caused by Professor Lockhart:

A few curious looks were exchanged as the class put away their books. They had never had a practical Defence Against the Dark Arts before, unless you counted the memorable class last year when their old teacher had brought a cage full of pixies to class and set them loose. (Rowling, 1999, p. 143)

The class then follows the teacher to learn about the Boggart as mentioned above.

### **Professor McGonagall**

Professor Minerva McGonagall is a Transfiguration teacher. She appears in all seven books about Harry Potter because she is head of Gryffindor House to which Harry belongs and Harry also studies her subject during all his years at Hogwarts. Professor McGonagall is a typical example of the autocratic teacher. This type of teacher entirely leads the lesson. McGonagall is in charge of her lessons till the very end of them:

‘Potter! Weasley! *Will you pay attention?*’

Professor McGonagall’s irritated voice cracked like a whip through the Transfiguration class on Thursday, and Harry and Ron both jumped and looked up. It was the end of the lesson; they had finished their work; the guinea-fowl they had been changing into guinea-pigs had been shut away in a large cage on Professor McGonagall’s desk (Neville’s still had feathers); they had copied down their homework from the blackboard (*Describe, with examples, the ways in which Transforming Spells must be adapted when performing Cross-Species Switches*). The bell was due to ring at any moment, and Harry and Ron, who had been having a sword fight with a couple of Fred and George’s fake wands at the back of the class, looked up, Ron holding a tin parrot and Harry, a rubber haddock. (Rowling, 2000, p. 421)

Professor McGonagall is so strongly autocratic that she even controls the other teachers’ lessons, for example during Apparition lesson taught by a Ministry of Magic official. The students learn how to disappear and to appear in a different place. Professor McGonagall is there to control students of her Gryffindor House but she admonishes students from Slytherin House for not paying attention. Professor Snape does not like this because he is in charge of Slytherin (Rowling, 2005).

Minerva McGonagall also acts as a democratic teacher. She adapts her teaching with respect to the particular situation. Professor McGonagall is a big fan of the magical sport Quidditch and she wants her students to win the school cup. The class is not given any homework before the important match: “‘I’ve become accustomed to seeing the Quidditch Cup in my study, boys, and I really don’t want to have to hand it over to Professor Snape, so use the extra time to practise, won’t you?’” (Rowling, 2003, p. 354).

In addition, Professor McGonagall is partially a patriarchal teacher. This type takes care of students (Podlahová, 2004); however, Professor McGonagall does not limit students and she does not believe that students are stupid only because they are younger than she. McGonagall hurries to help her students when Harry Potter has a night vision about Voldemort attacking Ron Weasley's father: "Professor McGonagall came hurrying into the dormitory in her tartan dressing gown, her glasses perched lopsidedly on the bridge of her bony nose. 'What is it, Potter? Where does it hurt?'" (Rowling, 2003, p. 410). Perhaps a better term for Professor McGonagall is a matriarchal teacher: She is a woman and she also expresses her feelings, but not very often. Hermione has an accident with a basilisk, a huge snake which kills with its look. The basilisk turns Hermione into a statue. Ron and Harry want to visit her in hospital. Professor McGonagall not only allows them to visit Hermione, but also she is deeply touched by their friendship, "As they turned the corner, they distinctly heard Professor McGonagall blow her nose" (Rowling, 1998, p. 214). She also helps her students with their extra activities, for example with the preparation for the Triwizard Tournament in Harry's fourth year: "Tired of walking in on Harry, Hermione, and Ron all over the school, Professor McGonagall had given them permission to use the empty Transfiguration classroom at lunchtimes" (Rowling, 2000, p. 660).

And finally, features of the bureaucratic teaching can be observed not only in Professor McGonagall's lessons, but also in matters related to her being the head of Gryffindor House. Students in the third year can visit the nearby village of Hogsmead but, being underage, they need permission from a parent or guardian. Since Harry's aunt and uncle refuse to sign his form, Harry tries to convince Professor McGonagall to allow his visit to Hogsmead, "Professor McGonagall looked down and began shuffling papers on her desk. 'I'm afraid not, Potter,' she said. 'You heard what I said. No form, no visiting the village. That's the rule'" (Rowling, 1999, p. 164).

Harmer (2007) would classify Professor McGonagall as the controller for the way she organizes the lesson and she brings the class to order. This is obvious from the extract about her leading the class till the very end of the lesson mentioned on previous page. She organizes the lesson in an original way; she cheers the class up after the Divination lesson when the students were foretold that Harry Potter is going to die, "You look in excellent

health to me, Potter, so you will excuse me if I don't let you off homework today. I assure you that if you die, you need not hand it in.” (Rowling, 1999, p. 121).

Despite the frequency of Professor McGonagall's appearances in the books about Harry Potter, she uses only a few teaching methods. As for methods based on students' cognitive activities, McGonagall uses the informational-receptive method and the reproductive method. The informational-receptive can be seen in the extract of the first Transfiguration lesson: “After taking a lot of complicated notes, they were each given a match and started trying to turn it into a needle” (Rowling, 1997, p. 147). The reproductive method can be used when students have some previous knowledge which is practiced, and in this lesson they learn about a match turning into a needle and they practice it.

Regarding the methods based on the source and the kind of cognition, Professor McGonagall's main methods are text usage, illustration and practice. The text usage is very much connected with the subject Transfiguration because students have to do written assignments as homework very often and they describe the amount of homework as “a huge pile” (Rowling, 1997, p. 148). They have to prepare in writing for almost every lesson. The only exception is the above mentioned lesson during the Quidditch tournament. And when the students do not have to write an assignment they need to practice a new spell. During the practice of the Vanishing Spells neither Harry nor Ron are able to vanish their snail:

Though Ron said hopefully he thought his looked a bit paler. Hermione, on the other hand, successfully vanished her snail on the third attempt, earning her a ten-point bonus for Gryffindor from Professor McGonagall. She was the only person not given homework; everybody else was told to practise the spell overnight, ready for a fresh attempt on their snails the following afternoon. (Rowling, 2003, p. 232)

The illustrative method is used in the first lesson of the Transfiguration. The teacher describes what to expect of this subject and illustrates her speech with her desk changing into a pig and back again (Rowling, 1997).

Professor McGonagall prefers standard methods not only in teaching, but also as punishment; she does not like unconventional methods. She is not very pleased when the teacher Mad-Eye Moody turns Draco Malfoy into a ferret:

‘Moody, we *never* use Transfiguration as a punishment!’ said Professor McGonagall wealdy. ‘Surely Professor Dumbledore told you that?’  
‘He might've mentioned it, yeah,’ said Moody, scratching his chin unconcernedly, ‘but I thought a good sharp shock -’

‘We give detentions, Moody! Or speak to the offender’s Head of House!’ (Rowling, 2000, p. 227)

## **Professor Slughorn**

Professor Horacio Slughorn teaches Potions in Harry’s sixth year. He used to teach at Hogwarts many years ago and now Dumbledore employs him again because of the shortage of teachers. As for the teacher’s personality, Slughorn can be considered both an autocratic and democratic teacher. The autocratic teacher gives instruction while directing the lesson and so does Professor Slughorn. He tells his students when to start and when to stop a particular activity during the lesson, especially creating a potion (Rowling, 2005). The democracy in the class appears in the form of motivation. The democratic teacher motivates the students and Professor Slughorn applies extrinsic motivation. He promises his students a phial of the potion Felix Felicis, liquid luck:

‘How are you to win this fabulous prize? Well, by turning to page ten of Advanced Potion Making. We have a little over an hour left to us, which should be time for you to make a decent attempt at the Draught of Living Death. I know it is more complex than anything you have attempted before, and I do not expect a perfect potion from anybody. The person who does best, however, will win little Felix here. Off you go!’ (Rowling, 2005, p. 179)

According to Harmer’s classification, Professor Slughorn is classified as the controller. This type of teacher is obvious in such situations as lecturing, giving instructions, or checking whether students are doing what they are asked for. Professor Slughorn lectures only once in the book *Harry Potter and the Half-Blood Prince*. He explains Golpalott’s Third Law about poisons and antidotes, namely that the antidotes to a blended poison must be something more than only antidotes to separate components of the poisonous mixture:

‘... which means, of course, that assuming we have achieved correct identification of the potion’s ingredients by Scarpin’s Revelaspell, our primary aim is not the relatively simple one of selecting antidotes to those ingredients in and of themselves, but to find that added component which will, by an almost alchemical process, transform these disparate elements -’ (Rowling, 2005, p. 352)

Horacio Slughorn checks how students proceed, “Slughorn moved slowly among the tables, peering into cauldrons. He made no comment, but occasionally gave the potions a stir or a sniff” (Rowling, 2005, p. 181).

Teaching methods used by Professor Slughorn in terms of cognitive activities are the informational-receptive method, the reproductive method, and the problem method. It

is interesting that Professor Slughorn uses the informational-receptive method and the reproductive not only separately, but also simultaneously. The informational-receptive method is seen in the above-mentioned extract about Slughorn's lecturing. His asking questions can be assessed as the reproductive method. At the beginning of his first lesson he asks questions about students' previous knowledge related to four special potions which are shown to the students. Professor Slughorn prepares these potions himself: "These are the kind of thing you ought to be able to make after completing your N.E.W.T.s. You ought to have heard of 'em, even if you haven't made 'em yet. Anyone tell me what this one is?" (Rowling, 2005, p. 175). The combination of these two methods is used during the activity when the students try to make some potion according to the textbook *Advanced Potion-Making*. The students obtain knowledge from the book and they immediately try to apply it. This procedure is followed during the first lesson when the students make the Draught of Living Death, as mentioned above.

In addition, Horacio Slughorn also uses the problem method. This method is based on the teacher's setting a problem and the students' independent solving of the problem. Professor Slughorn uses this method twice, first when the students are given phials containing blended poison and they have to apply Golpalott's Third Law (Rowling, 2005); and then when the students are supposed to brew something amusing because there are only a few students present in the class at the given moment, and there is no point continuing with the curriculum because most of the class would be forced to learn the material thus covered by themselves. Most of the class are taking an exam in Apparition, the ability to disappear whenever they want. Those students staying at Potions are underage; therefore they cannot take the exam (Rowling, 2005).

Regarding teaching methods based on the source and the kind of cognition, Professor Slughorn employs monologue methods, text usage, and practice. Slughorn applies monologue methods when he explains Golpalott's Third Law as quoted above. Text usage is a very common method in Slughorn's lessons. The students make each potion according to the recipes in the textbook. Harry's textbook is special because of Half-Blood Prince notes which give him alternative instructions, and thus his potions are more accurate. Half-Blood Prince is a former Hogwarts student who had written notes and some new spells into the Potion textbook. And the practice, as noted above, is connected with the usage of the textbook: the students practice every potion they are learning about.

## Professor Snape

Severus Snape teaches the subjects Defence against the Dark Arts in Harry's sixth year and Potions during the rest of Harry's years at Hogwarts. Professor Snape talks about Potions in very special way:

'I don't expect you will really understand the beauty of the softly simmering cauldron with its shimmering fumes, the delicate power of liquids that creep through human veins, bewitching the mind, ensnaring the senses.... I can teach you how to bottle fame, brew glory, even stopper death -- if you aren't as big a bunch of dunderheads as I usually have to teach.' (Rowling, 1997, p. 150)

This extract indicates his attitude to students, which is discussed below. Harry Potter perceives the appearance of Professor Snape with respect to their mutual hatred: "His eyes were black like Hagrid's, but they had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels" (Rowling, 1997, p. 150). Professor Snape teaches Harry also Occlumency: Lord Voldemort can read Harry's thoughts so Harry learns how to close his mind. These lessons are held over a period of several weeks in Harry's fifth year at Hogwarts.

Professor Severus Snape is the only teacher whose personality is solely autocratic. Motivation is considered unimportant by the autocratic teacher; however, Professor Snape is special because he demotivates students. This can be seen in the example of Neville Longbottom, who is weak at Potions: he is not able to make a correct potion and Professor Snape forbids Hermione Granger to help him. Despite the forbiddance, Hermione advises Neville on the potion and finally he makes it correctly because the potion does not poison Neville's toad Trevor which was the requirement. But the good work is evaluated with points deducted, "'Five points from Gryffindor,' said Snape, which wiped the smiles from every face. 'I told you not to help him, Miss Granger. Class dismissed'" (Rowling, 1999, p. 141).

Kalhous and Obst (2000) claim that students tend to fight with an autocratic teacher. In the sixth year in Defence against the Dark Arts of nonverbal spells Harry Potter and Severus Snape fight not only metaphorically, they fight also literally. The students are trying to jinx each other without speaking, Harry works with Ron. Professor Snape considers Ron's attempts pathetic and decides to take part in this activity: "he turned his wand on Harry so fast that Harry reacted instinctively; all thought of nonverbal spells forgotten, he yelled, 'Protego!' His Shield Charm was so strong Snape was knocked off-

balance and hit a desk” (Rowling, 2005, p. 171). A democratic teaching style is distinguished by the teacher’s adjustment of the pace to students (Kalhous & Obst, 2000). Professor Snape also adjusts his lessons; however, the changes are rather autocratic, such as when Draco Malfoy has an injury and he pretends that it is more serious than it is. Professor Snape therefore commands Ron and Harry to help Malfoy. Ron and Harry of course are not pleased to be doing Malfoy’s work:

‘Professor,’ drawled Malfoy, ‘Weasley’s mutilating my roots, sir.’  
Snape approached their table, stared down his hooked nose at the roots, then gave Ron an unpleasant smile from beneath his long, greasy black hair.  
‘Change roots with Malfoy, Weasley.’  
‘But, sir --!’  
Ron had spent the last quarter of an hour carefully shredding his own roots into exactly equal pieces.  
‘Now,’ said Snape in his most dangerous voice. (Rowling, 1999, p. 136)

From Harmer’s point of view, Professor Snape is the controller and the participant. The role of the controller is maintained almost during all Snape’s lessons: he directs the class, brings students to order, or reads aloud. Professor Snape acts as the controller for example when Harry makes a firework in the classroom and splashes of a potion called Swelling Solution hit some of his classmates. They are shrieking as their parts of bodies are expanding, a nose as a balloon, or eyes as dinner plates. Professor Snape does not panic like the students. He has an antidote for them: “‘Silence! SILENCE!’ Snape roared. ‘Anyone who has been splashed, come here for a Deflating Draft - when I find out who did this -’” (Rowling, 1998, p. 140).

Snape’s reading aloud is again done in a special way as the adjustment of the pace mentioned above. He does not read a textbook article to understand peculiarities of potions; instead, he selects an article from a magazine ‘Witch Weekly’ and he mocks two students because the article deals with the Harry’s and Hermione’s possible love affair, ‘To Harry’s fury, he began to read the article aloud. *‘Harry Potter’s Secret Heartache. . . dear, dear. Potter, what’s ailing you now? A boy like no other, perhaps. . .’* Harry could feel his face burning” (Rowling, 2000, p. 560). Professor Snape as the participant is shown in the extract on the previous page when he takes part in nonverbal spells practice during his Defence Against the Dark Arts teaching in the six year.

Professors Snape and Slughorn teach the same subject and even their methods are nearly the same. As for methods based on cognitive activities, Professor Snape applies the informational-receptive method, the reproductive method, and the inquiry method. The

informational-receptive method is seen in his explanation. During Occlumency, Professor Snape explains why Harry needs to know this subject and what Legilimency is. Professor Snape clarifies that it is not mind-reading:

‘Only Muggles talk of *mind-reading*. The mind is not a book, to be opened at will and examined at leisure. Thoughts are not etched on the inside of skulls, to be perused by any invader. The mind is a complex and many-layered thing, Potter - or at least, most minds are.’

He smirked. ‘It is true, however, that those who have mastered Legilimency are able, under certain conditions, to delve into the minds of their victims and to interpret their findings correctly. The Dark Lord, for instance, almost always knows when somebody is lying to him.

Only those skilled at Occlumency are able to shut down those feelings and memories that contradict the lie, and so can utter falsehoods in his presence without detection.’ (Rowling, 2003, p. 469)

Professor Snape’s approach to the reproductive method is rather special. He wants his students to show their previous knowledge by answering his questions. However, he asks these questions at the beginning of the first term when most students do not possess such prior knowledge. Snape wants to humiliate Harry Potter because he hates Harry’s father:

‘What would I get if I added powdered root of asphodel to an infusion of wormwood?’

Powdered root of what to an infusion of what? Harry glanced at Ron, who looked as stumped as he was; Hermione’s hand had shot into the air.

‘I don’t know, sir,’ said Harry. Snape’s lips curled into a sneer.

‘Tut, tut -- fame clearly isn’t everything.’

He ignored Hermione’s hand.

‘Let’s try again. Potter, where would you look if I told you to find me a bezoar?’ (Rowling, 1997, p. 151)

The inquiry method needs students to solve the task independently. This method used by Professor Snape is presented in the fourth book *Harry Potter and the Goblet of Fire*. The class is told to research antidotes very carefully. Professor Snape “had hinted that he might be poisoning one of them before Christmas to see if their antidote worked” (Rowling, 2000, p. 257).

In the case of methods based on the source and the kind of cognition, Professor Snape works with the monologue method, the dialogue method, the text usage method, illustrative methods, practical methods, and participative methods. The monologue method is represented by explanation. Professor Snape does not explain much during Potions. He rather explains in Occlumency as mentioned above. The dialogue method can be seen in

*Harry Potter and the Order of the Phoenix*. Harry is not focused and he spoils his potion. Professor Snape asks him to discover the mistake in the procedure, “‘Did you do everything on the third line, Potter?’ ‘No,’ said Harry very quietly. ‘I beg your pardon?’ ‘No,’ said Harry, more loudly. ‘I forgot the hellebore.’” (Rowling, 2003, p. 211). Other examples of the dialogue do not appear in Professor Snape’s teaching. Perhaps this is caused by his image of the autocratic teacher; the dialogue using the dialogue method might hint at an interest in students which Snape does not have. The text usage method is very frequent in Professor Snape’s lessons. The students work with Potions or Defence against the Dark Arts textbooks (Rowling, 2005, p. 430), they copy recipes from the blackboard and then they have to follow these instructions consistently while they make potions:

‘The ingredients and method –’ Snape flicked his wand ‘- are on the blackboard –’ (they appeared there) ‘- you will find everything you need —’ he flicked his wand again ‘- in the store cupboard —’ (the door of the said cupboard sprang open) ‘- you have an hour and a half... start.’ (Rowling, 2003, p. 210)

And Snape’s students also have to do written assignments in both subjects – Potions and Defence against the Dark Arts, “‘Homework: twelve inches of parchment on the properties of moonstone and its uses in potion-making, to be handed in on Thursday’” (Rowling, 2003, p. 211). The illustrative method is used in *Harry Potter and the Half-Blood Prince* when Professor Snape teaches his first Defence against the Dark lesson. Professor Snape shows them pictures of people who suffer several painful spells and meet some magical creatures:

‘These pictures,’ he indicated a few of them as he swept past, ‘give a fair representation of what happens to those who suffer, for instance, the Cruciatus Curse’ (he waved a hand toward a witch who was clearly shrieking in agony) ‘feel the Dementor’s Kiss’ (a wizard lying huddled and blank-eyed, slumped against a wall) ‘or provoke the aggression of the Inferius’ (a bloody mass upon ground). (Rowling, 2005, p. 169)

Practical methods are essential for Potions. Students directly practice making the potions they are taught. They practice potion making every lesson, even during the first lesson. Professor Snape “set them to mixing up a simple potion to cure boils. He swept around in his long black cloak, watching them weigh dried nettles and crush snake fangs, criticizing almost everyone except Malfoy, whom he seemed to like” (Rowling, prvni, potion master). And finally, the participative method is mentioned above. In the sixth year

at Hogwarts in Defence against the Dark Arts, Snape takes part in the lesson in nonverbal spells.

### **Professor Trelawney**

Professor Sibyll Trelawney is a teacher of the subject Divination. Students at Hogwarts can choose Divination in their third year, as Harry, Ron and Hermione do. However, Hermione gives up it early because it makes no sense to her. Actually, Harry and Ron think that Divination is a useless subject but they find it less difficult than subjects as Arithmancy.

The teaching of Professor Trelawney has such features as the autocratic and also anti-autocratic type of teaching. As regards autocratic teaching, Professor Trelawney entirely rules her classes and she does not adapt even the conditions in the classroom:

‘It’s going to be boiling in Trelawney’s room, she never puts out that fire,’ said Ron as they started up the staircase toward the silver ladder and the trapdoor. He was quite right. The dimly lit room was swelteringly hot. The fumes from the perfumed fire were heavier than ever. Harry’s head swam as he made his way over to one of the curtained windows. (Rowling, 2000, p. 625)

The students of the autocratic teacher (Kalhous & Obst, 2000) fulfil the teacher’s instructions without any inner persuasion. The classes of Professor Trelawney are quite stupid for Harry and Ron: for example, the topic of a half of the semester in the third year is crystal-gazing into an Orb, during which “Harry felt extremely foolish, staring blankly at the crystal ball, trying to keep his mind empty when thoughts such as ‘this is stupid’ kept drifting across it. It didn’t help that Ron kept breaking into silent giggles and Hermione kept tutting” (Rowling, 1999, p. 321).

Another feature of autocratic teaching is the fighting between the class and the teacher. In the case of Professor Trelawney, Hermione expresses her disagreement with the teacher and her doubts about the professor’s proficiency. Finally, this leads to Hermione’s giving up the subject. Professor Trelawney very often predicts a death represented by a Grim in anything such as an Orb, palm, or teacup: “‘Oh, for goodness’ sake!’ said Hermione loudly. ‘Not that ridiculous Grim again!’” (Rowling, 1999, p. 322).

Paradoxically, Professor Trelawney has a characteristic of an anti-autocratic teacher. This kind of teacher is not respected much by the students and in problematic situations he or she uses the tools of the autocratic teacher. The students are not used to this

reaction and it makes a rather strange or unusual impression since it is not based on the typical rules of the class. Professor Trelawney remains mostly unaware of the ironic comments by the students but sometimes she does notice them and gives her students some extra homework as a punishment. One example of this occurs during the lesson in reading about movements of the planets, when a student called Lavender Brown discovers the planet Uranus. Ron Weasley is excessively ironic when he wants to see this planet in Lavender's chart and the Professor reacts thus:

'A detailed analysis of the way the planetary movements in the coming month will affect you, with reference to your personal chart,' she snapped, sounding much more like Professor McGonagall than her usual airy-fairy self. 'I want it ready to hand in next Monday, and no excuses!' (Rowling, 2001, p. 222)

With reference to Harmer's typology, Professor Trelawney's teaching is rather pairwork instead of teacher-fronted; for this reason she cannot be classified as a controller. On the other hand, she acts like other types of teachers: she can be supposed to be a prompter, participant and resource. The prompter supports students to be creative (Harmer, 2007). Sibyll Trelawney leads the student to predict their future on their own. They work in pairs and they try to foretell the future to one another:

'Right,' said Ron as they both opened their books at pages five and six.

'What can you see in mine?'

'A load of soggy brown stuff,' said Harry. (Rowling, 1999, p. 116)

She also helps them when they lose their thread with instructions such as "Broaden your minds" (Rowling, 1999, p. 116). Professor Trelawney does not only passively watch the students during the activity; she also participates and guesses the future of some students herself. She "spent half the lesson telling everyone that the position of Mars with relation to Saturn at that moment meant that people born in July were in great danger of sudden, violent deaths" (Rowling, 2000, p. 379). This prediction reveals that she is not tactful because Harry Potter is born in July and he is going to fight with a savage dragon. Fortunately, her prediction turns out to be completely wrong. The third type of the teaching appearing during Professor Trelawney's lessons is the resource: when the students ask for help or information, she answers their questions. This can be illustrated by the case of the planet Uranus mentioned above when Lavender Brown is excited about her discovery, "'Oh Professor, look! I think I've got an unsuspected planet! Oooh, which one's that, Professor?' 'It is Uranus, my dear,' said Professor Trelawney, peering down at the chart" (Rowling, 2000, p. 222).

Despite Professor Trelawney's being a not so favoured teacher, she uses quite a wide range of methods. As for methods based on cognitive activities, she applies the informational-receptive method and also reproductive method. The first is represented by her somewhat theatrical explanation of, for example, what the Grim is, "The Grim, my dear, the Grim!" cried Professor Trelawney, who looked shocked that Harry hadn't understood. "The giant, spectral dog that haunts churchyards! My dear boy, it is an omen – the worst omen – of death!" (Rowling, 1999, p. 118). Written assignments are examples of the reproductive method: in this case the students reproduce their received knowledge in written form. And the students of Professor Trelawney do many written assignment: in the fifth year at Hogwarts, the students have to keep a dream diary for a month as homework.

The methods classified in terms of the source and the kind of cognition are represented by the monologue methods, text usage methods and practical methods. Only the explanation can be supposed to be a monologue method of Professor Trelawney; this is illustrated by the extract above. She does not give lectures; students search for nearly everything in textbooks. Whatever they see in the teacup, in the Orb, or in their palms, they look for the meaning in 'Unfogging the Future', or in the 'Dream Oracle' when they check their dreams. The practical methods can be seen in direct attempts to predict the students' future.

### **Professor Umbridge**

Professor Dolores Umbridge is an official at the Ministry of Magic and she is sent by the Ministry to the school in Hogwarts to teach Defence against Dark Arts in order to take control of the school and to suppress the rumour about Lord Voldemort's return. Professor Umbridge teaches Harry Potter in his fifth year in Hogwarts. At the end of the school year, she offends a herd of centaurs and they injure her. In addition, the Ministry's attitude to Hogwarts changes because there is evidence of Lord Voldemort's comeback; therefore Umbridge does not continue teaching the following school year.

Dolores Umbridge acts as a kind person: this is conveyed by the way she talks: "Well, Miss Granger, I think the course aims are perfectly clear if you read them through carefully" said Professor Umbridge in a voice of determined sweetness" (Rowling, 2003, p. 218). She demonstrates her pretended kindness also with the way she decorates her office because pictures of cute kittens are not usually connected with pain and cruelty, "she

continued to scribble for a few moments. Harry watched some of the foul kittens gambolling around the plates over her head, wondering what fresh horror she had in store for him” (Rowling, 2003, p. 554).

In terms of the teacher’s personality, Professor Umbridge is a typical example of the autocratic teacher. This kind of a teacher does not respect students’ opinions and this is a distinguishing feature of Professor Umbridge. During the lesson of Defence Against Dark Arts, Hermione Granger expresses her opinion about Mr Slinkhard’s counter-jinxes theory. Contrary to him, she thinks that counter-jinxes are quite useful in situations of attack. However, Professor Umbridge completely suppresses this opinion: ““Well, I’m afraid it is Mr Slinkhard’s opinion, and not yours, that matters within this classroom, Miss Granger”” (Rowling, 2003, p. 284).

The classes of autocratic teachers are characterized by an atmosphere of conflict between students and the teacher. The students do not cooperate with the teacher. An example is Harry’s reaction:

For a moment, Harry thought she was going to scream at him. Then she said, in her softest, most sweetly girlish voice, ‘Come here, Mr Potter, dear.’ He kicked his chair aside, strode around Ron and Hermione and up to the teacher’s desk. He could feel the rest of the class holding its breath. He felt so angry he did not care what happened next. (Rowling, 2003, p. 221)

Not only Harry Potter fights with Dolores Umbridge. When students realize that they are not going to use any magic in the classes of the Defence against Dark Arts, they express aloud their misgivings because there is the danger of Lord Voldemort and the students want to be able to defend themselves against him. At least four students engage themselves in the discussion, the effect of which is the demonstration of Umbridge’s predominance: Harry obtains a detention. Umbridge deals with this in an unexpectedly quiet way:

Professor Umbridge pulled a small roll of pink parchment out of her handbag, stretched it out on the desk, dipped her quill into a bottle of ink and started scribbling, hunched over so that Harry could not see what she was writing. Nobody spoke. After a minute or so she rolled up the parchment and tapped it with her wand; it sealed itself seamlessly so that he could not open it. ‘Take this to Professor McGonagall, dear,’ said Professor Umbridge, holding out the note to him. (Rowling, 2003, p. 222)

This extract is also an example of the fact that Dolores Umbridge is not definitely a liberal or democratic teacher. If so, she would change the curriculum according to the students’ wish for some magic practice. This is also evidence that Professor Umbridge is a

bureaucratic teacher: she sets several rules at the beginning of the first lesson and follows them during the whole school year without giving students a chance to negotiate any change:

‘Well, good afternoon!’ she said, when finally the whole class had sat down.

A few people mumbled ‘good afternoon’ in reply.

‘Tut, tut,’ said Professor Umbridge. ‘That won’t do, now, will it? I should like you, please, to reply *Good afternoon, Professor Umbridge*. One more time, please. Good afternoon, class!’

‘Good afternoon, Professor Umbridge,’ they chanted back at her. (Rowling, 2003, p. 215)

With respect to the type of an activity during a lesson or a phase of a lesson, she can be the controller; however, the description ‘controller’ applies only in as much as she brings the class to order. She neither reads aloud, nor organises questions, nor lectures; instead, she merely sits behind her desk and controls discipline in the classroom:

‘Wands away’ she instructed them all with a smile, and those people who had been hopeful enough to take them out, sadly returned them to their bags. ‘As we finished Chapter One last lesson, I would like you all to turn to page nineteen today and commence *Chapter Two, Common Defensive Theories and their Derivation*. There will be no need to talk.’ (Rowling, 2003, p. 283)

This extract could also be evidence of her being a prompter. This kind of teacher helps students when they forget what they should do and Umbridge reminds them of the last chapter and the material for this lesson. On the other hand, it can be classified rather as giving instructions instead of helping. Professor Umbridge does not represent any other of the Harmer’s kinds of teachers divided according to their action during the lesson. She can not be supposed to be even the resource because she absolutely does not give the students any information of their subject matter.

Moving on to the teaching methods used by Professor Umbridge, her method based on cognitive activity of students is in the informational-receptive category. Students read a textbook entitled ‘Defensive Magical Theory’ by Wilbert Slinkhard: “‘I should like you to turn to page five and read *Chapter One, Basics for Beginners*. There will be no need to talk’” (Rowling, 2003, p. 217). As mentioned above, the second lesson contains the second chapter of the book; therefore, it may be supposed that the rest of the lessons throughout the school year follow a similar pattern.

As regards a source of cognition, Professor Umbridge uses verbal methods, or more specifically, she applies the text-usage method. It is a very comfortable method for her because she does not need to do any preparation for individual lessons and she is sure that

the lessons cover the whole curriculum for the particular school year. The drawback to such an approach is that a monotonous activity is not very effective and it is not engaging for the students at all. Rowling (2003) described the dullness of her lesson:

Harry felt his concentration sliding away from him; he had soon read the same line half a dozen times without taking in more than the first few words. Several silent minutes passed. Next to him, Ron was absentmindedly turning his quill over and over in his fingers, staring at the same spot on the page. (p. 217)

### **Commentaries**

At Hogwarts, there are more and less popular teachers. From the Harry's point of view, more teachers are popular than unpopular ones. There is also a group of teachers, who Harry Potter has rather neutral attitude to.

Professor Binns is a very peculiar teacher. He consistently sticks to his teaching procedure devised centuries ago and is not willing to make any changes. It is possible that this is caused by the fact that he is a ghost. Professor Binns belongs to the group of neutral teachers.

Professor Albus Dumbledore shows his teaching only with individual student's classes. He would perhaps apply different attitudes and methods in the case of the whole-class teaching. But in the individual sessions he is always in a good mood; he is an equitable teacher who runs his lessons almost, as it were, unwittingly. The lessons seem to be interesting excursions and more in the form of a friendly chat. Professor Dumbledore is very popular.

Professor Flitwick is a good and very popular teacher who uses revision extensively, as in the beginning of the fourth year: They then spent over an hour revising Summoning Charms, which according to Professor Flitwick were bound to come up in their OWL, and he rounded off the lesson by setting them their largest ever amount of Charms homework. (Rowling, 2003, p. 232) In addition, the students learn the specific subject matter which is going to be tested in the O.W.L. exams in the end of the school year. This attitude demonstrates the preparedness of this teacher, something which is not commonplace for other teachers at Hogwarts.

Rubeus Hagrid is a rather different teacher than the others teaching at Hogwarts. He does not have the title 'Professor' because he had not graduated. He was expelled for the suspicion of his releasing a basilisk from the Chamber of Secrets. Actually, Lord

Voldemort had opened the chamber; however, Hagrid is not acquitted and actually nobody cares about his acquittal, even Hagrid does not. He likes his work as a gamekeeper. As it is noticeable from the extracts where Hagrid speaks, he does not use Standard English. It is maybe caused by his lack of education. Hagrid is obsessed with magical creatures and dreams about having a dragon: “Hagrid simply loved monstrous creatures, the more lethal, the better” (Rowling, 2000, p. 218). Dumbledore as headmaster appoints Hagrid to teach Care of Magical Creatures due to his deep knowledge and limitless love to every magical creature. Rubeus Hagrid is very popular by Harry Potter. Unfortunately, he is not popular because of his teaching qualities but for his friendship with Harry outside the school.

Professor Lockhart is – at least at the beginning of the school year – popular with girls. As for the teaching methods used, he changes his approach after the first lesson and for some of the students his teaching becomes usually boring. In addition, all Lockhart’s knowledge is merely theoretical due to his stolen fame of other magicians and he is able to produce the only one piece of charm: the Memory Charm. Harry’s attitude to Lockhart is neutral.

Professor Lupin belongs to the group of the most popular teachers not only with Harry Potter, but also with the majority of students. Not only Professor Lupin’s methods but also his attitude to students – he never forgets to appreciate every student who works well during the lesson – leads to his popularity among the students: “In no time at all, Defence Against the Dark Arts had become most people’s favourite class. Only Draco Malfoy and his gang of Slytherins had anything bad to say about Professor Lupin” (Rowling, 1999, p. 154).

Professor Minerva McGonagall is an example of the autocratic teacher who is favoured by the students. She is strict. At the first lesson, Harry thinks that she is not a teacher to cross (Rowling, 1997) but the students appreciate that she is also fair-minded and maybe sometimes even unpredictable, for example when she takes Harry Potter to introduce him to the captain of the Gryffindor Quidditch team and Harry thinks that she is going to expel him from Hogwarts (Rowling, 1997).

In the case of Professor Slughorn, the usage of homework is quite interesting because, unlike the other teachers, Professor Slughorn actually does not set any homework. But Rowling does not suggest this is something exceptional. Maybe it is an obviously welcome feature of Professor Slughorn’s lessons. Horacio Slughorn ranks among the

relatively popular teachers or rather neutral, at least for the fact that he does not bully anybody – unlike, for example, Professors Snape or Umbridge – and he also does not exaggerate problems. At first, Harry and Ron do not have any textbook or anything else needed for the subject and Professor Slughorn solves this problem easily: ““You can use ingredients from the store cupboard today, and I’m sure we can lend you some scales, and we’ve got a small stock of old books here, they’ll do until you can write to Flourish and Blotts”” (Rowling, 2005, p. 174). He is extremely friendly to students with somehow famous relatives or with those students who are extraordinary in some way themselves. This feature makes him annoying for Harry Potter due to Slughorn’s overdone friendliness to him.

Professor Snape is popular only with the Slytherin students. He is a head of Slytherin and he does not like students of other Houses. It is generally known that he favours the Slytherins and Harry wishes Professor McGonagall favoured students of her House too (Rowling, 1997). Professor Snape does not treat all students equally. If the Slytherin student Malfoy comes late to Potions, Professor just tells him to settle down. If Harry or Ron comes late, he will give them detention (Rowling, 1999).

As for Professor Trelawney, there is no reference to Trelawney’s success as a teacher in the whole saga. None of Harry Potter’s class is going to be a prophet. Nevertheless, Professor Trelawney tries to do her best to teach the students as much as possible with respect to the final exams. She arranges the lessons for students to be able to pass the exams and even foresees the exam questions so they learn the particular curriculum (Rowling, 1999). On the other hand, Hermione remarks that Professor Trelawney is actually the person who sets the exam so this is not a particularly noteworthy prediction. Harry Potter does not hate Professor Trelawney. Nevertheless, he also does not like her much. It is probably caused by her frequent predictions of his death.

Finally, Professor Umbridge is an unpleasant autocratic teacher who uses only one teaching method and is not willing to make any change in the way she teaches. Unlike other teachers, she uses corporal punishment. The students have to cut lines into back of their hands and it causes that she is hated by the majority of the students.

This chapter provides results of the research: there is stated which teaching styles and teaching methods are applied by teachers at Hogwarts. The findings are also

commented concerning their popularity with Harry Potter and the rest of the students. In the following chapter, the implications of this magical fictional world are considered in respect to real world.

## V. IMPLICATIONS

This chapter focuses on how the real world can be affected by the fictional world described within this piece of work because, although this thesis is based on materials gathered from fictional works, the lessons taught at Hogwarts are very realistic. Joanne Rowling not only writes what is happening during ordinary life at Hogwarts, but also the reader is given an extensive insight into the lessons. As mentioned previously, what is happening in lessons is described on approximately 5% of the total number of pages of the six books under analysis. This may seem not to be much; on the other hand, Harry Potter deals with many other affairs and problems so to have at least 5% of the story concerning his education is in fact not an insignificant amount.

As Rowling (“Biography”, 2012) claims on at her web page, she studied not only at a secondary school but also French and Classics at university. This brought her many experiences from the point of view of a student. In addition, she also states that she used to teach English as a foreign language in northern Portugal. This provided her with another experience: from the teacher’s perspective. The research published in this diploma thesis confirms her knowledge of the teaching profession: the teachers appearing in the Harry Potter saga demonstrate exactly the features defined in Czech and foreign sources.

### **Implications for Teaching**

When reading Harry Potter, teachers can realize their own mistakes. As a basis for analysis, eleven different teachers were chosen, representing with various teaching methods and teaching styles. Sometimes they also deal with demanding situations: for example several students are injured during Professor Snape’s lesson. He does not panic; he gives medical treatment to the injured students. Teachers reading this thesis may be advised by this not to panic in such situations. Another example is Professor McGonagall: when a teacher reveals that he is a person instead of a teaching machine, it would help improve the relationship between the students and the teacher. Although Hogwarts is fictional school, the teachers are described as they are real people. These teachers deal with numerous of different situations more or less similar to situations happening in a real school.

## Limitation of the Research

It must be admitted that most of the teachers show characteristics suitable for more than only one personality; Professor McGonagall or Professor Binns in particular appear to be rather schizophrenic. Usually the real, non-fictional teacher has one major personality. Or in the case of roles of teachers during their lessons, teachers teaching in a balanced way should act all five roles described on pp. 6. Hogwarts teachers usually demonstrate from only one role to four roles. It is quite interesting that Professor Trelawney, who is classified as a neutral, rather boring teacher, applies four roles: she is a controller, participant, resource, and prompter. And Harry's favourite teacher Professor Dumbledore is shown to be only a prompter. These results may be influenced by the fact that it could be considered inappropriate to cover 150 pages with writing about the educational process in books whose primary focus is on a quite different target: killing Lord Voldemort. If Rowling presented every lesson taught at Hogwarts, the teachers would almost certainly apply all roles of teachers and they would also demonstrate one major teaching personality. In addition, the length of the six books would be incomparably more extensive. But the reader is presented almost only those lessons which are somehow connected with useful spells and charms pushing the story forward: for instance, the spell 'Expelliarmus' disarms the enemy and it happens to be very useful in the fight with Lord Voldemort. Probably History of Magic with lessons in Werewolf Code of Conduct or the uprising of Elfric the Eager (Rowling, 1997) is the only subject whose curriculum does not help Harry Potter with the mortal combating Lord Voldemort. As is written at in the beginning of this chapter, 5% of the whole saga concerning the educational process is is not as little as it may seem, given the overall context. However, from a different point of view it does not provide sufficient evidence to allow any definitive conclusions to be drawn.

Another limiting point is that the theoretical part mainly refers to *Školní didaktika* by Zdeněk Kalhous and Otto Obst. There are many other sources with a variety of other division as for teaching styles as well as teaching methods. However, the research would be too fragmented with obtained findings that the results could be considerably confusing. Usage of the main source by Kalhous and Obst sufficiently provided the answer to the research question.

### **Suggestions for Further Research**

The further research would be aimed at the students at Hogwarts. It could describe their learning style and their attitude the teacher and to other students. Not only relationship between the student and the teacher affects the student's results, but also the relations with classmates are important. Students do not learn only at school, they have to do their homework and to study for examination. Therefore the atmosphere within particular Houses of Hogwarts has irreplaceable function.

This chapter summarized the findings of the thesis with respect to practical usage by teachers who would read this work and to possibilities of potential further research dealing with the same topic. The next chapter concludes the main findings of the research in terms of the research question and if the presuppositions are fulfilled.

## VI. CONCLUSION

In conclusion, there are summarized the findings obtained of this Diploma Thesis. The research question asks: Do popular teachers apply different attitudes and teaching methods than less popular teachers? There are three categories of teachers at Hogwarts: popular, unpopular and neutral teachers. In the case of their attitudes to students and their teaching methods these groups differ rather slightly, at first sight. Within a deeper research, there are some common features among teachers of particular group.

The unpopular teachers, Professor Snape and Professor Umbridge, are both autocratic and controllers. However, every teacher acts as a controller during the lesson, except Dumbledore. Being partly autocratic teacher is also an quite ordinary feature but it is prevailing at unpopular and also neutral teachers, as Professor Binns, Professor Lockhart, Professor Slughorn, and Professor Trelawney. The only popular teacher who shows autocratic attitudes to students is Professor McGonagall. As for methods used by unpopular teachers, most common methods are the informational-receptive method and text usage method. The informational-receptive method is special because this is the only method applied by every Hogwarts teacher. All teachers try to transfer ready-made knowledge to students. From the point of view of a person who does not know Professor Snape, his teaching is engaging and he is in students' favour. He uses a variety of methods. However, the number of methods is not enough to be a popular teacher. On the other hand, Professor Umbridge employs only two methods: the informational-receptive and text usage method. Regarding the number of teaching methods, it seems that extremes are not in students' favour.

The common features of popular teachers are their democratic teaching style. Three of these teachers teach solely democratically. They are Professor Dumbledore, Professor Flitwick, and Professor Lupin. Rubeus Hagrid is partially a liberal kind of teacher and Professor McGonagall appears to be also a patriarchal and bureaucratic type of teacher. As for Harmer's terminology, only Albus Dumbledore is not a controller, as it is mentioned above. Flitwick, Hagrid, and Lupin appear to be also participants and Lupin is a resource, too. In the case of popular teachers' methods, there is no difference from the unpopular teachers.

The group of neutral teachers show such features as both popular and unpopular teachers. That is why they are neutral. The common feature is Professor Binns' and

Professor Trelawney's anti-autocratic teaching style. The liberal teaching style is applied by Professors Binns and Lockhart. Professors Trelawney and Lockhart act also common teachers roles during lessons: they are participants and prompters. Teaching methods employed by neutral teachers are identical to other groups' methods. The common feature of neutral teachers' methods is the number of them. These teachers generally use more methods, from four Binns' methods to seven Lockhart's methods.

The presupposition is partially fulfilled. The expectation was that the less popular teachers used less engaging methods and their teaching style was autocratic or bureaucratic; and more popular teachers preferred democratic, liberal, or patriarchal teaching style and their methods was highly engaging. The Diploma thesis discovers that the popular and unpopular teachers working at Hogwarts School of Witchcraft and Wizardry differ, though very slightly. As for the teachers' attitudes, the expectation is complied. But the methods are similar among the groups of popular and unpopular teachers. Here the presupposition is not fulfilled. However, the popularity of Hogwarts teachers can not be classified only with accordance to their teaching methods. The teachers' division into popular, unpopular, and neutral teachers is based on Harry Potter's point of view. Professor Lockhart would not be classified as neutral by girls studying at Hogwarts, and he is also in favour of almost every witch because of his literary work and his handsome face. And for example Professor Snape is hated by Harry Potter but students of Slytherin House like him; Professor Snape is their House teacher and he privileges these students. The teachers' popularity also depends on their non-teaching personalities.

Teachers can find evidence that even at Hogwarts there are teachers applying standard teaching styles and methods. Teachers would realize what mistakes are made by less popular teachers and they would try to avoid these mistakes. Furthermore, they also could attempt to use teaching styles and method of popular Hogwarts teachers.

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APPENDICES

**Appendix A: Learner's division of methods based on cognitive activities**

Lerner's division based on cognitive activities	
informational-receptive method	explanation
	description
	texts
	pictures
	charts
reproductive method	repeated interview
	writing
	typal exercise solving
	language models
	imitation
	written and oral exercises
problem method	algorithm setting
heuristic method	algorithm usage, students' creativity
inquiry method	whole task solving

## Appendix B: Methods based on the source and the kind of cognition

The source and the kind of cognition		
Verbal methods	Monologue methods	Explanation
		narration
	Dialogue methods	instruction
		interview
		discussion
	Text usage method	dramatization
textbook		
	other text	
Illustrative methods	illustrative demonstrations by a teacher	
Practical methods	practice motoric and work skills	
	graphic activities and arts	
	working in a school lab	
	manual training	
Participative methods	situational methods	
	Roleplays	
	Brainstorming	
Educational games		

## **Appendix C: Hogwarts School of Witchcraft and Wizardry**

Hogwarts school of witchcraft and wizardry is situated somewhere in Scotland. Nobody knows where it actually is located, what is only known is that it is near an all-wizarding village of Hogsmead and a lake. Students start studying at the age of 11 and they attend this school seven years.

The subjects at Hogwarts are all magically special. There are elementary subjects: Astronomy, Charms, Defence against the Dark Arts, Herbology, History of Magic, Potions, and Transfiguration. In the third year students choose other subjects like Study of Ancient Runes, Arithmancy, Muggle Studies, Care of Magical Creatures, and Divination. Students take exams called O.W.L. (Ordinary Wizarding Level) at the end of the fifth year and on the basis of the results they are allowed to continue in their studies until another exam called N.E.W.T. (Nastily Exhausting Wizarding Tests). The choice of the N.E.W.T. subjects is also influenced by students' future job requirements. For example a magical policeman called an Auror needs Charms, Defence against the Dark Arts, Herbology, Transfiguration, and Potions.

The school consists of four Houses; every student belongs to one of these Houses. The Houses are described by the Sorting Hat, which sorts the students into a particular House. It sings its song of welcome at the beginning of every school year:

You might belong in Gryffindor,  
Where dwell the brave at heart,  
Their daring, nerve, and chivalry Set Gryffindors apart;  
You might belong in Hufflepuff,  
Where they are just and loyal,  
Those patient Hufflepuffis are true And unafraid of toil;  
Or yet in wise old Ravenclaw,  
if you've a ready mind,  
Where those of wit and learning,  
Will always find their kind;  
Or perhaps in Slytherin  
You'll make your real friends,  
Those cunning folk use any means  
To achieve their ends. (Rowling, 1997, p. 130)

## Appendix D: Teaching styles and methods employed at Hogwarts

	Teaching style - personality	Teaching style - role in the lesson	Lerner's division based on cognitive activities	A source and a kind of cognition
Binns	autocratic	controller	Informational-receptive method reproductive method	monologue methods
	democratic			text usage
	anti-autocratic			
	liberal			
Dumbledore	democratic	prompter	Informational-receptive method inquiry method	dialogue methods
				illustrative methods
Flitwick	democratic	controller	Informational-receptive method reproductive method	text usage
		participant		illustrative methods
Hagrid	democratic	controller	Informational-receptive method	monologue methods
	liberal	participant		illustrative methods
				practical methods
Lockhart	autocratic	controller	Informational-receptive method reproductive method problem method	monologue methods
	liberal	prompter		text usage
	patriarchal	participant		illustrative methods
				participative methods
Lupin	democratic	controller	Informational-receptive method reproductive method	monologue methods
		participant		dialogue methods
		resource		illustrative methods
				practical methods
McGonagall	autocratic	controller	Informational-receptive method reproductive method	text usage
	democratic			illustrative methods
	patriarchal			practical methods
	bureaucratic			
Slughorn	autocratic	controller	Informational-receptive method reproductive method problem method	monologue methods
	democratic			text usage
				practical methods
Snape	autocratic	controller	Informational-receptive method reproductive method inquiry method	monologue methods
		participant		dialogue methods
				text usage
				illustrative methods
				practical methods
				participative methods
Trelawney	autocratic	controller	Informational-receptive method reproductive method	monologue methods
	anti-autocratic	prompter		text usage
		participant		practical methods
		resource		
Umbridge	autocratic	controller	Informational-receptive method	text usage
	bureaucratic	prompter		

## SHRNUTÍ

Tato diplomová práce se zabývá různými typy učebních stylů a učebních metod. Teoreticky popisuje osobu učitele, jednotlivé učební styly podle dělení na autoritativní, demokratický, liberální, byrokratický, patriarchální a anti-autokratický přístup. Zmíněno je také dělení podle Jeremyho Harmera založeno na rolích učitele během vyučování. Teoreticky také popisuje různé výukové metody podle charakteru poznávacích činností a podle zdroje a druhu poznání. To vše s odkazem na několik významných metodických prací za použití pedagogického slovníku a několika online slovníků. Práce se věnuje jednotlivým učitelům Harryho Pottera. Cílem je zjistit, jestli oblíbení a neoblíbení učitelé mohou být rozlišováni podle rozdílných učebních stylů a metod. Rozbor jednotlivých učitelů se zaměřuje na jejich vzhled, vyučovací předmět, učební styl s ohledem na osobnost učitele a na roli učitele během hodiny, metody výuky podle poznávacích činností a podle zdroje a druhu poznání. Práce se zabývá oblíbeností učitelů z pohledu Harryho Pottera.