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''Narrative Pedagogy Under Scrutiny: Towards Developing Teachers' Pedagogical Competence Through Stories''

Harry Potter as a Case Study

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Abstract

Upon contemplating J.K Rowling's words "no story lives unless someone wants to listen…. The stories we love best do live in us forever." (Rowling, 2011, 2:55) one realizes that most of our current knowledge is the product of social interaction, and most importantly of sharing stories of personal experience through which one learns and teaches, a stimulus for intellectual and social growth; so why can't a teacher also learn from the experiences of other teachers? This study aims to experiment with narrative pedagogy on teachers' process of pedagogy-acquisition through fictional experiential narratives, and to investigate the prospect of expanding and appropriating the use of this approach in the field of education. A qualitative inquiry was conducted through two main phases. First, through personal application of narrative pedagogy on the Harry Potter fictional books by using thematic analysis to explore the different existing pedagogical practices in the story and creating themes that were used in the second phase of the research which consisted of an experiment carried out through interviews on a sample of EFL teachers and Master 2 didactics students, to determine their attitudes towards the use of narrative pedagogy on fiction for acquiring pedagogical knowledge, the attitudes in question were hypothesized to be positive. The analysis and discussion of the findings resulted in a confirmation of the hypothesis and opened the door to a new prospect for the educational institution to develop, prosper and reach towards a brighter future.

Keywords: pedagogy-acquisition, pedagogical competence, narrative pedagogy, experience, fictional narratives, Harry Potter, Thematic analysis.

List of Acronyms

ENS: École Normale Supérieure (Normal Superior School).

LMD: Licence Master Doctorat (Bachelor's-Master's-Doctorate).

EFL: English as a Foreign Language.

OECD: Organization for Economic Co-operation and Development.

TALIS: Teaching and Learning International Survey.

PENZ: Physical Education New Zealand.

PPL LN: Program Pengalaman Lapangan Luar Negeri (The Overseas Field Experience Program)

ESP: English for Specific Purposes.

TEFL: Teaching English as a Foreign Language.

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General Introduction

"Education is the most powerful weapon we can use to change the world (Mandela, 2003, para.15). If developed countries could dominate the world through education, then education is also the key to change for under-developed countries to re-shape their/our world according to their/our own standards. And for this, falls the heavy, but noble, responsibility of teaching on civically engaged men and women who are ready to devote themselves to the good of this community.

1. Background of the Study

Teaching has never been an easy task; it requires a substantial scope of knowledge and a considerable number of up-to-date skills that include disciplinary, managing, and pedagogical skills of all sorts. This is why, forming qualified teachers/educators is crucial for the previously mentioned process to take place, the focus, then, is on teachers' pedagogical performance; hence, their pedagogical competence and how to acquire it.

Having had the chance to experience the teaching systems of both the Normal Superior School (ENS) and the regular university system; as to say the Bachelor's-Master's-Doctorate (L.M.D) system, was very enlightening in terms of studying didactics and pedagogy, which is the first point that triggered my attention and inspired this research.

As ENS students, we were also considered teacher-students, and our five years journey was meant to prepare us to become efficient future teachers; my Master 2 in university as a didactic major was also meant to prepare learners with a sufficient and efficient amount of pedagogical knowledge for those aiming to pursue teaching careers. ENS studies were indeed, to some extent, more thorough, more specialized than university studies in terms of pedagogy and devote more pedagogy-related modules than university, since the latter happen to be more general and encyclopedic; also, ENS provides the opportunity for field experience through

teaching training programs for final years. However, and except for the training, the fact is that both systems are still a considerable length far from providing learners and future teachers with the necessary pedagogical competence since most of the modules they have and pedagogical exposure they receive are theoretical and lack practice, or even concrete illustrations.

Another element that prompted my interest in conducting this research is simply: reading. Upon reading the Harry Potter saga, a contemporary fictional/fantasy novel, noticing the different pedagogical practices performed inside the walls of Hogwarts School of Witchcraft and Wizardry was inevitable. Throughout the saga, many teachers join and leave the school, and with each one of them, the students there experience different teaching styles, methods and techniques. The story is not just a fantasy masterpiece; it is also a pedagogical one. Whilst reading, I've felt prompted to try with my students some of the techniques and pedagogical tricks that the teachers used with their students. This is when the idea of reading others' experiences, especially through storytelling, seemed brilliant, and most engaging. Of course, several literary works can be used, depending on one's interests and the topics coveted, and this is when I discovered narrative pedagogy, an entertaining, yet instructive approach.

2. Statement of the Problem

Forming qualified teachers is as hard a task as teachers carrying their task; amongst which, and being the focus of this research paper, are foreign language teachers and soon teachers-to-be; this is why for the sake of their professional development, many pedagogical theories have been conceived to achieve a level of competency and expertise. However, the problem being presented here is that not all teachers/teacher-students can put theory into practice without observing evident manifestation in the field. Theories might as well be the essence of practice but they are way too abstract.

Another problem that presents itself is the fact that some experienced teachers may develop teaching tendencies and preferences towards a particular pedagogical approach, or method and leave out the possibility of updating their practices. In this case, the teaching/learning process requires situational, affective, and reflective engagement which cannot always be provided directly, even though teacher-training programs provide encounter with pedagogical practices and situational tuition, but this remains a limited option and out-of-table for many teachers-to-be.

A teacher is not only defined by his expertise in the subject matter, but also by his teaching practices; which include his style, his methods, and techniques, his ability to deal with students in different situations and contexts. In this regard, it is of the utmost priority that teachers-to-be are pedagogically well prepared to carry out teaching effectively, and for novice, and even experienced teachers to be continuously concerned with their professional development in that matter.

3. Statement of Purpose

In light of the problem at hand, my purpose through this study is to help myself, as a novice teacher, and other teachers find more motive-effective and affective ways to promote pedagogical competence; eventually, pedagogical performance.

4. Research Questions

4.1. Main Question

Can Narrative Pedagogy increase teachers' motivation in a pedagogy-acquisition process?

4.1.1. Sub-Question 1

Can the Harry Potter series be considered a pedagogical narrative to reflect upon for pedagogical knowledge?

4.1.2. Sub-Question 2

If yes, then, what are teachers' attitudes towards the effectiveness of Narrative pedagogy in motivating them to develop their pedagogical competence?

5. Research Hypotheses

5.1. Main Hypothesis

I am hypothesizing that Narrative pedagogy can increase teachers' motivation to learn and acquire pedagogical knowledge, and eventually develop their pedagogical competence.

5.1.1. Sub-Hypothesis 1

I am also hypothesizing that the pedagogical practices in the Harry Potter series can provide a situational and affective ground for engaging in a reflective process of pedagogy-acquisition.

5.1.2. Sub-Hypothesis 2

Finally, I am hypothesizing that teachers will develop positive attitudes towards this approach.

6. Aims of the Study

I have assumed that the pedagogical practices in the Harry Potter series can work as a pedagogical narrative to be used by teachers in a reflective process of pedagogy-acquisition to promote their pedagogical performance as a more affective, and reflective alternative approach to theoretical pedagogy-acquisition. The aim of this study; hence, is to determine the effectiveness of the approach hypothesized in addressing the problem at hand.

7. Significance of the Study

The significance of this study lies in my efforts to restore teachers' ability and will to optimize their skills and maximize their teaching outcomes, to embrace this important task

that was entrusted to them. Education is the key factor to a country's development or decline, and to educate, we need teachers who would go to great lengths for their learners' best interest; hence, for the good of this community.

8. Research Approach

Regarding the type of data required and data-collection tools, this research endeavours through an overall qualitative approach, and a quasi-experimental design that has for objective to confirm the validity of the hypotheses suggested above.

9. Structure of the Dissertation

This paper is divided into two main chapters that cover both theory and practice. Chapter one represents the theoretical underpinnings upon which this study is based and developed, this chappter is segmented into four major sections presented in sequential order, based on the variables that constitute the title of this thesis. The second chapter deals with the practical undertakings of this research; wherein the elements of methodology were presented, and justified; the data used for this research was also presented, analyzed, and interpreted into conclusions.

10. Scope and Limitations of the Study

This research is a modest initiative based on personal observations and general disclosed educational concerns. The aim is to investigate the prospect of broadening the scope and depth of use of narrative pedagogy in the educational setting.

Due to the required length of the thesis paper determined by the department's scientific committee, the practical part was restricted to the analysis of one book only instead of two as was initially planned in the beginning; hence, the initial plan was to compare two different teaching styles and methods of two different Hogwarts teachers but ended up investigating the

teaching practices of only one of them through thematic analysis which was then used as narrative pedagogy material.

Also, literature concerning the implementation of narrative pedagogy through literary works of fiction was scarce.

11. Operational Terms

Note: although the following terms are thoroughly examined throughout this paper, a brief explanation for clarification and guidance is mandatory.

Narrative Pedagogy; an approach to teaching/learning based on storytelling.

Competence; refers to abstract knowledge in a certain field of expertise.

Performance; represents the concrete manifestation of competence: actual field practice.

Novice teacher; refers to an inexperienced or new teacher.

Teacher-to-be; refers to end-of-studies students with teaching career plans; usually didactic majors

Teacher-student; refers to students pursuing studies in teaching institutions.

Research phase; designates the steps of research.

Thematic analysis; is a qualitative and interpretative method of data analysis.

Harry Potter; a contemporary work of fiction/fantasy authored by English novelist J.K. Rowling.

Experiment; an empirical endeavor to test a hypothesis.

Interviews; are qualitative tools used for data collection.

Part One : Literature Review

1. Introduction

This first chapter reviews the various works of literature that underline this research, including a presentation of highlighted key concepts, underpinning theories required for the comprehension of this work, and a review of related empirical studies. This chapter follows a systematic presentation of the previously mentioned items in accordance with the logical progression of the work; in this regard, this part was divided into four main sections.

The first section undertakes a conceptual identification of the term "pedagogical competence" and the different theories and pedagogical implications for developing this competence.

1.1. Pedagogical Competence and Professional Development

Teachers' professional development necessitates the development of their pedagogical competence; in this regard, an examination of the concept ought to be presented.

1.1.1. Conceptual Discussion

Although the terms competence and knowledge are slightly different in meaning; both terms are used interchangeably regarding pedagogy in this research paper.

In order to achieve pedagogical/educational goals and benefit from an encompassing teaching/ learning experience, the teacher must obtain certain requirements that serve to build what is known as pedagogical competence.

Pedagogic-al competence can be considered to be the teacher's required equipment, including declarative knowledge (cognitive), or procedural knowledge such as skills and behaviours, necessary to carry out his/her professional duties; i.e., educating learners (Mahmud, et al., 2019).

This pedagogical competence in question has been conceptualized by synthesis, in a model by Voss, et al. (2011) to encompass some of the important components of pedagogical competence (here referred to as general pedagogical and psychological knowledge) as follow:
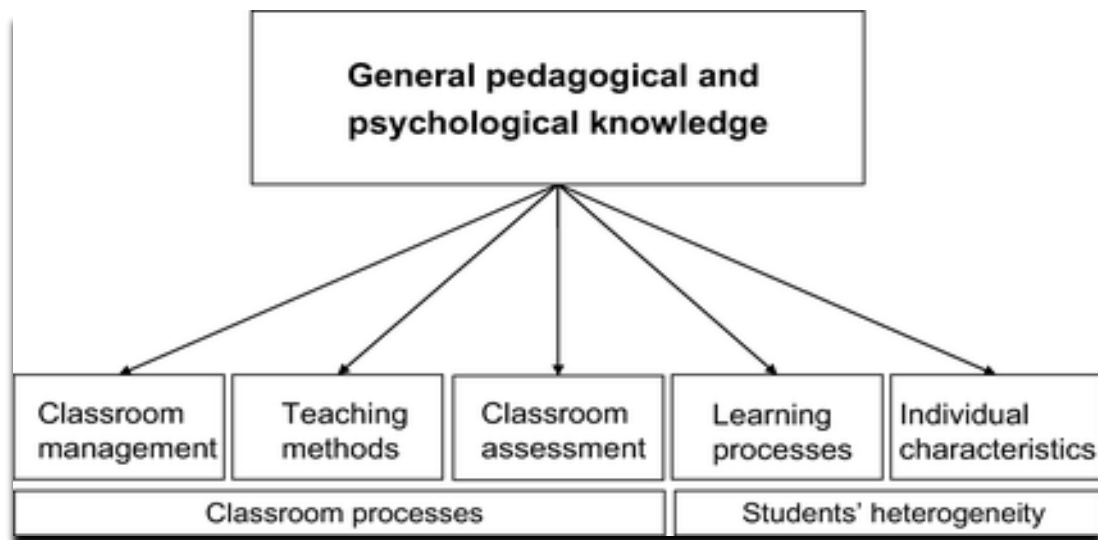
Figure 1.1. Conceptualization of general pedagogical/psychological knowledge. (Voss, et al., 2011)

As indicated in the model above, teachers' knowledge of pedagogy must at least cover those items. Teachers need to know how to supervise their learners and direct the instructional environment (classroom management), to have a rich repertoire of teaching methods to use according to their, and their learners' needs, to possess necessary assessment skills to evaluate their learners' progress and assess their teaching practices. It goes without saying that the learner has become the prime focus of the teaching/ learning process in modern education; thus, learners' individual characteristics such as their attitudes, motivations, and styles, cognitive and affective strategies need to be of fundamental importance for teachers to develop their pedagogic competence. (Voss, et al., 2011)

1.1.2. Developing Pedagogical Competence as Part of Professional Development

One's professional development entails enhancing the pedagogical competence; and as provided in Voss, et al. (2011) model, there are certain areas that a teacher needs to be pedagogically competent at; in this regard, Sahana (2018) suggests that developing a pedagogical competence encompasses developing skills regarding how to develop learning designs, materials (including the black/whiteboard, visual aids), presentation skills (introductions, probing questions skills), as well as management skills, evaluation skills, and the use of proper methods and techniques…etc.

1.1.2.1. Stages of Developing Pedagogical Competence

In the same article, Sahana (2018) also provides a general model for the stages of developing pedagogical competence. The model follows a cyclic design, starting with a preparation phase (or planning), moving to the implementation (trial), and finally evaluating the plan and editing (re-planning). figure 1.2 represents the model in question:
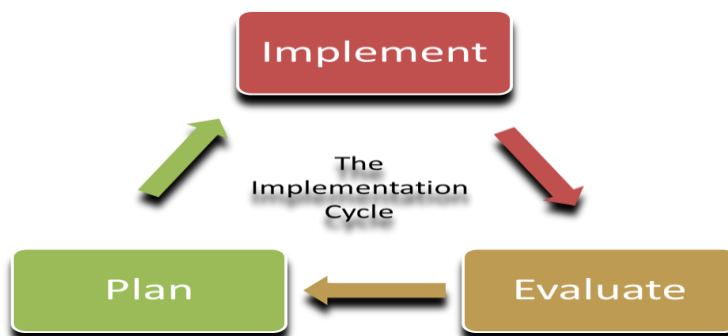
Figure 1.2. Stages of Developing Pedagogical Competence.

1.1.2.2. Ways of Developing Pedagogical Competence

Pedagogues have suggested different ways, and put into place efficient plans to develop teachers' pedagogical competence; however, realistically speaking, some of these methods are not accessible to all, while others are long term tools for professional development and cannot

help pre-service teachers acquire enough pedagogical knowledge, to begin with. Nonetheless, a brief review of the different methods is required.

In this regard, The Organisation for Economic Co-operation and Development [OECD] (2009) had launched a survey that targeted in-service teachers to inquire about their professional development activities. The following are selected activities from the first results of TALIS

1.1.2.2.1. *Courses/Workshops*

Many educational websites today are providing opportunities for teachers to follow online courses on, whether how to employ teaching methods, some useful tips, or on the specifics of the teacher's subject matter. These courses however can be somewhat expensive, but provide accessibility to all.

1.1.2.2.2. *Education Conferences or Seminars*

Pedagogues, professional teachers, and researchers plan annual meetings to discuss educational matters and suggest situational approaches to raising issues in the educational field, especially with the advance of the world. Online websites provide a review of the major educational events and seminars and provide the opportunity to subscribe online to be updated with any upcoming international seminars or conferences a teacher would benefit from attending.

Petrie (2007) describes her experience with the Physical Education New Zealand conference (PENZ) and states the importance of engaging in such events for professional learning opportunities, the benefits amongst which are: access to knowledge, innovative activities, and challenging ideas for teachers to practice and use as well as providing members with networking opportunities to keep in touch with colleagues.

1.1.2.2.3. Observation Visits to Other Schools

This constructionist method can be of considerable help to novice, and pre-service teachers. By observing more experienced teachers, the latter can learn the dos and don'ts of teaching practices and pre-shape their teaching styles.

1.1.2.2.4. Mentoring and/or Peer Observation and Coaching

To receive mentoring from a professional teacher, or in the case of the Algerian setting, from inspectors of education who would assist and guide the teacher in his teaching journey through coordinated visits.

Peer observation can increase one's pedagogical competence tremendously through mutually assessing and evaluating each other's teaching practices. As Nash and Barnard (2013, p9) claim, "Peer review offers a contemporary strategy to evaluate teaching that capitalises on the expertise and experience of academic peers, can provide valid comment on teaching and curriculum and is consistent with scholarly teaching practice."

1.1.2.3.   Other Ways for Pedagogical Competence Development

The ways vary, but the end goal is the same, helping teachers acquire pedagogical knowledge, and eventually develop their performance.

1.1.2.3.1. Pre-service Teacher Training

It is very essential for pre-service teachers to witness actual teaching, and even more so, to practice teaching with guidance from a mentor or a trainee teacher.

One good example of pre-service teacher training programs is Algerian ENS programs in cooperation with the ministry of education. Allowing graduation year students to participate in supervised training; wherein they start by observing their trainer teachers and then teach by themselves all while taking constant feedback on their teaching performance.

Another example is The Overseas Field Experience Program *(PPL LN)* which as Dr. and Professor Marhaeni (2017, n.p.) explains, "The program includes the guided and integrated training of teaching and the other educational responsibilities apart from teaching which are expected to contribute to the fulfilment of the formation of the matters pertaining to the teaching competence."

However, it is very important to stress that not all teachers-to-be have access to training programs, The Algerian system of higher education for instance, this kind of program is exclusive to ENS students only. In this regard, it is best not to rely on teacher training programs for pedagogical development and explore other options instead.

This takes us back to TALIS (2009) results on teachers' professional development activities, with one more method to tackle, presented as follow:

1.1.2.3.2. *Reading Professional Literature*

Reading educational journals, research papers, seminar reviews, pedagogy-related published books, etc. are types of literature that teachers might read to enrich their pedagogical knowledge.

However, reading this kind of academic literature can bore a teacher before making it halfway through the work; reading Dunne, and Wragg, (2003) *Effective Teaching* could prove catchy and useful but also not very motivational. In this regard, more stimulating literature has been sought for; this one came in the form of narrative works.

Now one might ask: how can narratives, being the least academic writing genre help in the process of pedagogy-acquisition? The answer is simple but requires much reflection, Clark and Rossiter (2008, n.p.) believe that "Narrative is a uniquely human way in which we make meaning of our experience and by which we construct our own identities". This leads us to the second section of this first chapter.

1.2. Underpinnings

The second section explores the philosophical grounds upon which narrative pedagogy is based, a quick throwback to the origins of its emergence, and some teaching practices and associated techniques applied following the narrative instructional mode.

1.2.1. The Educational Philosophy of Narratives

Narratives, or stories, have existed long before literature was recorded. Humans made sense of them, and shared them, creating communities of people with shared stories.

1.2.1.1. Storytelling: Educating Athens' State Guardians

Let us reminiscence on the 4th century B.C, when one of the greatest philosophers in history took an interest in education and channelled his philosophical views to supervise the educational program of Athens' state Guardians (the warrior class). Plato founded his magnificent work "The Republic" in which he discussed different issues amongst which, being the most pertinent, is education. Plato acknowledged the importance of stories in shaping minds and characters and he suggested using storytelling as an educational approach that included stories in the academy's syllabus. (Tasseel, n.d.)

1.2.1.2. Experience Is a Fundamental Learning Agent

People's lives are shaped by their experiences; and by experience, Johnson and Lakoff (1992, p8) mean, "The product of innate structure, active perception, and interactive activity" i.e. the result of the perceptive process of our dynamic interaction with the world around us.

One of the pioneers of experientialism as a learning theory is the American psychologist John Dewey. In his work *Experience and Education (*1938, chapter 2*)* Dewey expresses his belief in "the organic connection between education and personal experience; or, that the new philosophy of education is committed to some kind of empirical and experimental philosophy". In other words, the psychologist is preparing the ground for an experientialist learning theory that makes use of personal experiences as a learning/teaching tool.

Dewey further denotes that to frame such a theory on the ground of experience, two essential principles need to be taken into consideration, one of which was already mentioned by Lakoff (1992, p8) earlier above, mainly: interaction, and Dewey adds continuity to successfully develop an educational plan grounded upon experience

(Dewey, 1938, chapters 3-4)

The past echoes lived experiences, ones that tend to re-surface when needed to rather than by coincidence; they re-surface to collide with our present experiences and add something. The past is never truly gone or forgotten, the past educates us (Dewey, 1920).

If personal life experiences are to be used as learning/teaching materials, then what better host to carry them than narratives?

1.2.1.3.   Stories Construct Meaning

As its name suggests, constructivism is all about learning by constructing one's own knowledge. It is a merging of both the behaviourist and cognitivist approaches because constructivism requires the learner to be "actively engaged" with the "environment" surrounding him; in other words: to cognitively build behaviour (knowledge). This approach relies heavily on autonomy and one's prior knowledge (schemas) in the process of constructing new knowledge (Fairbanks, 2021).

If anything, constructivism is the embodiment of experientialism. To be actively engaged with the environment refers evidently to the principle of interaction; in addition to the fact that this approach, as mentioned, relies on schemas, and what are schemas if not previous experiences? Constructivism; hence, requires the learner to make use of his previous life experiences when engaged with new ones, for the process of learning to take place.

Humans are natural-born storytellers. This innate ability to relate to – and make sense of stories and experiences can intermediate as a positive learning agent, and stimulate the process in the most spontaneous of ways.

Educationalists thought of systemizing this approach to maximize its educational outcomes, this is where narrative pedagogy takes place.

1.2.2. Narrative Pedagogy

The approach has to be thoroughly examined to understand its principles and its applicability.

1.2.2.1.   The Emergence

Narrative pedagogy is a relatively new approach to education, being first introduced in the nursing field, to educate nurses, and later went viral to be embraced as a modern teaching/learning approach.

The growing needs of modern-day healthcare faculties require the sufficiency and efficiency of the nursing staff. Face to face with this challenge, and over the last decade, nursing educators opted for narrative pedagogy as a new approach to educate and prepare their nursing students to carry out their duties. By implementing a storytelling-educational mode, these educators made to share their lived experiences by exploring and interpreting their stories (or other stories through literature, movies, etc.) in the field as a way to teach complex clinical topics (Kluwer, 2017)

1.2.2.2.   The Implementation Process

The process is one of interpretation and reflection. When one is exposed to a story, they will undoubtedly try to make sense of it, draw meaning, and relate to it.

Before embarking on the interpretation phase, a purpose must be determined as to why we need to process a given story? Otherwise, it will be deemed meaningless; the perceiver's attention will either be drawn to different directions, or find no direction to take at all.

The interpretative process must be methodized: in terms of what are we going to interpret this story? And which cognitive and methodology strategies are we to apply?

Reflecting is a process that goes hand in hand with interpretation. Meaning drawn from interpretation is in itself the product of our interaction with, and reflection on the story being processed; this process requires high cognitive awareness and a critical sense of judgment. Those interpretations in turn can be reflected upon to draw more inferences on the nature of our thinking process from one hand, and, by comparison, the nature of knowledge we already possess.

1.2.2.3.   Narrative Pedagogy Teaching Practices

Narrative-based teaching can take various forms of instruction. Depending on the end-goals and content of instruction, the procedures followed and the type of narratives might differ.

In their written commentary entitled *Story as Pedagogy: A Reflective Commentary,* Glesne, and Pugach (2018) present some of the teaching strategies they personally used that follow a narrative mode of instruction; the following points highlight their experiments with narrative pedagogy and its results.

1.2.2.3.1. Listening to Others' Stories

There is no better reflective exercise for a critical mind than to hear a story different from ours. People can share life experiences whether through engaging in direct conversation or through writing and discover different angles and points of view.

1.2.2.3.2. Let's Talk!

Professor Marleen used a "two-way autobiography" that engaged her participant teachers in pair interviews with their students. The pairs were made of two candidates (teacher and student) of different ethnic backgrounds. The teachers listened constantly for several sessions to their students' lives about learning. The results of this experiment were astounding; teachers not only felt closer to their students but could understand them, and increased empathy,

especially towards their adult learners and the struggles and hardships they face to come to learn.

1.2.2.3.3. Write it up!

The professors also experimented with using writing this time instead of conversations, the theme was: writing self-stories. Students were asked to narrate their stories in the forms of auto-biographies and share them with their classmates, many students felt comfortable sharing stories about themselves they wouldn't have been able to share otherwise, and the audience offered much understanding and appreciation it made everyone see the "other story" and develop an open mind and critical sense to their pre-judgments. At the end of the experiment, a feeling of belongingness strengthened the classroom's sense of community.

Using such methods with students, in-class is possible and might result in positive outcomes. Those professors used the same techniques to teach curriculum topics, by having students share their own stories concerning the topic wished to be discussed. In any similar case, the class will end up with different facts and information that will stimulate learners' attention, and motivation to learn as well as enhance their critical sense and bonding.

1.2.2.3.4. Reading Published Narratives

The Professor used novels, poems, biographies in her classes to expose her students to various life experiences, and stories different from their own that provide insight on the course topic and create a basis for interpretation and critical reflection.

1.2.2.3.4.1. Examples of Analytical Techniques for Writing and Reading Narratives

Both processes of reading or writing narratives require creative writing/analysis techniques, the Professors used a variety of them and made their students use them as well, such as:

1.2.2.3.4.1.1.   Thematic Analysis

This method of analysis is used to conduct qualitative research. It aims at identifying and grouping themes categorically according to our purpose from the analysis, it is used to examine how rich the data in our possession is with details related to our investigated topic.

this analytical method was used in this research to explore the pedagogical practices in the Harry Potter books, which will be elaborated on further in this paper.

1.2.2.3.4.1.2.   Auto-Ethnography

Auto-ethnography is both a method of analysis in conducting research and, a writing production. The scope of this approach is political, social, and personal. It undertakes the process of analyzing ethnographies and biographies that narrate life experiences to draw out interpretations of cultural significance (Ellis, et al., 2010).

This technique can prove very effective in analyzing narratives with cultural loads, such as history books, political commentaries, or even diaries of local individuals with different backgrounds from our own.

Now that both key concepts were examined, namely, pedagogical competence (in section 1) and narrative pedagogy (in section 2) it is time to make the connection between both elements, which happen to correlate in terms of using published narratives. The following section of this 1st chapter will identify the relationship.

The third section of the first chapter highlights the relationship between narrative pedagogy and teachers' pedagogical competence; and how the former contributes to developing the latter

1.3.   Narrative Pedagogy in the Process of Pedagogy-Acquisition

As detailed in the previous parts, narrative pedagogy is gradually becoming a sought-after pedagogical approach to teaching and learning thanks to its stimulating effect, easy-to-carry

methods, and observable results. With this in mind, educationalists thought: why not use this approach to enhance teachers' pedagogical acquisition process and motivate them into learning the art of teaching.

1.3.1. Sample Study: Experiment on Pre-Service Teachers

In a related experiment, educational mentor Nurit Dvir (2011) at the Kibbutzim College of Education examined closely the contribution of narrative pedagogy to novice teachers' professional development. She made case two of teacher-students who happen to be on training for their induction year. The mentor followed a holistic analysis approach to examine the narratives of the two participants following a narrative pedagogy model that comprises four stages of the teaching/learning process:

1.3.1.1. Description of the Stages of the Experiment

First, the participant narrates their story. Second, the audience identifies and analyses the pedagogical issues present in the story. In the third stage, the participants draw inferences from interpretations and conceptualize the presented concerns, and finally, in the final stage, participants reflect on the stories they have told based on their peers' responses and commentaries.

1.3.1.2. Results of the Experiment

The following are the conclusions drawn from the experiment:

1.3.1.3. *Implementing a Dynamic Curriculum*

The curriculum is defined by the dynamic interaction that develops during the discussion session, where neither the participants nor the instructor knows about the content of the session (content is not pre-determined by the instructor), the core element; hence, is the story itself. Storytelling, then, organically evolves into an interpretive and reflective learning process.

1.3.1.3.1. *Changing the Role of the Instructor*

The instructor ignores the content of the session, as he will be hearing the story with the participants; with this in mind, his role as "lecturer" has to shift to a "guide" who would listen and guide the conversation, as it develops swiftly, towards the goals need to be met.

1.3.1.3.2. *Constructing Personal Knowledge and Connecting it to Theoretical Knowledge*

Now, this could be the most important finding for me regarding my study. The mentor concluded that using narrative pedagogy for the process of professional knowledge development (pedagogical competence) is a construction process that works on both emotional and rational levels.

Sharing personal life stories is an emotional stance, as stories cannot be devoid of emotions. And then we have the part where others listen and intercept those emotions and relate to them, creating an atmosphere of empathy and belongingness. This approach enhances both the storyteller and the audience's emotional intelligence and social interactive skills.

On another hand, narrative pedagogy also expands learners' theoretical knowledge (pedagogical competence). Throughout the experiment's stages, the participants were exposed to different pedagogical issues and exchanged different points of view and thoughts. They also connected their personal knowledge to theoretical knowledge during the reflective process. This approach helped the participants recognize the importance of theory when it comes to understanding the different pedagogical questions raised in class, making sense of them; and relating them to real experience.

That being said, it is time to look at how narrative pedagogy may be exploited vis-à-vis fictional literature.

1.4.   Narrative Pedagogy and the Fictional World

This final section of the first chapter explains how fictional literature provides ground to utilize narrative pedagogy to draw out pedagogical knowledge, the type of literature that can be used and the justification for my choice of working on the Harry Potter books.

As presented in the parts above, narrative pedagogy can operate on different narrative settings, literature included. But does fiction work as a ground for implementing this pedagogical approach? And which fictional works to turn to?

A survey of 926 people, amongst which 278 moved a lot in their childhood, has statistically revealed that 58% (without the 278 faction) prefer fiction to non-fiction readings; whilst among the 278 others, 70% prefer fiction to non-fiction. (Gallagher, 2014)

The answers to the above questions can be found in McKerracher's (2008) master thesis entitled: "*Towards a narrative pedagogy: How stories humanize representations of poverty*".

Through narrative pedagogy, the researcher exploited the learning potential and emotional aspect of stories to represent poverty in an educational setting as a social issue rather than just an economic issue as presented in the traditional academic way.

Upon the examination of an original fictional narrative entitled *"The Laughter of my Brother Julus"* that was used as a representative case, the researcher demonstrated the learning agent present in narratives. In a closing statement, McKerracher (2008) denoted, "stories link people to other people; those links can encourage empathy; empathy can humanize the way the poor are represented; therefore representations of poverty can be humanized by empathetic storytelling."

From the example above, it can be inferred that fiction can be of great learning assistance, especially when the learners are expected to develop emotionally and morally.

As for the choice of fictional works that may serve the purpose, the study presented above shows that the fictional story implemented is decided based on the educational content to be

tackled, as the researcher was dealing with the topic of poverty, the choice of the work presented was in accordance to that topic.

Now if I wish to tackle another educational point, let's say teaching the concept of "war", I could refer back to numerous fictional literary works that revolve around that concept, take Ernest Hemingway's *"Farewell to Arms (1929)"* for instance since the work itself is the story of a World War I soldier sharing his personal experience.

It is; however, not necessary that the fictional works take the first-person point of view, as long as the personal experience of a character is narrated, it is very plausible to use narrative pedagogy with fictional literary works that take the 3rd person's point of view.

Now, what if our topic is pedagogy itself? Can narrative pedagogy be applied to a fictional literary work to learn about pedagogy?

1.4.1. Acquiring Pedagogical Knowledge by Using Narrative Pedagogy on Fictional Works

It has become undeniable that stories provide substantial scope for emotional, moral and intellectual development when used in a learning/teaching context. Stories that reflect experiences lived, experiences shared and relatable to our own. But can reading for pleasure turn out to be of great significance to my pedagogical development as a teacher?

The following are some fictional literary works that display teaching experiences; therefore, rich with pedagogical knowledge.

1.4.1.1.   The Young Governess

Wouldn't reading Charlotte Brontë's *Jane Eyre (1847)* expose us to the pedagogical ways of the 19th century? Through a semi-biographical narration of a governess teaching experience, women teachers might as well relate to the hardships and challenges faced by Jane in her task to educate pupils, and to learn about the struggles of female education back in

the century dominated by male standards; issues, I am afraid to say, that are still conspicuous in today's modern education.

1.4.1.2. "Seize the Day Boys, Make Your Lives Extraordinary"

Who amongst us hasn't read or at least watched <u>N.H. Kleinbaum</u>'s *Dead Poets Society (1989)*? Following the teaching experience of English teacher John Keating, a revolutionary and inspirational teacher, who defies all academic expectations, he introduces his learners to an innovative curriculum through unprecedented pedagogies. It would, undeniably, be very beneficial for a teacher to have a look at this literary narrative and sense the critical pedagogy upon which this masterpiece was built.

1.4.1.3. Hard Times Require Hard Measures

Charles Dickens' political and social orientations were always boldly exposed; nonetheless, he amazed us with the educational juxtaposition displayed in his work *Hard Times (1854)*. An illustration of utilitarian teaching practices followed by his character Mr Grandgrind, as opposed to Sissy Jupe's humanistic, and revolutionary views on education and learning.

This novel might give the reader a sense of overlap between two prominent and opposed pedagogical views and practices, the reader, being a teacher, in this case, can critically analyse the practices present in the novel and decide which ones fit best their teaching context.

1.4.1.4. Hogwarts School for Witchcraft and Wizardry

Harry Potter has been, as for many of my generation, a childhood companion; grown to craft our imagination with mystical creatures, spells and magical brooms, Harry Potter is nonetheless one of the most important works in contemporary literature and that is not only because of its originality and the pleasures of its fantasy settings but also for the multidisciplinary scope that it covers; indeed, Harry Potter can be introspected from different lenses than the superficiality we tend to enjoy. An analysis from political, social, historical

perspectives might reveal the depths of the story; however, my main concern is scrutinizing the work from a pedagogical perspective.

Most of the story events take place within the walls of Hogwarts, the school castle, and throughout the saga, especially from book 1 to 6, we are presented with various pedagogical methods and techniques implemented by different Hogwarts teachers with different teaching styles. This book represents an opportunity for teachers who are avid readers, fantasy lovers and Harry Potter fans to develop their pedagogical competence by following the personal teaching experiences of Hogwarts' teachers.

1.5. Conclusion

As we reach the end of this last section; consequently, the end of the first chapter, a quick reminder of the stance of this study must be drawn attention to.

First, the concept of pedagogical knowledge/ competence was discussed in the first section, along with a presentation of different methods and techniques that can be used to develop this competence, being the essence of teaching, and a teacher's most essential equipment.

Narrative pedagogy is undeniably in a progressive climb towards being systemized in the educational context. Therefore, an introduction to the approach was presented with an overview of its philosophical background, its emergence and the process of application as demonstrated in the empirical studies referred to throughout the second section.

The Third section highlighted the relationship between the two key elements discussed so far, with an emphasis on how narrative pedagogy can be used to develop a teacher's pedagogical competence, an experimental study and its results were provided to illustrate the bond.

Also, different methods to carry out this approach were introduced, amongst which, being the focus in this study, is reading literature, more precisely, works of fiction. The prospect

was discussed and literary argued through several fictional literary works that can serve a

pedagogical   purpose,   centring   chiefly   on   Harry   Potter.

Chapter Two : Research Methodology and Analysis

2.1. Introduction

Having shed light on the main theoretical underpinnings covered by the topic of this research, this second part is dedicated to the description of the various practical endeavours that were put into function to answer this research inquiry.

Investigating this topic required a gradual exploration that culminated in two major phases using two different research approaches.

First, a presentation of the overall research approach is provided and justified through epistemological and ontological assumptions; second, the research setting is determined, as well as the experiment setting for the second phase. Next, the population and sampling are identified and justified which is followed by the research design adopted in both phases and finally a presentation of the data collection tools used throughout the research and a description of the collection process.

2.2. Overall Research Method

A qualitative research method was deemed suitable to carry out this study regarding the nature of the problem itself, the research questions, the data coveted and its analysis methods. The following represent the underlying assumptions and justifications for the choice of the method.

2.2.1. Epistemological Assumptions

From an epistemological ground on how knowledge is acquired, the stance in this study is, undoubtedly, of a constructionist nature, and both steps in this research required a qualitative interaction with data that culminated in constructions of meaning. A qualitative analysis of raw data- the Harry Potter books- constructed processed data through a thematic analysis -the pedagogical practices of Hogwarts teachers- which in turn, were used to construct necessary narratives to experiment with the suggested approach. Also, the interviews used during the

second step of the research were semi-guided, but constructed from the interaction between the interviewer and the interviewee.

2.2.2. Ontological Assumptions

Ontology deals with the nature of knowledge itself, in terms of objectivity. The study at hand used an ontology that is explorative as in interpretive and inductive; hence, subjective to a degree of academic allowance. The reasons behind following this kind of ontological stance are due to the methods utilized to gather and analyze data, as well as the data itself. The thematic analysis of the Harry Potter books required systemized, but also personal interpretative skills to inductively- through exploration- construct appropriate themes. Also, the data collected from the interviews necessitated interpretive analysis.

2.3. Research Setting

The research setting has for purpose to show the exact time and location of the research study; the latter took place during the academic year of 2021/2022 at the University of Ghardaia, Faculty of Letters and Languages, Department of English.

2.3.1. Experiment setting

The experiment settings are meant to show where and when the experiment took place for more credibility. The experiment, including the interviews, was conducted on the morning of Tuesday the 22nd of February 2022, at the University of Ghardaia.

2.4. Population and Sampling

The identification of the research population and sample necessitates drawing the line between both to define what each represents. Pritha (2020, para. 1,2) defined population as "the entire group that you want to draw conclusions about"; whereas she defines the sample as "the specific group that you will collect data from". Population is usually larger than the chosen sample, but the systemization of the research in terms of ontological and epistemological assumptions, as well as the apparent norms, allows the researcher to

standardize results by generalizing inferences from a smaller group (sample) to a larger one (population).

The population addressed in this research comprises EFL teachers. The research itself investigates an approach that is wider in use than the chosen sample itself; however, it is determined by its settings and speciality; hence, the population is limited to EFL teachers.

The sample was not chosen randomly, to compromise between experienced and novice EFL teachers, the sample chosen comprised student-teachers, as well as graduation students from the University of Ghardaia (Master1 and 2 didactics students) who are about to finalize their studying career and start looking forward to teaching careers.

2.5.   Research Design

Since phase one and phase two follow different tools and methods for data collection and analysis, the research design differs as well.

2.5.1. Research Design of the 1st phase

The first phase of the research followed a non-experimental design because the process required no experimentation, and the data was collected using a qualitative, inductive method of inquiry through the interaction between the literary material –Harry Potter books- and the researcher, and involved no external party.

2.5.2. Research Design of the 2nd phase

This research followed a quasi-experimental design, an actual experiment took place; however, since it is qualitative. In addition to that, the sample chosen for the interviews was not of random selection, it was chosen based on certain criteria, including the individual's teaching speciality or studying speciality, as well as the experience in teaching or the intention of pursuing a teaching career for graduation students.

2.6.   Data Collection Tools

Both phases required a collection of data to be used and interpreted to verify the hypotheses suggested before the research. As the data required is qualitative, the tools used during both phases were chosen in this regard.

2.6.1. Data collection tool for the first phase

Exploring the pedagogical practices in the Harry Potter books required a rather literary approach to analysis since the objective is to inductively draw data out of a literary text; hence, a qualitative thematic analysis was employed for this purpose. For my analysis, I followed Braun and Clarke's (2006) step-by-step guide to conducting a thematic analysis.

2.6.2. Data collection tool for the second phase

The second phase represents the actual implementation process of narrative pedagogy; for this reason, an experiment was conducted on the sample, which will later be discussed in this paper. Collecting necessary data to draw conclusions and results from the experiment required interviewing the sample of participants; a number of four interviews in total were conducted, with open-ended questions that necessitated optional, personal and reflective thoughts and opinions. The interviews will further be examined and described in this paper.

2.7. Data Collection and Analysis of the First phase

A key component in implementing narrative pedagogy is to have a narrative in the first place, and since this study focuses on fictional literary works, the first step is to explore the possible narratives that can be drawn out.

The first phase is dedicated to the exploration and identification of the different pedagogical practices of two Hogwarts teachers, namely: Professor Lupin and Professor Snape; hence, the choice of working on the 1ˢᵗ book "*Harry Potter and the Philosopher's Stone" (1997)*, and the 3ʳᵈ book "*Harry Potter and the Prisoner of Azkaban" (1999)*, and draw out the possible pedagogical narratives that can be used for the implementation process.

2.7.1. Familiarization of Data

The first thing to do is to perform repeated readings of the data at hand, to grasp in-depth meanings, spot reoccurring patterns and widen the scope of possible interpretations. Taking notes can facilitate the process of familiarization, whether by highlighting important elements, writing margin notes, or sticking them alongside the transcript.

Having read the Harry Potter book series beforehand has saved a great deal of time during this first step; helping to pick the chapters where both teachers' pedagogical practices were exposed and read again.

First, important statements, quotes, actions.,etc.were highlighted (using a violet highlighter for Professor Lupin and a blue one for Professor Snape), and then making use of coloured stickers to write down notes and comments next to each highlighted segments, (using pink stickers to note Professor Lupin's practices and green ones for Professor Snape). Some of these notes include: green stickers, "intimidating newbies", "unjustified punishment" (*Harry Potter and the Philosopher's Stone)* "book slave", "verbal insults and shaming" (*Harry Potter and the Prisoner of Azkaban)*, pink stickers, "management of nuisance", "Generate materials creatively" (*Harry Potter and the Prisoner of Azkaban).*

For a better-organized structure, a table was used to record the systematic steps of the analysis (see appendix n°1); wherein the excerpts that contain the highlighted segments were written down, followed by the notes taken from them, a colour system was used to help identify thematic patterns for the coding process.

2.7.2. Generating Initial Codes

The next step after getting familiarized with the data and having taken the necessary notes was codification. Those previously taken notes were summarized in short descriptive phrases, or words even, and were referred to as codes; these were meant to provide a downright

outlook on the most important ideas identified in the data, and later serve in the production of themes.

For coding, pedagogical terms were used, one or two words at most to describe the pedagogical action or situation in the colourised segment of the excerpt. Examples of some codes include: "Esteem needs", "Reinforcement", "Scaffolding", etc.

2.7.3. Searching for Themes

During this 3rd phase of the analysis process, previously codified data is now sorted out into themes. Codes are more specific and narrowed to the meaning of the segment at hand, whereas themes are broader, and can encompass two or more codes. I used the colour system again to categorize my codes into seven initial themes such as "Maslow's needs", "Experiential learning", etc.

2.7.4. Reviewing Themes

In this phase the initial themes were further labelled as "sub-themes" and were classified under " Umbrella themes"(see appendix); for instance, the sub-themes " Maslow's needs" and "Humanistic teaching" fall under the heading " learning/ environment needs and pedagogical concerns" while the sub-themes " Behaviourist teaching" and " Experiential learning" belong the umbrella theme entitled " Teaching practices and Pedagogical approaches".

According to Braun and Clarke (2006) thematic analysis has the advantage of being a flexible qualitative method; hence, it can be adapted according to the research needs. For this reason, it was only fit to enclose the fifth step of defining and naming themes within the 3rd and 4th steps. Moreover, the last step was supposed to be dedicated to the production of a written report; however, instead of writing a report that relates the final themes with the excerpts, themes were related to both their appropriate theoretical definitions and with the excerpts they were adapted from but in forms of narratives with extra comments to picture the theme.

To recapitulate, first, a thorough reading of the Harry Potter texts was required to get familiarized with the context and taking notes helped spot important ideas; those notes were later developed into descriptive initial codes that serve to determine the general idea being highlighted, and then were used to form sub-themes in relation to what is being investigated; those themes were then categorized and classified under umbrella themes and were reviewed; finally, the themes were presented with their theoretical definitions and narratives. Figure2.3. represents the assortment of the previously discussed steps.
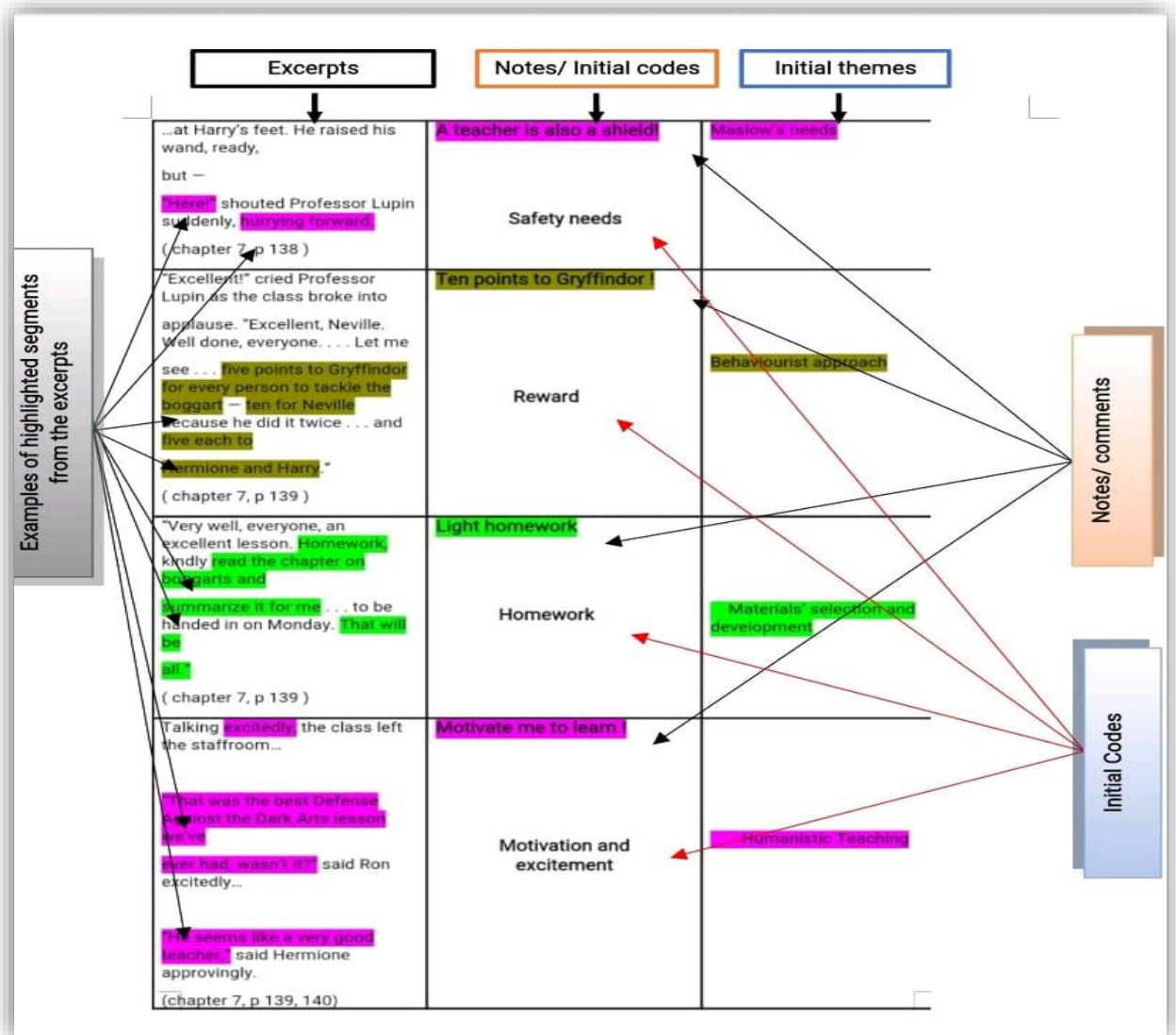
Figure 2.2. Thematic Analysis Table
Exemplar

2.8.   Data Collection and Analysis of the Second phase

This second phase is a consecutive step of the overall endeavour; in other words, it couldn't have possibly taken place if the first phase hasn't been completed. The use of narrative pedagogy through fictional literature requires a minimum of critical and literary analytical skills. This approach, then, is not only an approach to acquiring competence but also enhancing performance, by developing both abstract knowledge and skills.

2.8.1.   Examination of the experiment and interviews

A small experiment was conducted by applying narrative pedagogy on the participants to determine their attitudes toward the approach. The data was gathered through interviews which are part of the experiment itself.

2.8.1.1.   Preparation phase

First, the final data gathered from the first phase was organized into the interview paper as follows

The pedagogical themes served as a title, followed first by a definition, and explanation to provide the reader (participant) with a theoretical background of the pedagogical notion at hand in case they haven't studied it or come across it before.

The explanation is then followed by a narrative or two from the Harry Potter excerpts that best illustrate the implementation of the pedagogical notion previously presented. The narratives are written based on the original text, and direct quotes in conversations were provided as they are; whilst, some additional comments were added to guide the reader to what requires their attention. Figure 2.4. retrieved from the interview paper illustrates the elements of the experiment. The pedagogical theory experimented with, in this case, is

"Maslow's hierarchy of needs"

Figure 2.3. Interview paper exemplar

2.8.1.2.   Piloting phase

After having set the interview paper for the experiment, it had to be tested on other eligible individuals who do not belong to the sample of participants. By running 2 pilot experiments through online interviews with a novice teacher, and 2 undergraduate students, one of which is in his final year. The pilot experiments helped edit and organize the interview questions and decide on which pedagogical theories to focus when conducting the actual interviews with the sample. As the sample was very small, the focus was on two main pedagogical theories: Maslow's hierarchy of needs presented above and scaffolding.

2.8.1.3.   The implementation phase

In this phase, the experiments were conducted through one-to-one interviews with the actual participants. As the interviewer, I have made sure the atmosphere is well set for the interviewees before starting the process. They were invited, in turn, to an empty classroom, to avoid corridor noises and unnecessary disruptions.

The interviewees sat in an opposite chair to mithe interviewer, after making sure they were perfectly comfortable and agreeable to the experiment, they were asked for their permission to record the conversation on the phone, which they all agreed to.

2.8.1.3.1. Small-chat

As a way to soothe the atmosphere and make the interviews less formal, a friendly discussion with the participants seemed needed. Asking for their names, was a way to make them feel less tense during the rest of the process whilst theywould be called by their first names, instead of miss or sir. They were, of course, asked about how they were doing, and how they were feeling, to which the answers were very positive and the participants did not seem tense; which allowed the process to carry on. They were asked about how they were doing with their studies, how they felt about being Master's students about to finish their studying career and how they have done in the first semester, since this experiment took place

only a few weeks after their first semester exams, and then, the non-teacher contestants were asked whether they would like to pursue a teaching career after graduation. Most of them were excited about the idea of finishing their studies, they seemed to have done well concerning their first term exams; however, their personal opinions about Master's studies differed, contestant n°4 for example felt a lack due to the reduced amount of necessary studies because of the 2019-2022 pandemic years; whilst contestant n°1 believes they haven't learnt enough in their master's journey (without mentioning the causes). As for pursuing a teaching career, participants n°2, 3 and 4 expressed their intentions on looking for governmental teaching jobs after graduation, seeing that the 3 of them have already had a certain teaching experience, but in private institutions only.

This small chat made it possible for me to get a little acquainted with the participants and made them feel comfortable to go forth with the next questions.

2.8.1.3.2. *Didactic studies and pedagogical knowledge.*

After introductions were made, and the mood is set, the following set of questions aimed to reveal whether or not, and the extent to which University has contributed to developing my participants' pedagogical competence.

I started by asking the participants about their speciality modules that are related to the teaching field, modules where they might have studied the different teaching approaches and theories and different pedagogical practices, etc. Since all of the four participants belong to the same university, the curriculum was the same; they mentioned a module called Didactics which they have seen during their 3rd year of licence; they have also talked about modules such as English for Specific Purposes (ESP), Curriculum and Materials design, Teaching English as a Foreign Language (TEFL) , and Course Design.

The exact question was "do you think University has prepared you pedagogically enough to pursue a teaching career?" after having received some straightforward answers, and upon

seeking elaborations they were asked about the way the modules they have previously mentioned were taught to them; the following are some of the answers

Interviewee n°1 is an experienced high-school teacher, who is also pursuing Master's studies. The questions asked to him at this phase were based on his current studies and not his teaching career. When asked whether university (before becoming a teacher/or during) has prepared him for his teaching career, the participant stated bluntly, and I quote "So...to be frank with you it's not…it's nothing" and when I have asked for the reason, the participant replied "because it's mostly theoretical, there is no practice" he then further elaborated "if you know the theory, or the approach, or even the method and you don't use it, it's…for me it's useless"

Interviewee n°3 is a 2nd year Master's student and part-time English teacher in a private institution. When I asked the participant about how the modules were taught to them, she said "There wasn't like a clear definition or a clear explanation from the teacher, so like each one had to do his exposé and his research about some techniques" she then added "Last year, in the first year of master, that we dealt with some techniques, but, like just….how to say it….not practical but theoretical" and then when asked whether the university journey has prepared her pedagogically enough for teaching she answered with " No, no, no, no..."

2.8.1.4. *Closing the gap*

After having gathered the participants' opinions about the nature of university studies regarding pedagogy, they were asked whether they would be open-minded to a new approach to developing their pedagogical knowledge which does not involve field practice; all of the responses were affirmative.

The participants were provided with the interview papers as exemplified in figure 2.4 and were given the papers to read the theoretical definitions of the pedagogical themes; mainly: the humanistic approach in which Maslow's hierarchy of needs was presented, and also the

principle of scaffolding, but was only applied on the first participant. further explanations were provided, but only on theoretical grounds. The participants read the accompanying narratives after having getting acquainted with the setting and characters; luckily, most of them already knew the story, they just haven't read it before.

After making sure they had understood both theory and narratives by asking them a few leading questions to ensure they perfectly comprehended the example at hand, for example, "Do you think what Professor Lupin did has encouraged Neville to do the assignment?" or questions to test their comprehension like "Do you see what Professor Lupin did here?" I asked them the determining question for the outcome of this experiment, which is to make a comparison between their level of comprehension before and after reading the narratives; in other words, I asked them whether it was the theory or the experience provided in the narrative that made them understand the principle better. The following are the participants' answers.

Interviewee n°1 replied "of course, the application serves better than the definition" he further added after confirming that the theory gave him an idea "but when you practice it, it will be stuck in your mind, it will be more clear"

Interviewee n°2 answer was **"**of course when you gave me the example of the teacher"

Interviewee n°3 was asked the same question and her response was "I think the second one" (referring to the narrative)

Interviewee n°4 responded with "of course the experience"

Finally, they were asked whether they think the approach is beneficial, and whether they would consider reading the Harry Potter books for more pedagogical exposure, their answers were as follow

Interviewee n°1 was very agreeable to the idea of reading other teachers' experiences, and concerning the Harry Potter books he replied with "of course, yes".

Interviewee n°2 happened to have watched the movies beforehand, and when asked whether she considers reading the saga now for enhancing her pedagogical knowledge she said "of course… (you gave me) the inspiration, like to…to read it".

Interviewee n°3 used the reaction "Ah! Nice" several times when being introduced to the approach and how it was implemented using the Harry Potter narratives.

Interviewee n°4 said, "This book, I think, of course, it's helpful and if there is something beneficial or any beneficial theory of course (I might read it)".

2.8.2. Discussion of the Findings

As a reminder, this practical endeavour has for purpose to answer the research question about the nature of teachers' attitudes towards the use of narrative pedagogy for the sake of acquiring/enhancing their pedagogical knowledge; and on that account, to determine the probability of the prospect for wider usage. The following points summarize the findings of the interpretation process.

Upon asking the participants about their plans after graduation, all of them are looking for teaching jobs, besides interviewee n°1 who happens to be a teacher already.

This means that the participants should be concerned about their pedagogical competence and performance.

All of the participants agree that pedagogy is the essence of teaching; however, and according to their answers, they do not seem to agree that University has had them prepared pedagogically enough to pursue their teaching plans; The reason, which they all expressed concern, is the theoretical exposure to pedagogy and the absence of practice and concrete exemplification of the implementation of these pedagogical practices.

One might conclude that University studies provide feeble opportunities for practising what learners mostly learn theoretically, and theoretical knowledge is far from sufficient when confronted with real teaching situations. The problem; hence, is revealed.

All of the participants were eager to try the approach and see how it works. After conducting the experiment and asking the participants to compare theory and narrative in terms of instilling pedagogical resources, all 4 participants declared that the narrative in which the pedagogical practice was exemplified through a teaching experience made them understand the concept better than the theoretical definition and explanation.

The question was intended to reveal the nature of the participants' attitudes toward the use of narrative pedagogy for pedagogy acquisition in comparison to traditional theoretical exposure to pedagogy, and the results were positive for the approach, participants' answers show a clear preference for narrative pedagogy.

Finally, participants were keen on the idea of reading the fictional work provided to them during the experiment, and thought it would be beneficial to acquire experiential pedagogical knowledge through reading it.

This only reinforces the previous point, that participants favour the experiential teaching that narrative pedagogy offers them.

That being said, it is possible, now, to conclude that the research question: "what are EFL teachers/teachers-to-be attitudes towards this approach?" has been answered, and the hypothesis which postulates that : "teachers will develop positive attitudes towards the use of narrative pedagogy" has been confirmed through this experiment, EFL teachers/teachers-to-be have shown a positive attitude toward the use of narrative pedagogy for their pedagogical development, and have shown the intent to apply it for the acquisition of more pedagogical knowledge from the provided fictional work.

2.9.   Conclusion

A recapitulation seems fit for a conclusion of this chapter. Two different research approaches were used for two consecutive steps necessary to investigate the research problem,

both qualitative; however, the first used a non-experimental research design; whereas the second used a quasi-experimental design.

First, a qualitative thematic analysis was applied to the Harry Potter books (starting with two books, to only keep working on one due to some restraints) to interpretatively explore the pedagogical practices present in the story. The data collected from this first procedure was then classified thematically.

Second, a sample of four Master's (1 and 2) students took part in the experiment, in which the previously gathered themes were provided with definitions, and theoretical explanations, and were compared to concrete examples of their application through the teaching experiences of Hogwarts teachers.

The interviews with which the experiments were carried out have helped gather necessary data which was then qualitatively analysed and interpreted to draw out conclusions that confirmed the previously suggested hypothesis; EFL teachers/teachers-to-be attitudes towards the use of narrative pedagogy for pedagogy-acquisition were positive; with the participants being open-minded to the prospect of using the approach in the future.

General Conclusion

Global divide is growing at an insane rate. The sphere of developed nations is monopolizing the world market, imposing its culture through media and propaganda domination, and framing the world at its pace and will; while the under-developed zone remains, analogically, the waste-land of the globe. However, this undeniable phenomenon comes as a culmination of a snowball that had the developed countries; metaphorically, build a handsome snowman, while the undeveloped ones had an avalanche landing on them; and that first snow-flake that started the process is education.

Education is commonly associated with teaching and learning; in this regard, forming qualified teachers with certain pedagogical expertise is crucial for the maintenance of a successful educational system. However, the problem is, and being pertinent in nature, the process of pedagogy-acquisition itself, many teachers-to-be find themselves exposed to pedagogy as theoretical knowledge, and few are the lucky ones who get the opportunity to join teacher-training programs; as a result, novice teachers, myself included, are faced with application constraints due to the huge gap between theory and application, and if a teacher's pedagogical performance is deficient, it can only mean that his/her pedagogical competence is deficient as well.

In light of this problem; a research about narrative pedagogy was endeavored, an approach that has manifested itself in the field, and gained unquestionable recognition amongst pedagogues, and teachers in the past decade; the approach in question uses a mode of storytelling for teaching/learning and is known as narrative pedagogy. The principle of this approach is based on narration of personal experience, whether for self-reflection or to set an example for an audience; this approach can be used through diaries, Ted-talks, personal conversations or, in the case of this research, through stories of fiction.

The use of narrative pedagogy in this study was not to serve in-class-teaching purposes; but rather, to be used by teachers or teachers-to-be to accumulate pedagogical knowledge in a

non-traditional and more affective and engaging way in order to develop their pedagogical competence; and eventually develop their performance as teachers.

the Harry Potter stories, being one of the most celebrated fictional/fantasy novels, served as basis for experiment on the use of narrative pedagogy. The choice of this literary work in particular is mainly a strategic move; having read the whole saga prior to this research is what inspired it in the first place, as to test whether other teachers-to-be can also benefit from the pedagogical resources provided in the story; from which the research question: what are EFL teachers/teachers-to-be attitudes towards this approach? also it seemed like the best time-saving option.

In the study at hand, an experiment was conducted using narrative pedagogy. Since teaching is the most coveted job by didactic students, the chosen sample included four Master 1,2 students who conveniently happen to have had a certain exposure to real teaching and can assess the efficiency of their university studies on those terms.

In the data collection phase, the participants were presented with pedagogical themes both in theory and as experiential narratives based on the books; through interviews, they were asked a few questions amongst which was to compare between the theoretical presentation of the pedagogical theme and its narrated illustration. Data analysis has revealed the nature of the participants' attitudes towards the use of narrative pedagogy for pedagogy acquisition, and the latter turned positive in prospect; the participants responded well with the approach and affirmed its benefits, they also expressed their interest in using it again with the rest of the Harry Potter books.

Before concluding, it has to be noted that this research was a humble endeavor, and an investigation for the possibility of a future prospect, which is the integration of narrative pedagogy as an alternate teaching/learning approach in the Algerian educational setting,

starting with teachers themselves; the outcome of this research proved it possible for this approach; henceforth, to prosper.

Finally, we have constantly to be reminded that education is the firm basis on which developed communities stand, no economic, medical, technological, or military advance would have been possible if those communities did not devote enough time to educate their future scientists, lawyers, economic experts, and social prodigies… and equip them with the necessary skills and knowledge to build their communities. If education is neglected, or poorly handled, then this basis will be shaken and the stand will fall.

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Appendices

Appendix 1. Thematic Analysis: Notes/ Initial codes and Initial themes

Excerpts	Notes / Initial codes	Initial themes
"Wonder what he teaches?" said Ron, frowning at Professor Lupin's pallid profile. "That's obvious," whispered Hermione. "There's only one vacancy, isn't there? Defense Against the Dark Arts." "Well, I hope he's up to it," said Ron doubtfully. (Harry Potter and the Prisoner of Azkaban,Chapter 5, p 75)	**Not much for a first encounter** / **Course Entry**	
"Good afternoon," he said. "Would you please put all your books back in your bags. Today's will be a practical lesson. You will need only your wands." (chapter 7, p130)	**Not a book slave**/ **Materials' selection.**	Materials selection and development
Puzzled but interested, the class got to its feet and followed Professor Lupin out of the classroom. (chapter 7, p130)	**Take learning out of the classroom**/ **Context and setting**	Experiential learning
Peeves didn't look up until Professor Lupin was two feet away; then he wiggled his curly-toed feet and broke into song. "Loony, loopy Lupin," Peeves sang. "Loony, loopy Lupin, loony, loopy Lupin —" Rude and unmanageable as he almost always was, Peeves usually showed some respect toward the teachers. Everyone looked quickly at Professor Lupin to see how he would take this; to their surprise, he was still smiling. (chapter 7, p131)	**Management of nuisance**/ **Class management**	Attitudes

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"Cool, sir!" said Dean Thomas in amazement. the class looking at shabby Professor Lupin with increased respect. (Harry Potter, Chapter 7, p 131,132)	**Cool teacher = respected teacher/** **Teacher's character**	Attitudes
Possibly no one's warned you, Lupin, but this class contains Neville Longbottom. I would advise you not to entrust him with anything difficult…. Neville went scarlet….. Professor Lupin had raised his eyebrows. "I was hoping that Neville would assist me with the first stage of the operation," he said, "and I am sure he will perform it admirably." (chapter 7, p 132)	**Standing up for your learner (boost their confidence)/** **Esteem needs**	Maslow's needs
"Nothing to worry about," said Professor Lupin calmly because a few people had jumped backward in alarm. "There's a boggart in there." (chapter 7, p 133)	**Comforting students/** **Confidence**	Humanistic teaching
"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. This one moved in yesterday afternoon, and I asked the headmaster if the staff would leave it to give my third years some practice. (chapter 7, p 133)	**Generate materials creatively /** **Developing materials**	Materials selection and development
"It's a shape-shifter," she said. "It can take the shape of whatever it thinks will frighten us most." "Couldn't have put it better myself," said Professor Lupin, and Hermione glowed. (chapter 7, p 133)	**Complementing = positive reinforcement/** **Reinforcement**	Behaviourist approach
"This means," said Professor Lupin,…, "that we have a huge advantage over the	**Involve everyone, give them a chance**	

boggart before we begin. Have you spotted it, Harry?" (chapter 7, p 133)	**No favouritism**	Objectivity
"Didn't catch that, Neville, sorry," said Professor Lupin cheerfully (chapter 7, p 134)	**A cheerful face, a relaxed student**	
Professor Lupin was back at work. It certainly looked as though he had been ill… ; nevertheless, he smiled at the class as they took their seats (chapter 10 , p 185)	**professionalism**	Objectivity
"We will practice the charm without wands first. After me, please . . . riddikulus!" … "Riddikulus!" said the class together… "On the count of three, Neville,"… Everyone ready?" said Professor Lupin… and Professor Lupin shouted, "Parvati! Forward!"… "Seamus!" roared Professor Lupin. (chapter 7, p 137)	**« I do, we do, you do »** **Scaffolding**	Experiential learning
"Riddikulus!" cried Parvati. A bandage unraveled at the mummy's feet… "Riddikulus!" shouted Seamus. The banshee made a rasping noise and clutched her throat; her voice was gone. "Riddikulus!" bellowed Ron, and the spider's legs vanished; it rolled over and over; (chapter 7 p 137,138)	**Drilling…… but hey! your boggart is different!** **Individualized instruction**	Behaviourist approach /Experiential learning
…at Harry's feet. He raised his wand, ready, but —	**A teacher is also a shield!**	Maslow's needs

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"Here!" shouted Professor Lupin suddenly, hurrying forward. (chapter 7, p 138)	**Safety needs**	
"Excellent!" cried Professor Lupin as the class broke into applause. "Excellent, Neville. Well done, everyone. . . . Let me see . . . five points to Gryffindor for every person to tackle the boggart — ten for Neville because he did it twice . . . and five each to Hermione and Harry." (chapter 7, p 139)	**Ten points to Gryffindor !** **Reward**	Behaviourist approach
"Very well, everyone, an excellent lesson. Homework, kindly read the chapter on boggarts and summarize it for me . . . to be handed in on Monday. That will be all." (chapter 7, p 139)	**Light homework** **Homework**	Materials' selection and development
In no time at all, Defense Against the Dark Arts had become most people's favorite class. (chapter 8, p 141)	**If you like the teacher; you'll like the subject** **Stimulation**	Humanistic teaching
His next few lessons were just as interesting as the first. (chapter 8, p 141)	**Excitedly waiting for the next session** **Interest**	Humanistic teaching
Something of Harry's thoughts seemed to have shown on his face, because Lupin said, "Anything worrying you, Harry?" (chapter 8, p 155)	**What is wrong? I can see it in your face** **Building trust**	Attitudes
"I see," said Lupin thoughtfully. "Well, well . . . I'm impressed." He smiled slightly at the look of surprise on Harry's face. "That suggests that what you fear most of all is — fear. Very wise, Harry." (chapter 8, p 155)	**Care and understanding**	Humanistic teaching
"Lures travelers into bogs," said Professor Lupin as they took notes. "You notice the lantern dangling from his hand? Hops ahead — people follow the light — then —" (chapter 10 , p 186)	**Demonstrate don't explain** **Direct method**	Experiential learning

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"Here —" Lupin handed him a Chocolate Frog. "Eat this before we try again. (chapter 12 , p 239) He handed Harry a large bar of Honeydukes' best chocolate. "Eat the lot… (chapter 12 , p 242)	**Yum! Chocolate, let's try again!** **Encouragement**	Humanistic teaching
"But you've achieved a great deal in a very short space of time." (chapter 12 , p 246)	**Keep record of learners' advancement** **Assessment**	
"I have complete confidence in you," (chapter 12 , p 246)	**Confidence is key !** **Confidence**	Humanistic teaching
Professor Lupin had compiled the most unusual exam any of them had ever taken; a sort of obstacle course outside in the sun, where they had to wade across a deep paddling pool containing a grindylow, cross a series of potholes full of Red Caps, squish their way across a patch of marsh while ignoring misleading directions from a hinkypunk, then climb into an old trunk and battle with a new boggart. (chapter 16 , p 318)	**Practical exam! test my skills** **Evaluation**	
"You're the best Defense Against the Dark Arts teacher we've ever had!" said Harry. "Don't go!" (chapter 22 , p 424)	**Goodbyes !** **Course Exit**	

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Appendix 2. Thematic Analysis : Sub-themes/Umbrella Themes.

Sub-themes	Umbrella themes
- Course entry. - Course Exit.	- Teacher's image
- Materials' selection. - Developing materials. - Homework. → Materials' selection and develoment	- Instructional materials
- Esteem needs. - Confidence. - Safety needs. - Stimulation. - Interest. - Care and understanding. - Encouragement. → Maslow's needs → Humanistic teaching	- Learning/ environment needs and pedagogical concerns
- Class management. - No favouritism. - Teacher's character. - Professionalism. - Building trust. → Attitudes → Objectivity	- Teacher's style
- Context and setting. - Reinforcement. - Scaffolding. - Individualized instruction. - Reward. - Direct method. → Behaviourist teaching → Experiential learning	- Teaching practices and pedagogical approaches.
- Assessement. - Evaluation.	- Assessement and evaluation.

Appendix 3. Interview paper: Themes and Narratives

Humanistic approach

Humanistic language teaching is an approach based on the principle that the learner needs to be engaged, not just intellectually, but also emotionally and socially in learning; hence, teacher needs to stimulate learners motivation and interest through encouragement and displaying care and concern about their emotional well-being to gain their trust and approval and maximize learning.

Narrative:

Professor Lupin is Hogwart's « Defence against the dark arts » teacher; in his classes he is cool and calm. He is also very caring and understanding of his learners' emotions.

> Professor Lupin also **always encourages** his students and **makes them feel confident about themselves.**
>
> During a training session with Harry, Professor Lupin started to feel Harry being discouraged, so he handed him a bar of chocolate.
>
> **("Here —" Lupin handed him a Chocolate Frog. "Eat this before we try again.)**
>
> (Chapter 12, p 239)
>
> **(He handed Harry a large bar of Honeydukes' best chocolate.** "Eat the lot…)
>
> (Chapter 12, p242).
>
> He also told him: **"I have complete confidence in you,"** (Chapter 12, p 246)

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Maslow's hierarchy of needs

Maslow's hierarchy of needs is a motivational model in psychology that suggests the individual's (learner's) journey to self-actualization begins with fulfilling basic needs and moving to more complex needs of the hierarchy presented in a pyramid.
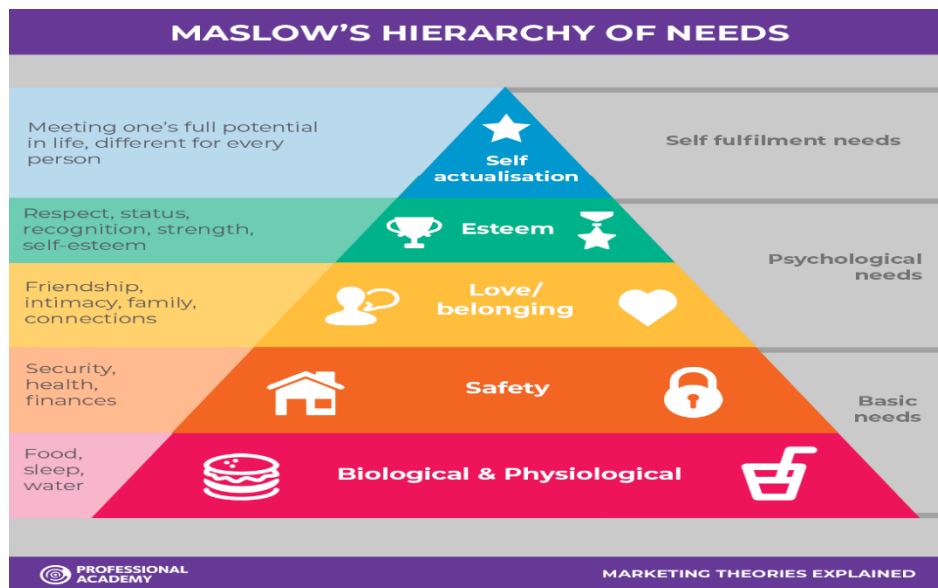
Narrative:

One thing Professor Lupin would definitely do is **standing up for his learners and boost their esteem needs**, no one ever feels undermined with him.

During one of their usual sessions, Professor Snape (the bully teacher) happend to be passing by and started bullying one the students, Neville Longbottom, and he said:

(**''Possibly no one's warned you, Lupin, but this class contains Neville Longbottom. I would advise you not to entrust him with anything difficult….''**)

When Snape said that, poor Neville went all red of shame in front of his classmates so (Professor Lupin had raised his eyebrows

"I was hoping that Neville would assist me with the first stage of the operation," he said, "and I am sure he will perform it admirably."). (Chapter 7, p 132)

Indeed, **Neville felt confident again** and performed well, he even did the assignment twice.

Behaviourism

Behaviourism in its essence is a psychological theory that believes in establishing/changing behaviours based on normative standards through conditioning (stimuli-response sequence) and disciplinary measures, or feedback (positive and negative reinforcement).

The theory was adopted by education-theorists and pedagogues to conceive a learning-theory that is based on the previous one; in this regard, learning is considered uniform and knowledge is the behaviour expected to instil through drillings and repetitive chains. In foreign language teaching, different pedagogical methods emerged based on the behaviourist theory, like the GTM, The AL, the DM …etc.

Narrative:

Professor Lupin always makes sure to enforce his students' learning by complimenting them or rewarding them with a little something.

During one of their usual sessions, Hermione (one of his students) answered correctly

"It's a shape-shifter," she said. "It can take the shape of whatever it thinks will frighten us most."

"**Couldn't have put it better myself**," said Professor Lupin, and **Hermione glowed**.

At the end of the session, everyone had performed admirably thanks to his compliments, he decided to even reinforce that and make them excited about the next session so **he granted everyone who did the assignment points.**

"Excellent!" cried Professor Lupin as the class broke into applause. "**Excellent, Neville, Well done, everyone.** . . Let me see . . . **five points to Gryffindor** for every person to tackle the boggart — **ten for Neville because he did it twice** . . . and **five each to Hermione and Harry**."

(Chapter 7, p 139)

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Scaffolding

Scaffolding is an engineering technique that was adopted by pedagogues to facilitate increasing autonomy levels for the learner and avoid over-dependence on the teacher. Scaffolding permits the learner to learn from someone who is more experienced than himself without having him constantly supervising him; the teacher, in fact, provides a model of knowledge (or skill) meant to be acquired and then monitors the learning process while gradually stepping back until only providing help when needed. In a classroom , this process follows the " I do, we do, you do" sequence, starting by the teacher providing a sample, learners practicing together in group works or pair works under the teachers supervision , and then finally working individually. (GCU Blogs, 2020)

Narrative:

He also uses the Scaffolding technique, he performs a model of instruction, he makes everyone drill (repeat), and then when they're ready, they start performing by themselves without his help.

"We will practice the charm without wands first. **After me, Please** . . . riddikulus!" …

"Riddikulus!" **said the class together**…

 "**On the count of three, Neville**,"…Everyone ready?" said Professor Lupin…

….and Professor Lupin shouted, "**Parvati! Forward**!"… "Riddikulus!" cried Parvati.

"**Seamus**!" roared Professor Lupin….."Riddikulus!" shouted Seamus.

(Chapter 7, p 137)

ملخص

عند النظر في قول ج. ك رولينغ "لا تحيى القصة إلا إذا أراد شخص ما الاستماع ... إن القصص التي نحبها تحيى فينا إلى الأب (Rowling, 2011, 2:55-3:42) يدرك المرء أن معظم معرفتنا الحالية هي نتاج التفاعل الاجتماعي، والأهم من ذلك هو مشاركة التجارب الشخصية التي يتعلم المرء من خلالها ويعلّم بها، فبما أنه حافز للنمو الفكري والاجتماعي، لِما لا يستطيع المعلّم أيضا التعلم من تجارب المعلمين الآخرين؟ تهدف هذه الدراسة إلى تجريب البيداغوجيا السردية على عملية اكتساب المعلمين للبيداغوجيا من خلال الروايات الخيالية التي تحتوي على تجارب شخصية في التدريس وطرقه، والتحقيق في إمكانية توسيع وتخصيص استخدام هذا المنهج، أي البيداغوجيا السردية، في مجال التعليم. وقد أجريت هاته الدراسة النوعية من خلال مرحلتين رئيسيتين. أولا من خلال التطبيق الشخصي لمنهج البيداغوجية السردية على كتب هاري بوتر الخيالية باستخدام التحليل الموضوعي لاستكشاف الممارسات التربوية والتعليمية المختلفة الموجودة في القصة وتصنيفها لموضوعات ذات صلة بالموضوع الأساسي للبحث، حيث تم استخدام الموضوعات الناتجة في المرحلة الثانية من البحث والتي كان أساسها تجربة أجريت من خلال مقابلات على عينة من معلمي اللغة الإنجليزية كلغة أجنبية وطلاب الماستر 2 (تخصص تعليمية)، وذلك لتحديد مواقفهم تجاه استخدام البيداغوجيا السردية على المؤلفات الخيالية لاكتساب المعرفة التربوية والتعليمية، فقد كانت الدراسة مبنية على افتراض أن المواقف المعنية للمعلمين من خلال العينة المدروسة ستكون إيجابية. وأسفر تحليل ومناقشة النتائج عن تأكيد الفرضية وفتح الباب أمام آفاق جديدة للمؤسسة التعليمية للتطور والازدهار والطموح الى مستقبل أكثر إشراقا.