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Educating in Hogwarts style: A survey based on Harry Potter books, among students, ex-students and educators in Kolkata and parts of West Bengal, India

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Abstract

This paper highlights the results of a survey undertaken as snowball sampling method, among high school students, ex-high school students of West Bengal Council of Higher Secondary Education, and teachers and educators familiar with the board. The geographic region was Kolkata and parts of West Bengal. The survey presents opinions on how Harry Potter books can be used in classroom settings in WBCHSE to facilitate better learning and understanding. The survey results have been given separately for each group for better understanding and analysis.

Keywords: Harry Potter, West Bengal, Kolkata, Hogwarts, education

Introduction

J.K. Rowling's magnum opus, the *Harry Potter* (HP) series [1, 2, 3, 4, 5, 6], set against the backdrop of a hidden world of magic in the 20th century, has been regarded as an immensely popular work of literature. Despite its widespread popularity, the series is often given the label of the genre of Children's Literature within mainstream academics as well as in general opinion. While such sweeping generalizations the broad appeal of the series among children, adolescents and youth, they frequently overlook the rich, diverse and real educational setting that can be unearthed under critical eye. With this aim, a survey was undertaken to examine popular and relevant opinion regarding the series' impact on education in high schools of Kolkata, affiliated to West Bengal Council of Higher Secondary Education (WBCHSE).

Materials and Methods

This follows a quantitative research model, based on a survey that was collected using snowball sampling method, after initial purposeful sampling sent out by the corresponding author.

Results and Discussion

In this survey, 71 random samples were collected from various students and teachers. Participants were divided into two groups - students (sub-divided into 'High-School Students' and 'Ex-High-School Students') and teachers. The percentage of female population is slightly more (55%) than the male population (44%), with one participant choosing non-binary option (1%).

The survey is part of a research project aimed to affirm the possibility of using Harry Potter (HP) books in real classroom settings, to make teaching better in terms of pedagogy and subject matter learning.

The following analysis is made on the two groups of participants - Teachers and Students, starting with Teacher group first.

Survey results for Teachers

Demographics

The teacher group had 100% male respondents. Although the survey was sent to teachers of all genders, it appears only male teachers completed it.

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The survey was completed by 8 teachers, teaching subjects like English, Social Science, Science, Computer Science and Commerce subjects.

All the teachers selected English as the medium of instruction. All were based in Kolkata, except one, who was based in North 24 Parganas (district to the North of Kolkata). Five teachers are in the age group 23-30. Two teachers are aged 31-40, and one is aged 41-50.

Familiarity with HP

All the teachers, except one (a Math teacher), were familiar with HP. Out of 8 teachers, 3 (37.5%) had also read HP books, while 6 (75%) had watched the films.

Using HP for learning

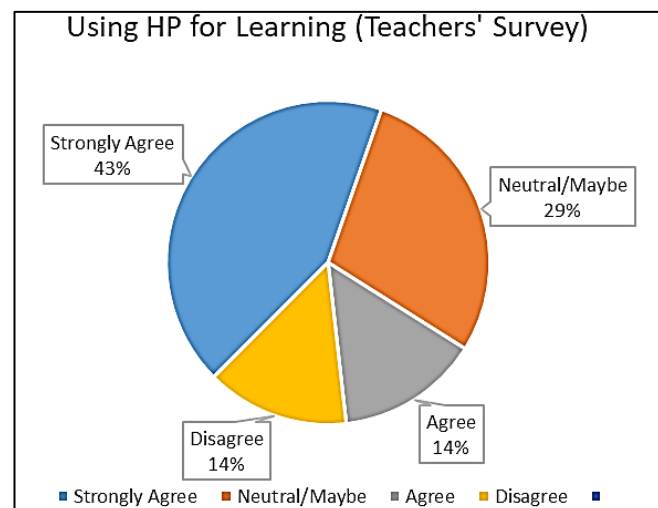


Fig 1: Survey Results for teachers on whether or not HP can be used in classroom settings in WBCHSE schools

3 teachers (37.5%) strongly agreed that using HP could enhance learning. These teachers taught subjects such as Social Studies and English, areas closely tied to the narrative themes of the series. All of them had both read the books and watched the films, suggesting that their comprehensive engagement with the series contributed to

their strong belief in its educational potential. The interdisciplinary nature of their subjects may have made it easier for them to see the relevance of Harry Potter in fostering creativity, moral development, and critical thinking.

One teacher of commerce (12.5%) agreed that HP can enhance learning. This teacher taught Math and Accounting-related subjects. Despite not reading the books, they had watched the films, which may have shaped their view of the series as visually engaging but perhaps less impactful for their specific field. Their moderate agreement suggests they recognized some potential, albeit not as strongly as those with deeper familiarity.

Two teachers (25%) were neutral/responded “maybe” to using HP for enhancing learning. Their subjects were Computer Science and English. Neither of these teachers had read the books, but one (Computer Science) had watched the films.

Only one Science teacher (12.5%) disagreed that using HP can enhance learning. This teacher taught Science and had only watched the films, which might explain their response. No one selected the Strongly Disagree option.

This mix of responses highlights that while the majority view Harry Potter as a tool for enhancing engagement, there remains a need for clearer examples or strategies to demonstrate its practical benefits in education. Teachers who had both read the books and watched the films were more likely to strongly agree with the idea of using Harry Potter stories to engage students. Subjects like Social Studies and English, which naturally align with narrative and moral development, saw higher agreement levels. In contrast, teachers with limited or no engagement with the series, particularly in fields like Computer Science and Science, showed more neutral or sceptical responses. This analysis highlights the importance of familiarity with both the books and films in recognizing the series' potential for enhancing student engagement.

Aspects that can be used from HP

The data reveals interesting insights into the perspectives of teachers regarding the usefulness of aspects from the Harry Potter series for educational purposes.

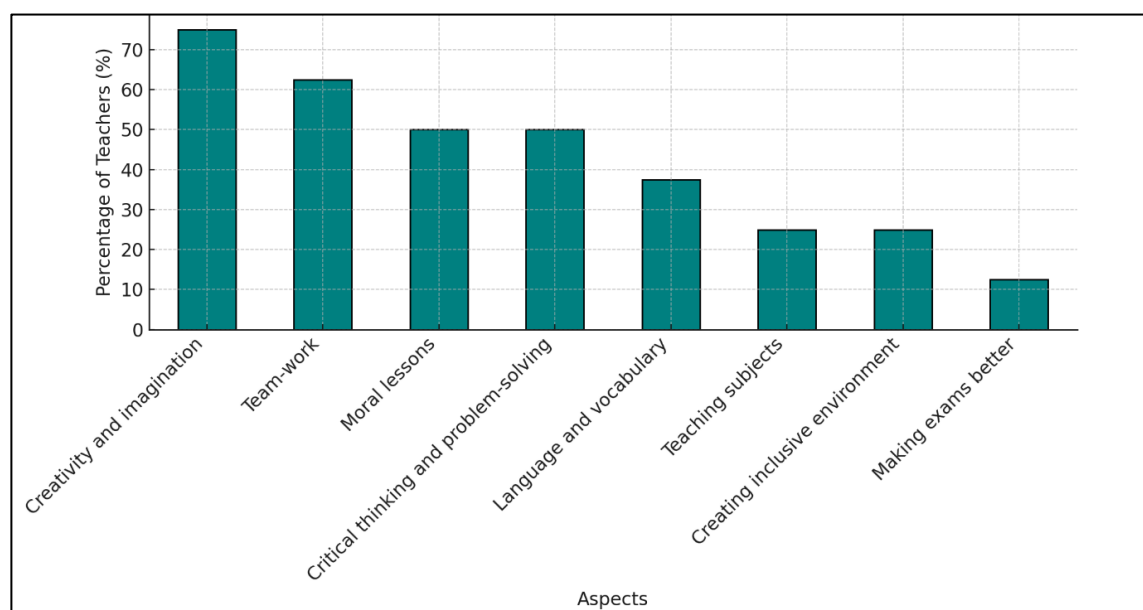


Fig 2: Survey Results for teachers on aspects from HP that may be used in WBCHSE classrooms

The most widely recognized aspect of the Harry Potter series was Creativity and Imagination, selected by 75.0% of teachers (6 out of 8). Teachers from diverse fields, including Science, Social Studies, Computer Science, and English, emphasized this aspect. While only half of these teachers had read the books, all but one had watched the films, suggesting that the series' rich storytelling and visual representation strongly inspire innovation and creativity across various disciplines.

Team-work was the second most favored aspect, chosen by 62.5% of teachers (5 out of 8). Teachers specializing in Computer Science, Social Studies, and English highlighted the series' capacity to promote collaboration. Among them, four had watched the films, and three had read the books, indicating that the depiction of cooperative dynamics in the Harry Potter series resonated with educators, especially through its visual format.

Moral Lessons and Critical Thinking and Problem-Solving were each identified by 50.0% of teachers (4 out of 8). Teachers selecting moral lessons primarily taught English, Social Studies, and Hindi. Notably, 75% of these teachers had both read the books and watched the films, showing how a comprehensive engagement with the series enhances recognition of its ethical themes. Similarly, teachers selecting critical thinking mostly came from English and Social Studies backgrounds, with the same proportion having engaged with both books and films. This reflects the series' ability to encourage analytical thinking and ethical decision-making.

Language and Vocabulary was chosen by 37.5% of teachers (3 out of 8). Teachers highlighting this aspect primarily taught English, Social Studies, and Hindi. All these teachers had both read the books and watched the films, underscoring the significant role of the written text in developing linguistic and vocabulary skills. The presence of familiar, engaging narratives enhances the learning potential in language-based subjects.

Creating an Inclusive Environment and Teaching Subjects were each selected by 25.0% of teachers (2 out of 8). Teachers who valued inclusivity taught English, with one teacher having read the books and watched the films, and the other relying only on the films. For teaching-specific integration, responses came from Math, Accounting, and English educators. One teacher engaged only with the films, while the other was familiar with both books and films, suggesting a mixed perspective on the series' relevance to formal subjects.

Making Exams Better was the least selected aspect, chosen by 12.5% of teachers (1 out of 8). The teacher who selected this option taught English and had read both the books and watched the films. This highlights a more niche understanding of how the series could inspire innovative assessment strategies.

Assessments using HP

Teachers offered diverse perspectives on the types of assessments that could be developed using Harry Potter themes. These preferences reflect their subjects, familiarity with the series, and teaching styles.

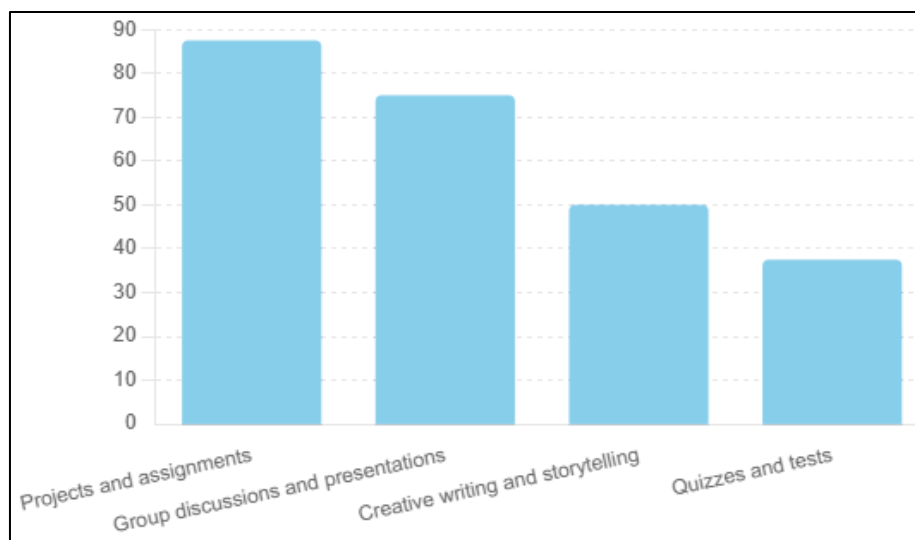


Fig 3: Survey results for teachers on what type of assessments that may be developed using HP in WBCHSE classrooms

The most frequently selected assessment type, 87.5% of teachers (7 out of 8), favored projects and assignments. This reflects a strong belief in the use of Harry Potter for fostering independent and collaborative creative tasks, such as designing magical artifacts, writing character studies, or conducting thematic research. Teachers who preferred this option predominantly taught English, Social Studies, and related humanities subjects, aligning with the narrative and analytical richness of the series.

Chosen by 75.0% of teachers (6 out of 8), group discussions and presentations were the second most popular assessment type. Teachers saw significant potential for using Harry Potter themes as a medium for debates, oral communication,

and collaborative learning activities. Common topics could include exploring character motivations, analyzing moral dilemmas, or discussing the societal parallels within the series. This option was particularly appealing to teachers of English and Social Studies.

Selected by 50.0% of teachers (4 out of 8), creative writing and storytelling capitalize on the narrative richness of Harry Potter. Teachers saw opportunities for students to craft imaginative essays, alternate story endings, or original works inspired by the Wizarding World. This option was especially popular among teachers of English and Social Studies, reflecting the alignment of creative writing with their curriculum.

Chosen by 37.5% of teachers (3 out of 8), quizzes and tests were less popular than other options. However, they still represent a recognition of the series' potential for traditional assessments, such as comprehension tests, character identification exercises, and thematic quizzes. Teachers selecting this option likely saw it as a structured way to evaluate students' understanding of the material.

Trends Based on Familiarity with Harry Potter

Teachers who had both read the books and watched the films leaned more towards creative and collaborative assessments like projects, storytelling, and group discussions. Their familiarity with the depth and themes of the series likely enabled them to envision its broader educational potential. On the other hand, teachers who had only watched the films tended to choose general formats like quizzes and presentations, indicating a less detailed

understanding of the narrative.

Subjects and Assessment Choices

Assessment preferences varied based on the subjects taught: English and Social Studies teachers heavily favored creative and interactive options such as projects, storytelling, and presentations, aligning well with their focus on narrative analysis and moral exploration.

Computer Science teachers leaned towards group discussions, likely exploring themes like problem-solving or technological analogies within the series.

Science and Math teachers preferred quizzes and projects, reflecting their emphasis on structure and tangible outcomes.

Rating the Teachers

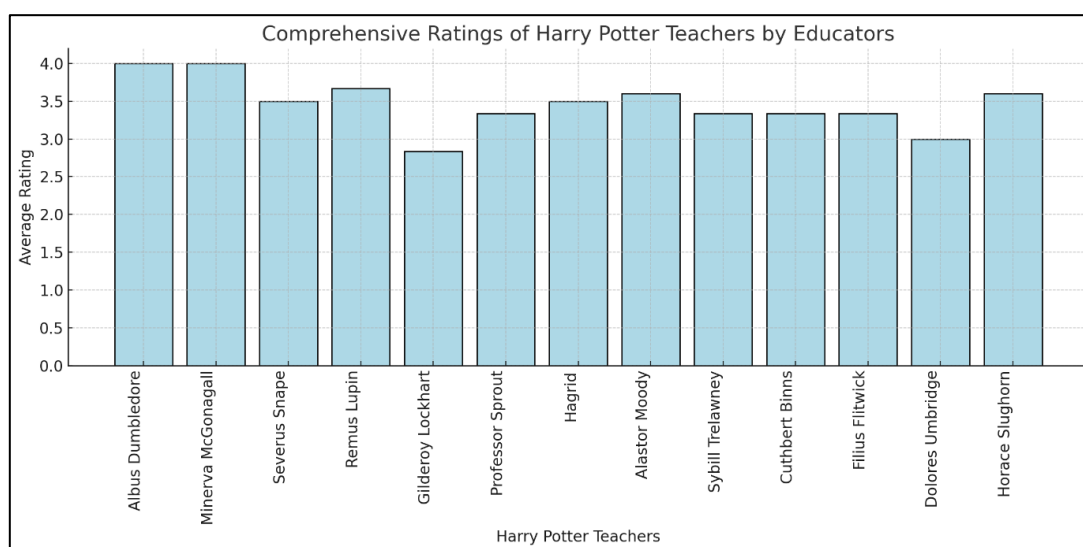


Fig 4: Survey results for teachers on rating Hogwarts professors

Highest-Rated Teachers

1. Albus Dumbledore and Minerva McGonagall received the highest average ratings of 4.0 from 6 respondents each. Their leadership, wisdom, and teaching prowess made them standout figures in the series.
2. Alastor Moody and Horace Slughorn followed with average ratings of 3.6, reflecting their distinct and effective teaching approaches. Moody's no-nonsense attitude and Slughorn's focus on networking and talent-spotting likely contributed to these ratings.

Moderately Rated Teachers

3. Remus Lupin garnered an average rating of 3.67 from 6 respondents. His practical and empathetic teaching methods made him a favorite among fans and educators alike.
4. Hagrid, Severus Snape, Sybill Trelawney, Cuthbert Binns, Filius Flitwick, and Professor Sprout all received average ratings in the range of 3.33 to 3.5. These ratings indicate balanced views, with acknowledgment of their unique contributions to the narrative and teaching styles.

Lowest-Rated Teacher

5. Dolores Umbridge and Gilderoy Lockhart received the lowest ratings of 3.0 and 2.83, respectively. Umbridge's

authoritarian and punitive methods and Lockhart's incompetence and self-centered behavior likely contributed to these perceptions.

One must also note that Alastor Moody and Horace Slughorn were skipped the most, with 3 teachers not rating them due to unfamiliarity. All other teachers, including Hagrid, Dumbledore, McGonagall, Snape, and Lupin, were skipped by 2 teachers each.

Analysis of Student Group

This group includes students, both present and ex-high school, totalling a number of 63.

Demographics

The survey was completed by 33 high school students and 30 ex-high school students: There were 22 male respondents and 8 female respondents in Ex-High School Students, while there was only one male respondent and 31 respondents in high school students. There was also one student who selected Non-Binary. This distribution shows a significant gender imbalance in both groups. High School Students are predominantly female, while Ex-High School Students have a higher number of male respondents.

For the ex-high school student group, English is the dominant medium among Ex-High School Students (26 respondents), while Bengali is more common among High

School Students (25 respondents). Additionally, most students across both categories are from Kolkata, with fewer respondents from surrounding districts.

Most students of ex-high school group hail from private schools (28 respondents) while it is just the opposite for high school students, with 30 students hailing from Govt. schools.

Familiarity with HP

In the Ex-High School Students group, there were 30 respondents, out of which 90.0% (27 students) had watched the Harry Potter films. 53.3% (16 students) had also read the books. Only one student was completely unfamiliar with the series.

In the High School Students group, there were 33 respondents, out of which 60.6% (20 students) had watched the Harry Potter films. 36.4% (12 students) had also read the books. However, 18.2% (6 students) were completely unfamiliar with the series.

The results show that Ex-High School Students are significantly more familiar with Harry Potter than current High School Students. Film familiarity is much higher than book familiarity in both groups, but the gap is more pronounced among High School Students. High School Students have a higher percentage (18.2%) of those unfamiliar with the series, compared to just 3.3% among Ex-High School Students.

Using HP for Learning

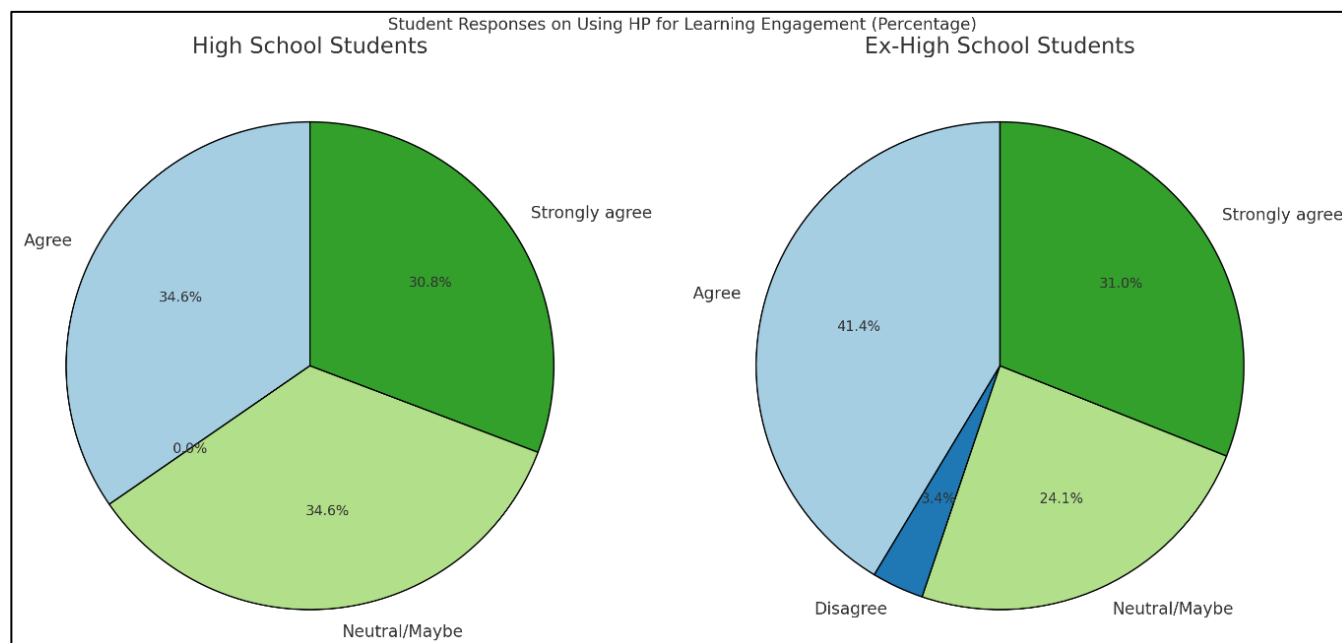


Fig 5: Survey Results for students on whether or not HP can be used in classroom settings in WBCHE schools

Ex-High School Students show stronger agreement, with 70.0% (21 students) agreeing or strongly agreeing, compared to 51.5% (17 students) of High School Students. Neutral/Maybe responses are more common among High School Students (27.3%), indicating hesitation or a lack of strong opinions. Only 1 Ex-High School Student disagreed, while no High School Student outright rejected the idea.

Among Ex-High School Students, those who strongly agreed that Harry Potter could enhance learning engagement accounted for 30.0% (9 students). All of them had watched the films, while five had also read the books. This suggests that deeper engagement with both formats reinforced their belief in the series' educational potential. The 40.0% (12 students) who agreed also showed a high familiarity, with all having watched the films and eight having read the books. Their moderate agreement implies that while they saw value in using HP for learning, they did not find it as compelling as those who strongly agreed.

In contrast, 23.3% (7 students) responded neutrally, with five having watched the films but only two having read the books. One student in this category was completely unfamiliar with HP, having neither read the books nor watched the films. Their uncertainty may stem from limited exposure to the series, making it difficult for them to form a strong opinion. The single Ex-High School Student (3.3%)

who disagreed had both read the books and watched the films, indicating that their skepticism was based on a deeper evaluation rather than a lack of familiarity. This suggests that while most students saw potential in using HP for learning, some felt it did not align with traditional educational methods.

Among High School Students, 24.2% (8 students) strongly agreed that HP could make learning more engaging. Seven of them had watched the films, while four had also read the books. Interestingly, one student in this category had neither read the books nor watched the films, suggesting that their response may have been influenced by general perceptions rather than personal engagement. The 27.3% (9 students) who agreed showed a similar pattern, with seven having watched the films but only four having read the books. Two students in this group had neither read nor watched HP, indicating that their opinion may have been formed based on indirect exposure, such as discussions with peers or media influence.

The 27.3% (9 students) who responded neutrally included six who had watched the films and four who had read the books. Three students in this category were completely unfamiliar with HP, having neither read nor watched it. Their lack of engagement likely contributed to their uncertainty. Unlike the Ex-High School Students, no High

School Student outright disagreed with the idea of using HP for learning, suggesting that even those unfamiliar with the series did not reject its potential outright.

This analysis highlights a strong correlation between familiarity with HP and positive perceptions of its educational value. Students who had both read the books and watched the films were more likely to strongly agree that the series could enhance learning engagement. Ex-High School Students were more confident in their agreement (70%) compared to High School Students (51.5%), likely because they had a broader perspective and a more reflective view of their education. Students with limited or no engagement, particularly those who had neither read the books nor watched the films, were more likely to be neutral. Interestingly, among those who disagreed, all had full familiarity (books + films), suggesting their stance was based on deeper evaluation rather than lack of exposure. Unlike Ex-High School Students, none of the High School Students outright rejected the idea of HP being useful for learning, indicating that younger students may be more open to exploring new learning approaches.

Key Takeaways

Students who had both read the books and watched the films were more likely to "strongly agree" with using HP in education.

Ex-High School Students had higher overall agreement (70%) compared to High School Students (51.5%).

Students with limited or no engagement (especially those who had neither read the books nor watched the films) were more likely to be neutral.

Among those who disagreed, all had full familiarity (books + films), suggesting their stance was based on deeper evaluation rather than lack of exposure.

Unlike Ex-High School Students, none of the High School Students outright rejected the idea of HP being useful for learning.

Aspects that can be used from HP

This part of the survey was only filled by those who had expressed familiarity with HP. Both High School Students and Ex-High School Students identified several aspects of the HP series that they believe could be beneficial for education.

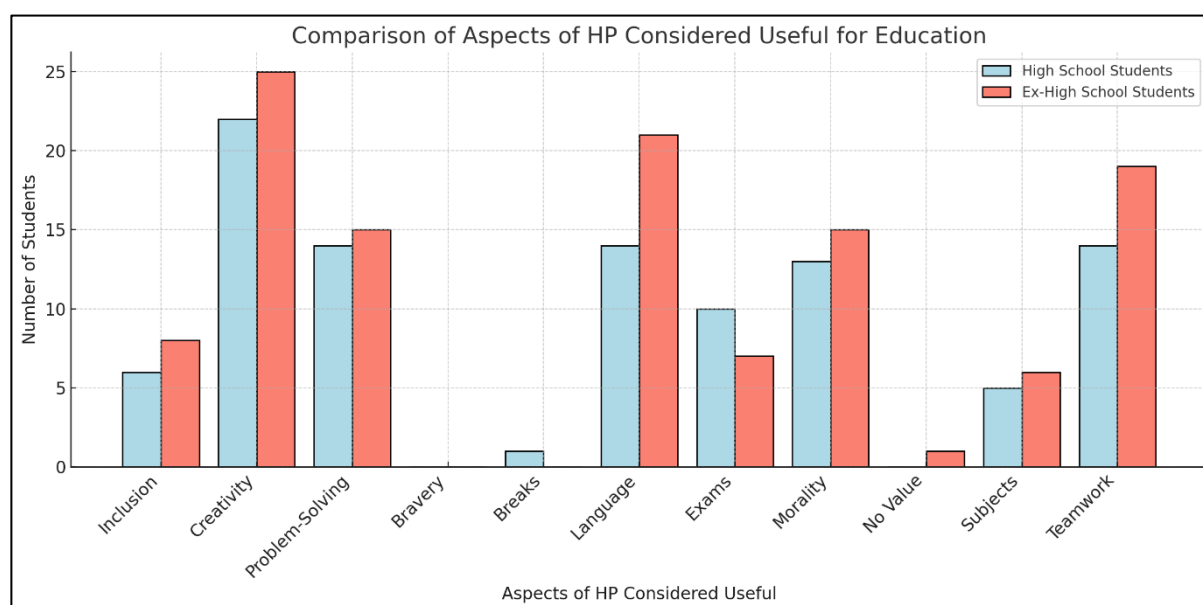


Fig 6: Survey Results for students on aspects from HP that may be used in WBCHSE classrooms

Among High School Students, the most commonly selected aspect was Creativity and Imagination, chosen by 22 students. This indicates a strong recognition of how HP fosters creativity, particularly through its magical world and storytelling. Following this, Critical Thinking and Problem-Solving, Team-Work, and Language and Vocabulary were each chosen by 14 students, highlighting their value in developing reasoning skills, collaboration, and linguistic abilities. Moral Lessons were noted by 13 students, emphasizing the ethical and life lessons embedded in the series. Some students also selected Creating an Inclusive Environment (6 responses) and Teaching Subjects (5 responses), though these were less commonly mentioned. Interestingly, no High School Student stated that HP has no educational value.

Among Ex-High School Students, Creativity and Imagination was even more popular, chosen by 25 students. Language and Vocabulary was the second most selected aspect, with 21 students identifying its value in improving

linguistic skills. Team-Work (19 students) and Moral Lessons (15 students) were also highly valued, reinforcing the idea that HP fosters collaboration and ethical learning. Critical Thinking and Problem-Solving (15 students) remained a significant aspect, closely mirroring the High School Student responses. However, a small group (1 student) from the Ex-High School category believed that HP has no educational value.

Key Takeaways

Creativity and Imagination is the most valued aspect in both groups, indicating that HP's fantastical elements inspire students to think beyond conventional learning.

Ex-High School Students placed a greater emphasis on Language and Vocabulary (21 students) compared to 14 High School Students, suggesting that those who have completed school see more value in its linguistic benefits.

Team-Work and Moral Lessons were slightly more appreciated by Ex-High School Students, possibly due to a

retrospective recognition of these values in real-world situations.

No High School Student believed HP has no educational value, while 1 Ex-High School Student did, indicating a nearly unanimous agreement on its potential benefits.

Making Exams Better was selected by 10 High School Students but only 7 Ex-High School Students, suggesting younger students might see a need for assessment reform more than those who have already graduated.

Assessments using HP

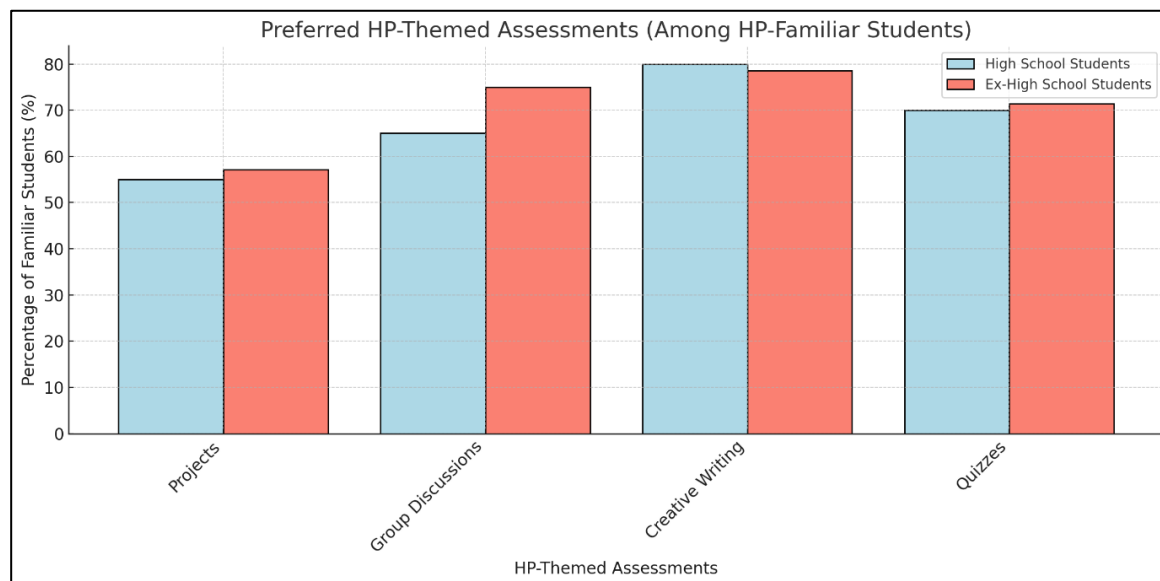


Fig 7: Survey results for students on what type of assessments that may be developed using HP in WBCHSE classrooms

Sixteen high school students picked creative writing and storytelling as their HP-themed assessment type. Overall, this shows a strong desire for using HP to improve storytelling skills, which fits with the series' immersive storylines. Quizzes and Tests (14 students) and Group Discussions and Presentations (13 students) were also popular picks, showing that there was a balance between structured and hands-on ways to learn. 11 students' projects and assignments were also seen as a good way to test students.

22 former high school students picked Creative Writing and Storytelling, making it the course that graduates think is most useful for improving their writing skills and creativity. Participants liked the organised learning that HP offered through group discussions and presentations (21 students)

and quizzes and tests (20 students). Seniors (16 students) liked projects and assignments a little more than high school students (16 students). This could be because senior citizens have had more experience with project-based learning throughout their academic careers.

Surprisingly, the Ex-High School Students group (21 students) liked group discussions and presentations more than the High School Students group (13 students). That could be because they have more experience with HP in higher education and have a better understanding of its possibilities in critical thinking and working together to learn.

Rating the Teachers

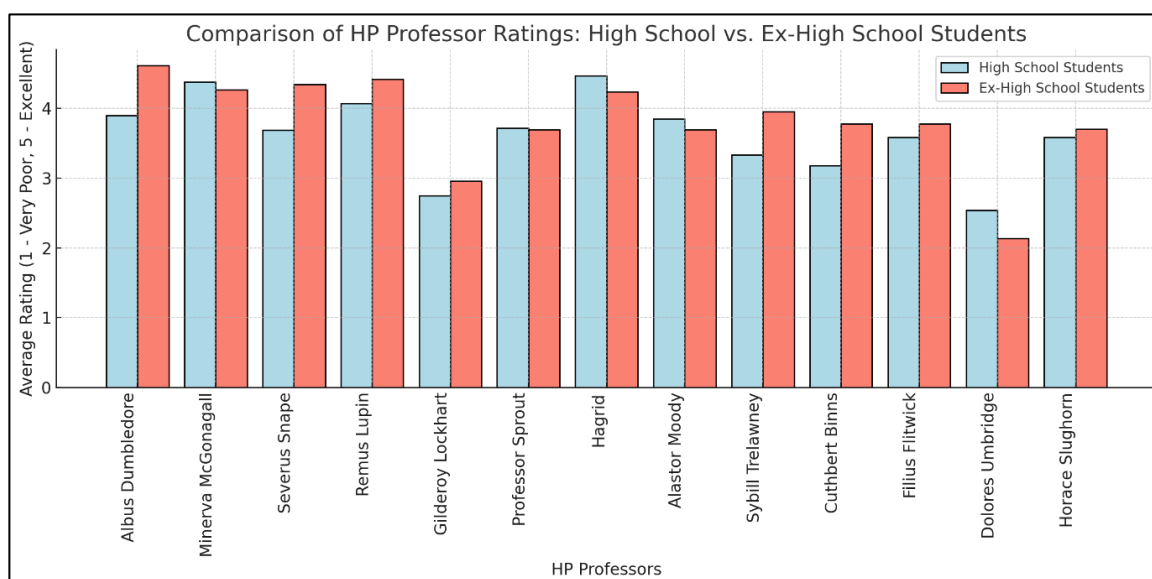


Fig 8: Survey results for students on rating Hogwarts professors

Among the highest-rated professors, Hagrid got the best ratings from students, with an average score of 4.33. Dumbledore (4.31) and McGonagall (4.31) came right after, proving once again how well-liked they are as teachers. Also, Remus Lupin got a high score of 4.29, which shows that he is known as a helpful and good teacher.

Severus Snape got an average grade of 4.09, which shows that students knew he was smart, but had mixed feelings about him because he was strict and complicated. Students gave Professor Sprout (3.70), Alastor Moody (3.75), Sybill Trelawney (3.73), and Filius Flitwick (3.70) middling ratings, which means they thought they were good teachers but not as important as the best-rated professors.

On the low end, Cuthbert Binns got a 3.55 grade, which showed how boring he was as a History of Magic teacher. The fact that Horace Slughorn got a slightly better score of 3.66 suggests that people knew he could help students develop their talents. Gilderoy Lockhart (2.88) stayed one of the lowest-rated teachers, which made people think he was even less of a good teacher. Students really don't like Dolores Umbridge, who was rated the lowest (2.29), showing how badly they are thought of by her peers.

The ratings show that students like teachers who are smart, nice, and interesting. Hagrid, Dumbledore, McGonagall, and Lupin are the most popular choices. Of the other hand, Lockhart and Umbridge were mostly seen as bad teachers.

Hagrid got an average score of 4.47 from high school students, making him the best-rated master. Next came Minerva McGonagall with 4.38, which showed respect for how strict but fair she was as a teacher. The high grade of 4.07 for Remus Lupin also shows how interesting and useful his teaching style is. The rating for Dumbledore was 3.89, which is still good but less than expected. This could mean that younger students don't fully understand his job as a teacher. With a 3.69, Severus Snape showed a more mixed view.

Dumbledore was ranked much higher (4.27 points) by Ex-High School Students than by High School Students. This suggests that older students value his advice and wisdom more over time. Ex-High School Students gave Lupin (4.42) and Snape (4.35) higher scores, which supports the idea that it's easier to see how good they were as teachers after the fact. Even though it was a little lower than in the High School group, McGonagall's score of 4.35 was still very good. Hagrid's grade was a little lower than High School Students' (4.47), but he was still one of the most popular teachers.

Both Ex-High School Students and High School Students gave Dolores Umbridge the lowest scores, 2.13 for Ex-High School Students and 2.53 for High School Students. This made her the most hated professor. Gilderoy Lockhart got a 2.75 rating from high school students and a 2.95 rating from people who used to be high school students. This shows that he is thought to be one of the worst teachers. People gave moderate scores to Cuthbert Binns (3.18 for High School and 3.77 for Ex-High School) and Horace Slughorn (3.58 for High School and 3.70 for Ex-High School), which suggests that people didn't find them as interesting.

Key Takeaways

Older high school students scored Dumbledore much higher (4.27 points) than younger high school students (3.89 points), which shows that they liked his leadership and teaching style more over time.

Ex-High School Students gave Lupin and Snape better ratings (4.42 and 4.35) than High School Students (4.07 and 3.69), which suggests that their teaching has a bigger effect on people after school.

High school students loved Hagrid the most (4.47), but former high school students liked him a little less (4.27).

Both groups gave McGonagall high marks, but the scores were slightly different (4.38 for High School and 4.35 for Ex-High School).

Lockhart and Umbridge got the worst reviews from students, with Umbridge getting the worst reviews from both groups.

High school students gave Hagrid the best score (4.47), but ex-high school students gave it a slightly lower score (4.27).

Ex-High School Students gave Dumbledore, Lupin, and Snape much better ratings (4.27, 4.42, and 4.35, respectively) than High School Students did (3.89, 4.07, and 3.69). This shows that people understand their importance as teachers better after they graduate.

Both groups gave McGonagall high marks (4.38 for High School and 4.35 for Ex-High School), showing that she was consistently admired.

Professors Lockhart and Umbridge got the worst reviews. Umbridge got the lowest scores from both groups (2.53 for High School and 2.13 for Ex-High School).

Sprout, Moody, Trelawney, and Flitwick all got moderate ratings, which means they were respected but not as well-known as the top-rated teachers.

Conclusion

The survey conducted among students, ex-students, and teachers in Kolkata and parts of West Bengal demonstrates that the *Harry Potter* series is not only a globally admired literary work but also a potential pedagogical tool in the WBCHSE classroom context. Teachers recognized the series as a resource for fostering creativity, teamwork, and moral reflection, while students highlighted its role in stimulating imagination, improving language and vocabulary, and encouraging collaborative learning. Differences between current and former students' responses suggest that educational value is often more fully realized retrospectively, once learners have had time to reflect on their schooling experiences.

Overall, the findings affirm that the *Harry Potter* books can bridge entertainment and education, providing opportunities for critical thinking, ethical discussions, and innovative assessments. Integrating such culturally relevant texts into pedagogy may enrich student engagement and diversify teaching approaches in West Bengal schools.

Acknowledgments

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