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Moral Education through Literature:

A Didactic Proposal Based on the Harry Potter Novels

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ABSTRACT

This paper explores the role of moral education in the English as a Foreign Language (EFL) classroom through the integration of Harry Potter literature. Given that foreign language learning emphasizes the development of linguistic competences, it aims to demonstrate the relevance and usefulness of literature in fostering other competences such as personal and ethical competences, in this case focusing on third-year ESO students. Thus, it has been created a teaching proposal that employs a communicative, cooperative, and task-based learning approach, where students develop different values through creative tasks that foster critical thinking. Specifically, moral values such as effort, creativity, and courage are addressed, applying them to situations or problems inspired by the Harry Potter saga. Consequently, students will be able to recognize the importance of values education in their development as reflective, responsible, and team-working individuals.

KEYWORDS: Moral values, Harry Potter literature, Cooperative learning, Task-Based Approach, Communicative Approach.

RESUMEN

Este trabajo explora el papel de la educación en valores morales en el aula de inglés como lengua extranjera (EFL) mediante la integración de la literatura de Harry Potter. Dado que el aprendizaje de lenguas extranjeras pone énfasis en el desarrollo de competencias lingüísticas, se pretende demostrar la relevancia y utilidad de la literatura para fomentar otras competencias, como las personales y éticas, centrándose en este caso en el alumnado de tercero de ESO. Para ello, se ha creado una propuesta docente que emplea un enfoque de aprendizaje comunicativo, cooperativo y basado en tareas, donde el alumnado desarrolla diferentes valores mediante tareas creativas que fomentan el pensamiento crítico. En concreto, se abordan valores como el esfuerzo, la creatividad y la valentía, aplicándolos a situaciones o problemas inspirados en la saga de Harry Potter. En consecuencia, el alumnado podrá reconocer la importancia de la educación en valores en su desarrollo como personas reflexivas, responsables y con capacidad de trabajo en equipo.

PALABRAS CLAVE: Valores morales, Literatura de Harry Potter, Aprendizaje cooperativo, Enfoque basado en tareas, Enfoque comunicativo.

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1. Introduction

Foreign language in the classroom is taught only prioritizing the development of the linguistic competence, overlooking the diverse applications that language may involve. The foreign language can be used to learn other topics such as in this case, that the English language is employed to work with moral values in the classroom. Therefore, an innovative proposal has been presented and it surpasses the traditional standards of English language learning.

Rooted in classical theories, specifically those of Aristotle, Socrates, and Plato, this project focuses on teaching moral values as an indispensable pillar in education, especially for adolescents. At this stage, students start to form their identity, values, and autonomy. Thus, literature becomes the tool for shaping it, providing characters and events through which students internalize and explore ethical dilemmas. For this purpose, Harry Potter literature has been chosen, due to it possesses many different events that stimulate moral reflection. Moreover, Harry Potter texts contain a variety of moral values that can be explored in the English classroom, enhancing critical thinking, reflection, and social awareness.

Consequently, the didactic proposal has been designed for third-year ESO students. This proposal has implemented some approaches such as the Communicative or the Task-Based Approach, as well as, it aligns with the curricular framework required. The unit, titled *Magic, Morals, and Muggles* fosters linguistic skills through the incorporation of moral education.

2. Justification

Language learning may focus on a broader scope than just linguistic or grammatical elements. For this purpose, this project has been designed in order to explore the possibility of using the foreign language to enhance personal, social and ethical development. Educating in moral values should not be seen as additional content, but as an essential support of teaching work specially in adolescence.

The English classroom may go far beyond grammar and vocabulary; it can become a space where learners express ideas, feelings, and practice moral values to shape their identity in order to acquire the necessary skills to fit into society. Moreover, literary texts can be included as a tool to allow students to explore moral values such as courage or effort since

literature includes a wide range of principles present on the characters or on the themes. On these grounds, they enrich critical thinking and reasoning with the completion of different activities.

In this specific case, to achieve the needed purpose, Harry Potter´s literature has been chosen because it engages students to face moral dilemmas present in these novels by realizing creative and imaginative tasks exploring moral values. These creative activities are also motivated for students because they use group work and project-based learning. In other words, they are attractive to them because they may interact and have an active role which is something appealing to them.

2.1. Objectives

The primary aim of this dissertation is to show the significance and usefulness of teaching moral values. It has been considered Harry Potter´s literature within the context of secondary English education, thus, by examining the moral values present in Harry Potter, the project pretends also to depict how literature and ethics can be addressed and discussed to enhance linguistic skills but also social and personal. Harry Potter novels possess a lot of elements for identifying moral problems in characters and situations.

On these grounds, another objective is to design a practical proposal for the third year of secondary education with a series of activities based on Harry Potter novels and themes, by promoting moral reflection and critical thinking. So, some teaching strategies and practices will be explained, where the role of the English teacher will be as a facilitator. This dissertation will also define some methodologies employed to achieve that moral education which are Task-based approach, cooperative learning or Communicative approach. On this account, they will be considered as the basics of the proposal since all the activities presented are linked to them and they will be explained in detail.

3. Theoretical Framework

3.1. Moral education through classical literature

Many studies show that education in the classical era was almost entirely dedicated to the cultivation of values and virtues (Tachibana, 2012). The aim was to educate students through intellectual development but also through moral development in order to become good citizens and humans, and those in charge of carrying out this task were the philosophers. In this classical period, the most important philosophers were Socrates, Plato and Aristotle**.**

For Aristotle, the purpose of education was to inculcate virtue and guide individuals towards a life of happiness obtained through ethical action; goodness or virtue, as he called it (Robb, 1943). For him, there were two types of goodness or virtue: intellectual and character. The second is formed by the habits we maintain with our environment, and that environment must be provided by the schools (Robb, 1943). As it has been said above, it is important to use that morality to acquire happiness, one of the main goals of education. However, he distinguishes between intellectual and moral virtue, and this project focuses on moral virtue which is obtained through habit and experience.

Regarding Socrates**,** he believed that souls were immortal, and he applied this to knowledge similarly. That is, we must educate ourselves to remember everything we have already learned, because every time we are born we lose all our knowledge (Plato, 85 b.C.). For Socrates, education consists of guiding students towards the distinction of good actions, namely, education depends on the individual by his own autonomy to distinguish good from evil. To achieve this autonomy, Socrates employed a new method called dialectics, encouraging students to think critically through questions and answers (Mares, 2018). Thus, individuals will be able to understand the world around them through critical thinking (Mares, 2018).

Plato thought that education had to be formative, education had to enrich the student to develop their forgiveness, attitudes, mentality and values (Kamuhabwa, 2021). For Plato, educating in virtue and moral values was essential, and it can be observed with his theory *The Allegory of the Cave*, as it tries to explain that virtue is developed seeking the truth, and using justice. There are prisoners in the cave who see shadows and think they are real, these persons represent ignorance. Escaping the cave is a metaphor for the difficulties of finding enlightenment through some values such as courage and wisdom. Courage to succeed the

obstacles of leaving the cave and of discovering the real truth. Moreover, it is important to use moral responsibility and self-control to not return to the cave, and responsibility to teach and help others through action. To summarize, education is a tool to maintain self-control and the balance of values or virtues (Mares, 2018). According to Plato, education must foster the values of prudence, courage, temperance, and justice. Goodness and justice prevail above all. (Plato, 455c–456a).

To conclude, as it has been observed, the main principle of education for Aristotle, Plato and Socrates was the development of good and virtuous citizens. A suitable approach to do this is, as Socrates and Plato believed, through imitation. However, later it will be seen that there are two ways to achieve it; by imitation or content (Powell, 2015).

3.2. Definition and types of moral values

In the first instance, the term "value" is a complex one that has always interested many authors, as this word can have different perspectives depending on the person, but at the same time, all of them are considered true and valid (Castillo, 1998). According to the Cambridge dictionary, value is defined as "the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour" (Cambridge University Press, n.d.). It could be defined as the appropriate adjectives for people depending on how they act or behave.

Therefore, values have been recognized as a central element in various disciplines including sociology, psychology and anthropology. Thus, moral values or virtues are personality traits that motivate people to act in a specific way depending on the context or circumstances. On the one hand, values and virtues refer to the qualities a person possesses that are considered good. On the other hand, personality traits describe a person based on how they think or act; in this case, they can be negative or positive (Spielthenner, 2004). Each person builds their own "scale" of values, behaving or solving problems differently depending on the order of priorities that person has. Each person possesses different virtues, but it is important to create common values to live in society (Schwartz, 2009).

According to a model called The Schwartz value theory (Schwartz, 1992), there are ten different personal values which are present in all cultures since they are universal. The ten values are: *power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity and security.*

To start with the ten types of values established by Schwartz, the first one is *power.* It refers to some kind of status, control over people or resources in the social relations (Schwartz, 1992), but it can also make reference to some individual needs, like ambition to achieve something. Additionally, he determined that the second one was *achievement,* this principle states the importance of personal success by demonstrating some kind of competence through different social contexts (Schwartz, 1992). To achieve a specific goal, a person may be ambitious, intelligent, influential, etc. The third virtue dictated by Schwartz is *hedonism,* which means achieving a sense or feeling of pleasure for oneself. It is more for personal gratification (Schwartz, 1992) . To continue, we have *stimulation.* To be specific, to experience some kind of excitement through variety and challenge in life (Schwartz, 1992). To achieve that stimulation you need some kind of courage. The fifth value is *self-direction* which is supposed to be independent carrying different actions. To gain autonomy the subject has to develop their creativity, freedom and intelligence too (Schwartz, 1992). The following two are *universalism* and *benevolence.* On the one hand, *universalism* refers to the ability to have tolerance and understanding towards other people and towards nature, it applies to everyone (Schwartz, 1992). On the other hand, Schwartz states that the sixth value is *benevolence,* it is similar to universalism because it also means to take care of the welfare of people (Schwartz, 1992). However, in this case of people with whom one is in personal contact. In addition, the seventh virtue is *tradition.* It is related to customs, and it declares that people should have respect for the ideas or manners of the culture or religion that is provided to them (Schwartz, 1992). Subsequently, *conformity* that refers to restricting impulses and actions that may harm or upset others or social norms (Schwartz, 1992). To conform, it is necessary to be obedient, polite, loyal and responsible (Schwartz, 1992). To finish**,** *security,* which means harmony and stability of social relationships or oneself. Although the former, which is social relationship, refers to group interests such as national security and the latter, oneself, to individual interest, to achieve both of them requires moderation, reciprocation and order.

As aforementioned, there are many values and virtues and all of them are accurate and may be adapted to the situation or to the person. These types of values will be considered when developing the practical proposal of Harry Potter based on moral values.

3.2.1   Characteristics of moral values

With regard to the characteristics that may define moral values, it is possible to say that they are described by a range of features. First of all, they are ranked, albeit subjectively. Each person categorizes them in order of importance (Schwartz, 1992). Besides, they also have polarity. Values can manifest themselves in positive or negative ways, however, it is up to each subject to differentiate the positive from the negative and know how to use them appropriately (Roccas & Sagiv, 2010). Moreover, values are influential. They have a great impact on behavior; they act as guides for people to make decisions and justify their actions (Rokeach, 1973). Values are also relatively consistent. Traits and virtues are usually stable over time, although they can be influenced by some experiences changing people's perspectives. It is people's vision that changes. Finally, it is possible to say that values are abstract. They are not linked to specific situations, values are important across many situations. That is to say, it should guide behavior in many circumstances, not just in one specific case (Kluckhohn, 1951; Rokeach, 1973; Schwartz, 1992).

3.3. How to teach moral values to adolescents

Prior to developing how to teach moral values to adolescents, it is essential to state what adolescence is. It is a period of life marked by multiple changes; both physical and mental and it is an important stage because it is a transition from childhood to adulthood (Curtis, 2015).

Additionally, it goes from 12 to 16 years and in general words, it can be defined as a stage of increased emotional instability as feelings oscillate between the extremes (Arnett, 2006). The adolescent presents both patterns of emotional instability, anger and rage, as well as a tendency towards bad mood and negative or positive affective states (Martín, n.d.). Furthermore, adolescence is a difficult period of self-discovery where the youth explore themselves and ask questions to discover their identity, values, and to differentiate good from evil (Erikson, 1963). For this specific reason, it is important to teach moral values to adolescents, because they start to discover themselves, so they need "a push" to achieve it with the right moral values.

Another important reason to teach moral values to adolescents is that in this period their abstract thinking starts to increase and develop. Namely, they are able to remember more

elements as their cognitive abilities have deepened (Martín, n.d.). They have the capacity of solving difficult problems by analyzing the multiple causes in order to obtain different solutions (Martín, n.d.). In addition, adolescents personalize their values on different people. At first, they search for people in whom to personalize values, usually close people; for example family or teachers (Martín, n.d.). It is on this occasion that the role of the teacher becomes fundamental. They can take advantage of their authority to teach students values which will be necessary in their everyday lives, especially when coexisting with others. That being so, the teacher serves as a model for this.

On these grounds, it is essential to emphasize the teaching and education of these values. This way, students will be able to make important decisions, overcome conflicts, and be responsible; for example, when completing individual or group work. Promoting values creates a positive environment where there is good coexistence and inclusion. Thus, they learn to live in society and with their peers and teachers. Additionally, teaching values develop critical thinking in students. It is essential because it makes students able to reason logically, and develop their own opinion.

Teaching morality is to explain methods that develop moral perception, behavior and understanding (Johansson, E., et. al., 2011). Values are incorporated directly or indirectly in the classroom. Indirectly, they are present when teachers establish routines in the class, form groups, prepare activities or projects, etc. (Fenstermacher, Osguthorpe, Sanger, 2009). However, they can also be taught directly through some type of imitation. What students and teachers do in the classroom refers to the content, and imitation to manner (Fenstermacher, Osguthorpe, Sanger, 2009). In other words, manner refers to the traits or behavior that the teacher does in the classroom, and content to the material that the teacher provides. In this case, this project is going to focus on the content. The teacher must provide proper content or activities to teach moral values, now their role is that of facilitator (Contreras, 2007). The teacher does not only focus on explaining the content, but helps students to develop critical thinking. They ask questions themselves to reflect and find possible answers. In contrast, problem-based learning is essential for developing problem-solving skills, as it engages learners directly in the process of finding solutions.

There are different methods to instruct moral values to students. For instance, *content-based instruction, problem solving learning, or cooperative learning.* This project is going to use the three of them. On the one hand, *cooperative learning* because it is useful to

learn values such as cooperation or respect and at the same time students work collaboratively but with different roles, such as being a leader (Ruwaida, 2014). On the other hand, *problem-solving learning* which is essential for developing critical thinking as it connects students with the process of finding solutions. Students are active learners in the learning process with an active role contributing to problem-solving activities. Finally, the *content-based instruction* which takes place when the language, in this case English, is learned through real contents instead of only focusing on the grammar or vocabulary (Ruwaida, 2014). This method enriches critical thinking and connects language learning with significant themes, such as moral values.

As a whole, this project is based on teaching values through literature. Students learn the language through literary texts and also some values that are represented in the literary works by realizing different tasks.

3.4. Importance of literature in the classroom

The use of literature in the classroom is an effective tool for many reasons. First of all, it helps readers to be aware of the world they live in. In the same degree, it encourages the students to think and reflect about aspects related to the culture, politics, history, values, etc. of the language they are learning (McRae, 1991). Secondly, literary texts contain sophisticated forms of expression, such as metaphors. If we familiarize students with reading literature, they will develop skills or competencies such as critical thinking or introspection under several scenarios (Carter, 1991). For that matter, literature may involve authentic texts and this is a source of motivation for students because they have a connection with real life and because they contain topics that encourage reflection and arouse curiosity. Another positive aspect of literature is its great flexibility. Literature is very flexible, as texts can be chosen according to the content being studied in class at the time. Not only that, but post-reading activities can be varied, fostering values such as cooperation (if group activities are done) or if the students ask questions or form hypotheses of questions about the literary text, they develop imagination (Rodger, 1983). Creativity is another moral to solve problems, adapt to change and to think with autonomy. Finally, as it has been said, values can be learned through imitation, and just as high school students personalize values in others, in this case they would do so with the characters that appear in texts or books. Furthermore, by identifying with them, they would develop another important value for living in society: empathy.

3.4.1. How Harry Potter literature treats values

For this project, Harry Potter literature has been chosen; students are required to read excerpts from the Harry Potter series before completing the subsequent activities proposed. There are seven books in the Harry Potter saga, and they have been translated into hundreds of languages to be read by a huge number of readers. The seven books are as follows:

- *Harry Potter and the Philosopher's Stone (1997)*
- *Harry Potter and the Chamber of Secrets (1998)*
- *Harry Potter and the Prisoner of Azkaban (1999)*
- *Harry Potter and the Goblet of Fire (2000)*
- *Harry Potter and the Order of the Phoenix (2003)*
- *Harry Potter and the Half-Blood Prince (2005)*
- *Harry Potter and the Deathly Hallows (2007)*
- *Harry Potter and the Cursed Child (2016)*

These novels belong to the folklore fairy tale genre. (Shukhratovna, 2022). They tell how Harry, a child, performs great feats, specifically the fight between him and the evil wizard Lord Voldemort, who murdered Harry's parents in his quest to conquer the magical world. It is important also to mention that this saga possesses certain features of the XXI century and it defends many values such as friendship, hard work, development of creativity, etc (Aguilar, 2009: 5).

The popularity of Harry Potter rose because there is a parallelism between the magical world and the real world. It is a magic school but at the same time it represents the educational system developed in England during the 90s. Some real aspects can be seen because although they use magic, it is an ordinary school where there are tests, homework and extracurricular activities. Moreover, their schedule is the same because there are three quarters and three vacation periods (Binnendyk & Schonert-Reichl, 2002). The blurring of lines between reality and fantasy makes the reader want to keep reading because it is a way of escaping from everyday life.

Harry Potter also promotes children's love of reading because they see themselves in the character. On the one hand, they identify themselves with Harry Potter because although he is a hero, he is average-looking and he has to face different problems that most young people could also face (Binnendyk & Schonert-Reichl, 2002). On the other hand, they see themselves

in other characters since they are also growing up, so it contributes to their maturation (Olivier, 2008).

3.4.1.1. Analysis of characters

The world of Harry Potter is full of values and abilities (Shukhratovna, 2022). As it has been said, there are seven books. These novels represent the folklore fairy tale genre, but it can also be considered an educational genre since it entertains while instructing moral lessons (Shukhratovna, 2022).

Throughout the different books, it is possible to observe two types of values, some of them being physical, such as strength, but also psychological. To appeal to young readers, these values are accompanied by magical elements, such as having to demonstrate courage by defeating a magical creature (Shukhratovna, 2022). Indeed, the character of Harry Potter coexists in a world where evil and good are present. He has the duty to restore the peace in the school implementing different moral values to defeat evil forces. From the beginning we may see different moral values in Rowling's stories. In fact, only in the beginning, the characters have to cooperate.

In light of this, it is possible to identify many values that are important in society such as friendship, courage, teamwork, respect, or humility. When they arrive at the school they are divided into four houses. Each house must obtain points to win the cup (important event for Hogwarts where a house wins due to their idyllic behavior). If they follow the rules and mind their manners, they are awarded house points. In other words, they must use those values throughout their stay at school (Olivier, 2008).

Under those circumstances, this project is going to focus on four specific abilities. Certainly, in the proposal the students will also be divided into four groups according to the four different Hogwarts houses. Each house represents a specific skill. Students that belong to Slytherin are characterized by having leadership qualities and being ambitious. Ravenclaw house is represented by intelligence and creativity. Then, Hufflepuff uses hard work to achieve successful goals. Finally, Gryffindor students are brave, and they use courage to face difficult situations.

As a starting point, we are going to define what *leadership* is. It can be defined as the ability that a person possesses in order to influence a group to achieve different goals. These

people are usually in charge of a team (Hogan & Kaiser, 2005).They are characterized by their hard work**,** intelligence, ambition, luck, etc. (Hogan & Kaiser, 2005). Furthermore, to recognize a leader, it is possible to say that they possess four main competencies. First, a leader has intrapersonal and interpersonal skills. That is to say, they are able to regulate personal emotions and also maintain social relationships (Hogan & Kaiser, 2005). Second, leaders are able to motivate their team (Hogan & Kaiser, 2005). Finally, they are distinguished for being able to plan, budget and coordinate activities, that is, entrepreneurial skills (Hogan & Kaiser, 2005). It is necessary for students to practice these values because in the future they may have to play the role of leader, such as being the director of a project where they have to send tasks to others. In relation to the ten values established by Schwartz, *leadership* is connected to *power.* A leader organizes tasks, assumes responsibilities and exerts influence; so power reflects some characteristics of leadership since to complete their role, a leader needs some kind of power.

Regarding *courage* it can be described as the value that allows people to face obstacles and overcome them in order to achieve the objectives they want to complete regardless of the damage they may arise (Dent, 1981). And, as Aristotle pointed out, this value is necessary to reach all other virtues (Lachman, 2007). In this case, the term will be directly referring to the ability to make intricate decisions. People have to make choices every day, and some of them involve difficult situations because they imply consequences, and sometimes they may not know how to act. In other words, courage has to be used in order to solve this potential problem. Training and practice may develop this skill since students will gain self-confidence, which in turn increases the likelihood of a person acting courageously (Wan, 2017). On these grounds*, courage* is associated with *stimulation*. As it has been defined, stimulation requires facing something unknown, and this requires bravery or courage to confront the challenges that bring some kind of excitement and growth.

As the third value to analyze, it is important to allude to *creativity and intelligence* (as the Ravenclaw house is well known for). Creativity refers to originality and effectiveness. On the one hand, originality implies novelty. That is to say, something that is unusual and unique. On the other hand, it is also necessary to speak about effectiveness, because something can be original but not useful (Runco & Jaeger, 2012). Regarding the concept of intelligence, there is an important psychologist named Linda Gottfredson who defined it as "a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think

abstractly, comprehend complex ideas, learn quickly and learn from experience." "It reflects a broader and deeper capability for comprehending our surroundings, "catching on," " making sense" of things, or "figuring out" what to do (Gottfredson 1997, p.1). According to the Schwartz theory, *creativity and intelligence* are linked to *self-direction.* Creativity implies the generation of innovative ideas and intelligence allows us to solve difficult problems; to achieve both of them self-direction and autonomy are needed.

To finish with the four values, this project is going to focus on *hard work* too. This one applies to the effort that people demonstrate in fulfilling different tasks or responsibilities. It also refers to perseverance in order to achieve the required goal. It is essential because if students learn to be hard-working, they will be more motivated to continue doing the task and they will feel more rewarded when they succeed. In connection with the theory of values, *hard work* fixes *achievement* because effort is necessary to achieve goals and overcome challenges.

As in every book, there are different characters and each of them has a different role in the story. However, all of them are important because their actions make the story unfold and may change many points of it. Somehow they are necessary, for example, to show different perspectives from other angles or they aid to develop other characters by helping or hurting them.

- Harry Potter

Harry Potter is the main character since the story revolves around him and his experiences. He grew up with his uncles because his parents died at the hands of the Lord Voldemort, feared by all, who disappears after it. However, during his years at Hogwarts's school, Voldemort returns and finally Harry defeats him. For this reason he is considered a hero, but not the typical one. Alternatively, he has some characteristics that make him a hero. A hero is someone who performs different deeds using his virtues in service to the community (Hourihan, 1997). He must possess dominance, that is, leadership qualities to make important decisions. Furthermore, the hero is someone with courage, self-confidence, and is rather young belonging to an upper class too (Novák, 2017). Harry Potter represents everything mentioned above. In contrast, Harry Potter possesses unique qualities that distinguish him from the typical hero we know. He does not look like a muscular, strong boy. He is rather thin and wears rounded glasses. Besides, he does not belong to a high social class, but lives with his uncles in a middle-class neighborhood.

To begin with, in the first book, which is the *Philosopher's Stone*, we meet Harry at his uncles' house and how he ends up at the magical school of Hogwarts. At his uncles' house, he already has a big and strong personality. Still, at first he fears the possible consequences of not obeying his uncles, such as being thrown out of the house. Harry is treated like a servant by his family and he does the tasks that are ordered to him, but little by little his strong personality comes to light to make it known that he should not be treated that way. To exemplify it, Harry gets the chance to enroll into Hogwarts and there he meets Ron and they become good friends. On the train, Harry practices his prosocial skills that he has not been able to use previously due to the circumstances he had to live. Moreover, when he arrives at the school, his courage value starts to develop because he has to face different challenges in the saga that makes him act in this way. It is possible to observe it when he faces the Dementors in *The Prisoner of Azkaban,* which is the title of the third novel, until the final battle when he defeats Voldemort by the end of the literary saga.

Other values that Harry begins to acquire in this first book are the importance of using intelligence in complicated situations, such as when they discover how to put the three-headed dog to sleep. To continue, Harry also uses effort and hard work because he constantly learns and resists challenges throughout the saga. The best example of his hard work is shown in the constant struggle to overthrow Voldemort, starting by creating Dumbledore's army and training his mates until he finally defeats him.

To finish with the character of Harry Potter and the values that represent him, it is essential to speak about the "Triwizard Tournament", which consists of several trials to select the best wizard. In this tournament it is possible to see the four principles previously mentioned. First of all, courage: that it is present in all the tests of the tournament but we can observe it specially in the four tests, which was not planned. Harry ends up in the graveyard and fights Voldemort, still being dominated by fear. Then, intelligence and creativity because in the first test this value appears when Harry faces the dragons using a spell, receiving his broom to face the dragon. Moreover, leadership. In the maze, when Harry helps Cedric by prioritizing his own well-being over winning. He uses ethics and makes fair decisions, suggesting that they both touch the cup at the same time so they can win together. Finally, hard work and effort are possible to see in the second test that is taking place in the black lake because this specific test requires previous training, physical resistance and strategy. Fundamentally, Harry had to search for information in order to know how to breathe; then,

despite the cold temperatures he continued swimming and showing resistance to different attacks.

- Hermione Granger

Hermione also belongs to the house of Gryffindor and is known for her intelligence, loyalty to her friends, and hard work. Regarding the four values, from the beginning until the end she cares a lot about having success in school, and she achieves it with effort. Although she does not experience a big change because she has a very well-defined personality from the beginning, she starts to develop that skill applying it to everyday situations. Moreover, in Hogwarts she finishes being the best friend archetype, offering a helping hand when someone needs it (Novák, O., 2017). Another virtue that she uses is her intelligence and hard work to help her friends in difficult situations. In some books, helping Ron and Harry to create potions, such as the one that permits Harry and Ron to transform into the two of Draco's friends. In fact, she is the one who creates the required spell. Altogether, she uses effort and determination to accompany Harry in his objective to defeat Voldemort by searching for Horcruxes to destroy him (i.e. objects in which a dark wizard can hide fragments of his soul to achieve immortality).

- Ron Weasley

Ron undergoes a significant evolution, evolving from a shy personality to a more confident character. At the beginning he lacks any social contact other than his parents. Then again, on the way to Hogwarts, he immediately connects with Harry. He gradually starts manifesting more courage and a hot-tempered personality. A good example is in the Chamber of Secrets when he helps rescue his sister Ginny. Alongside, in the third book *Harry Potter and the Prisoner of Azkaban,* students face their fears in "Defense Against the Dark Arts" class. In Ron's case, he faces his fear of spiders. For that matter, at the end of the seventh book, he demonstrates his bravery during the final battle, when he fights next to the other members of the "Order of the Phoenix", proving that he is willing to risk his life to defend his loved ones. In other words, he gains self-confidence and due to this, he feels comfortable using intelligence and wisdom under difficult scenarios. As a matter of fact, it is possible to observe this when Hermione, Ron, and Harry have to play chess in Harry Potter and the *Philosopher's Stone.* Neither Hermione nor Harry know this game, so it is Ron who helps them play it to win.

When readers begin reading the Harry Potter series, they might think Ron is going to be an insignificant character who will not be involved much and will not help the plot move forward. However, he is able to overcome his insecurities and turns into a central piece of the saga.

- ◆ Albus Dumbledore

This character does not evolve a lot, his development may be perceived in later books. However, he is an important character because he is Hogwarts' principal. Therefore, it can be said that he fully represents the characteristics of a leader. First, because as it has been defined, a leader is a person in charge of a group or a team. In this case Albus is in charge of an entire school. Thus, he is in charge of the safety of the students, supervising the teachers and the school. Also, as headmaster, he acts as a mentor to Harry, providing him with information about the Horcruxes to defeat Voldemort. Second, Albus is also a good leader because he acts with intelligence and hard work. Albus dedicates his life to learning and fighting against the darkness. To conclude, he uses intelligence to face problems such as safeguarding the "Philosopher's Stone" by designing a series of magical wards so that only a person with good moral values can obtain it. He is a leader who sacrifices himself for his students and accepts his death, planning it to prevent Voldemort from gaining the power of the "Elder" Wand (an artifact with immense power and the only person who can possess it is the one who defeats him in combat, not by lineage) in *Harry Potter and the Deathly Hallow*. During Harry and Dumbledore's final conversation, the old man said: 'Do not pity the dead, Harry. Pity the living, and, above all, those who live without love'. (Rowling, 2007a, p. 722).

- ◆ Lord Voldemort

Lord Voldemort is known for being the villain of J.K. Rowling's saga, an extremely smart wizard longing for power. He is responsible for killing Harry's parents; he did the same with many other magicians who did not follow his orders. Likewise, he constantly used black magic. In fact, he disappeared and discovered how to split his own soul into different parts (Cowden, 2011). These parts were put into different artifacts called "Horcruxes". Everyone fears him, and no one dares to speak his name; instead, he is called by "He-Who-Must-Not-Be-Named". Everyone considered him dead since he disappeared, and this event caused the wizards to regain the freedom that had been taken from them (Cowden, 2011). Voldemort is the character who evolves the least, as his mentality and personality never

change. When he returns, he is still the same cold, ambitious, and unkind man, caring only about power and supremacy.

To summarize, he is the clear example of a villain in the saga for several reasons. First, he is rejected by society, in this case by wizarding society and by the "Order of the Phoenix" created by Dumbledore. Another example of rejection occurs in his return in "Goblet of Fire", as the ministry of magic refused to accept his return out of fear and rejection of him. His followers, known as the "Death Eaters", also reject him, denying that they were ever on his side, and in the final battle, many of them abandon him.

- Luna Lovegood

This character is going to be analyzed because she is the character which most fully represents intelligence, emotional intelligence, and above all, creativity. For example, in *Harry Potter and the Order of the Phoenix*, when Sirius dies, she says to Harry that the things we lose always come back, but in unexpected forms. In addition, Luna has an intellectual curiosity to continue learning new things, for example about unusual magical creatures such as "Nargles".

However, readers do not know Luna from the beginning as she is first introduced in *Harry Potter and the Order of the Phoenix*. She is the daughter of Xenophilius Lovegood, an editor of a magazine called "The Quibbler". In addition, she is known for having an eccentric personality, with a special way of seeing the world. At any rate, she becomes Harry's close friend due to her warmhearted self. At the beginning, she is considered odd by many, but really she possesses many qualities such as wisdom, bravery and kindness. Luna is constantly bullied by her classmates, and many of her belongings are even hidden by other students. As the story progresses, Luna becomes a key figure in defeating Voldemort. Finally, she actively joins Dumbledore's Army, created by Harry, and fights in the "Battle of the Department of Mysteries".

- Draco

Draco is Harry's enemy at wizarding school. This character also plays a very important role because he is Harry's enemy within the wizarding world, aside from Voldemort. Organically, he can be considered the antagonist in specific situations. Still and all, he proves to be an apathetic character provoking constant discomfort and rejection in the reader with his

actions, usually motivated by evil. Draco is the perfect image of the bully archetype who insults others. Be that as it may, he acts in this way due to his fear of failure and because he lives under the influence and pressure of his family, especially his father.

Regarding the houses, Draco belongs to Slytherin, so he is characterized by possessing leadership qualities. Contrastingly, Draco is not a brave character. He never shows true courage and throughout the saga he manages to avoid conflicts and never get his hands dirty. In the *Philosopher's Stone*, he continually insults Harry, Ron, and Hermione, but he never confronts them alone since he is always with his friends Crabbe and Goyle.

Draco is also not characterized by effort and hard work, as it is possible to observe in all the books, he prefers achieving goals and obtaining success through manipulations, influences and status. This happens constantly in "Quidditch" matches, particularly in a match against Gryffindor, where he prefers to waste time insulting and attacking the other players rather than focusing on the game. Ultimately, Harry wins the match with a show of effort. In terms of development, Draco surprises the reader because although he is always dominated by evil, at the end of the saga, readers can see a more humanistic side of him. Although the Malfoys participate in the final battle fighting for Voldemort, he wishes to escape the Dark Lord's influence.

With all of these characters in mind, we can observe how complex they are and how they contribute to the thematic line of this paper. They have been selected since each one of them represents a different moral value which will be analyzed for the whole of the didactic proposal. Examples of their actions have been given, mentioning books, and also instances about their evolution.

4. Lesson Proposal

4.1. Context and temporalization

Regarding the context and temporalization of the lesson proposal, it is titled *Magic, Morals, and Muggles* and it is directed to third year ESO students. The teaching plan consists of a total of seven sessions and each one will last about 50 minutes. In terms of duration, it would last two or three weeks, according to the English schedule established for this course, that is, three hours per week. Each session consists of a series of activities that students will have to complete mostly in groups, however, sometimes they may work individually. It has been considered a class of 25 students with an A2- B1 level (considering the CEFR), taking into account different contexts and adaptations of the classroom. At the same time the students will be reviewing the academic contents of the required level for instance, all present and past tenses. Furthermore, according to the curriculum, they will also know how to express feelings, the structure of writing letters and other skills such as speaking, listening, reading or writing. This proposal will be made in the second or third quarter taking into account that during the course any part of the Harry Potter books or some texts will have been read.

As previously stated, the proposal consists of seven sessions and two learning situations. The first learning situation will be completed in order to establish the basis of moral values. First of all, students will be introduced to the world of moral values and Harry Potter in order to perceive their knowledge about it with a brief literary review and a personality test. Then, the following four sessions will be dedicated to specific values to work with them and fix their comprehension. The second learning situation will be linked to the values preliminarily seen. Students will have to demonstrate their understanding through the creation of a final video that must include all the values.

4.2. Curricular framework

This didactic proposal took into account the different aspects such as suggestions and recommendations of the Common European Framework of Reference for Languages (CEFR) and also considered the different levels of concretion that it is possible to observe in the law. These levels are the supra, the macro, the meso and the micro.

Regarding the supra level, both the *Common European Framework of Reference for Languages (CEFR)* and the 3th course aimed level (A2 - B1) have been considered in order to adapt the materials to the needs and levels of the students. The CEFR is a document that establishes a six-point scale from A1 level to C2 level as well as some learning and teaching objectives. As it has been said, this proposal focuses on students in the 3rd year of ESO, who must have an A2 level.

At the macro level, to design the unit and its curriculum, the guidelines have been followed provided by the *Ley Orgánica 3/2020* (LOMLOE) and the *Real Decreto 217/2022;* taking into consideration the objectives of stage (Article 7) of Secondary Education, and the key competences (Article 10). According to the *Real Decreto 217/2022* that establishes eight key competences that students have to develop, it is possible to define them as "performances that are considered essential for students to progress with guarantees of success in their training itinerary, and to face the main global and local challenges" (Portal del Sistema Educativo Español). In this instance, they have been examined in accordance with the foreign languages, specifically English and taking into consideration the proposal created.

In first place, the linguistic competence that deals with oral and written interaction. As students must complete written activities such as writing a letter, and in most cases they have to talk to each other using the foreign language in order to communicate and express ideas. Secondly, the plurilingual competence, that implies using also their native language, in this case Spanish. There will be situations where they will have to intervene employing their native tongue since they are in their third year of secondary education and do not have a level of English that allows them to communicate entirely using the foreign language. In the third and fourth place; personal, social and learning to learn competence and citizenship competence. The former is related to personal growth, in the individual as a learner. Students will have to manage feelings and behaviors because they will work in groups and they will have to manage some challenges and use social skills. The latter is about the individual as a member of society and how to understand social values. In fact, this dissertation is focused on developing moral values on students so, while using the foreign language to communicate, they will boost their knowledge about values to live in society. Finally, cultural awareness and expression competence will be reinforced because students will have to learn English literature texts and learners will also be able to express their opinions in a creative manner fulfilling the different proposed tasks.

At the *meso* level, the *Decreto 39/2022* of Castilla y León has been consulted to consider the specific competences of the subject "Foreign Language" in Secondary Education, and the general evaluation criteria (Annex II).

Last of all, for the *micro* level, the teacher should consider the general syllabus followed by the English Department of their school. Finally, this unit proposal would be at the *nano* level, as part of our annual syllabus.

Moreover, the Sustainable Development Goals (SDG) has been also used as a support. It is a document that establishes several goals for achieving progress in relation to the planet, people and prosperity. The SDGs

to be developed in this innovation proposal are the number 4 titled *Quality Education* and the number 16 which is *Peace, Justice and Strong Institutions.* Regarding Quality Education, it is linked because it ensures quality education through the development of critical thinking, autonomy, creativity and collaborative learning. *Peace, Justice and Strong Institutions* is implemented because it creates a positive classroom environment encouraging inclusion and peaceful interaction between students.

4.3. Didactic justification

In this proposal, a communicative approach has been followed, in which students will practice and discover new concepts and develop their language skills through different tasks to motivate them and develop their critical thinking. They play a crucial role because they will develop and improve their knowledge by completing different activities created to develop their autonomous learning by working in groups. From the very first session, students develop communication skills, as each time they complete a group activity, they will have to present it orally to their classmates. In addition, the final task consists of making a video in which all group members must speak and participate. Regarding the materials, the activities created attempt to be innovative and motivating for students, giving them the freedom to complete them in a creative way. The resources provided are digital and tangible because sometimes they will have to write on a paper, or they will receive a printed text. However, they will also use electronic devices when they have to create their video or in some activities such as *Kahoot* or the visualization of videos.

4.3.1. Objectives of the proposal

The main goal of this proposal is to develop students' critical thinking to foster the knowledge of the importance of moral values such as creativity, empathy, and hard work and their implementation in different contexts and situations. Also, incorporating moral values into the curriculum shapes the identity of students to be able to make difficult choices. Furthermore, the integration of moral values serves to create an environment in which students feel comfortable to communicate and express their ideas by participating in oral and group activities.

Although the main objective is the fostering of moral values in the classroom, the project presents other implicit aims that arise while completing the practical proposal. Namely, they practice and reinforce oral comprehension and expression because students have to communicate fluently through different tasks that involve dialogue in the foreign language with their peers but also a presentation to the entire class. Moreover, students may express their

different opinions about some later questions using the foreign language. To continue, another objective that the practical proposal involves is the practice of grammar and vocabulary topics. In this specific case, they will be required to use present and past tenses to create solutions to difficult problems or to narrate some events. In addition, they will review magic vocabulary previously seen when they read Harry Potter´s texts. Not only that, but also they are expected to write a letter, so they will also review the structure and form of this type of text.

Simultaneously, the students will demonstrate their writing competence by producing some written texts. A further goal is to develop listening and reading skills. In some tasks students need to visualize videos and analyze them, while also reading texts to extract ideas and complete later activities. To finish, it is essential to mention that this practical proposal also promotes creativity and automaticity working at the same time with moral values.

4.4. Methodologies

For this proposal two methodologies have been implemented: the Communicative Approach and the Task-Based Approach. In the case of the Communicative Approach, according to Howatt (1984), it has been used because it gives students the opportunity to make an active use of the foreign language while completing some activities. Additionally, this approach intends to practice the four basic skills when learning language: listening, reading, speaking and writing (Howatt, 1984). Students will practice and discover new concepts and develop their language skills through different tasks which will motivate them and will develop their critical thinking. They play a crucial role because they have an active participation in collaborative activities fostering their development and strengthening of their knowledge. From the very first session, students enhance communication aptitudes, as each time they complete a group activity, they will have to present it orally to their classmates. In addition, the final task consists of making a video in which all group members must speak and participate.

Contrastingly, the Task-Based Approach has been considered as the main approach in this project. Students learn the foreign language actively by completing different tasks. As Ellis states, the Task-Based Approach follows a specific structure, that is *pre-task*, *during task,* and *post-task* activities all throughout the sessions. In this project, the *pre-task* corresponds to the first session, when the students answer the initial personality

questionnaire, the *Kahoot* to review Harry Potter´s plot and characters, and introductory values activity. To continue, the *during-tasks* are those included from the second session to the sixth, where they also have a final project. To finish, the *post-task* is the one where all the students look at the creations of the rest of their classmates and also co-evaluate them. The different activities or tasks are done to create a final product which in this case is a video of "The House Tournament".

Moreover, this proposal also puts into practice cooperative learning because students work in groups and they will have to work collaboratively sharing ideas, opinions and information. That is to say, they help each other through the learning process. Another approach followed is an interrogative technique because during the activities the teacher asks the students questions to develop and strengthen their knowledge in order to know their progress, doubts and guide them to complete the specific task.

These methodologies have been chosen because they allow learners to use the foreign language by expressing their ideas orally. Besides that, it gives them the opportunity to work on certain skills that they need to refine, subject to gaining the confidence they may need if they have to communicate in English. Finally, they have been chosen because they are useful to practice important abilities such as how to work in groups. With the different tasks they will have to complete, they will learn how to work cooperatively solving tasks with others and at the same time arousing communication strategies (Wills, 1996).

4.4.1. Materials and resources

The resources that will be available for the English class would be the classroom itself, which will consist of a blackboard and a digital smartboard with internet connection. Regarding the blackboard, it will be used for some introductory activities that require the creation of outlines and brainstorming in order to promote clarity about some important ideas. With respect to the smartboard, in the majority of the sessions it will be used as a visual support with specifications or the heading of some tasks, images, or for visualization of videos. Moreover, the smartboard will be employed to visualize their final videos. In addition, there will be a computer lab where students could edit their final videos using various programs.

With regard to the tangible materials, this practical proposal does not implement the textbook, instead the teacher prepares a wide range of materials. The activities created attempt

to be innovative and motivating for students, giving them the freedom to complete them in a creative way. The tangible resources that students have to complete include the personality test they have to answer, with different questions and options; some texts adapted to their level that they must read, and the peer-assessment rubric. However, some other materials are digital such as *Kahoot* for reviewing Harry Potter´s plot, different *Canva* documents for explanations or with exercises, and the videos.

With that in mind, it is essential to mention the transversal elements used in this didactic proposal that are also included in the *Decreto 39/2022* and that are important for the correct training and learning of students. First of all, oral and written expression when making the final video, expressing their opinions, comments or ideas orally or in writing. Second, the use of ICTS that is present through the videos used in the classroom, the film fragments and their final video. Another transversal point is reading comprehension because during the course students have to read different Harry Potter texts or books and other texts, in this case about multiple intelligences. Finally, civic and emotional education since the main objective of this teaching unit is to work on the different important values in society (effort, intelligence or cunning, courage when making decisions and leadership capacity).

As it was aforementioned, the lesson proposal will be composed of seven sessions. These sessions will be conducted within two learning situations. The first has been called "Unlocking the moral world" and includes sessions from 1 to 5. The first session is an introduction and review of the Harry Potter novels, and the four remaining are dedicated to a specific moral value. Regarding the second learning situation, it has been called "The final battle of values" which involves sessions 6 and 7. They are designed for the creation of the final task, session six will require the creation of the script for the final project and practice of oral expression, and the concluding session which will be devoted for the visualization and evaluation of their final videos.

4.5. Development of the proposal

Broadly speaking, each session will count with an introductory activity, a reinforcement task, and a concluding exercise. All the activities intend to be developing cooperative learning, since students have to collaborate in groups, the Communicative Approach because they have to use the foreign language, and primarily the Task-Based Approach by completing the different tasks required for each session.

- Session 1:

The first session has been called *Welcome to the Harry Potter world*, and it will be shaped as a review to the Harry Potter literature. First of all, students will complete an initial questionnaire (Appendix a.2.) in order to initiate the class. In this test, they will have to answer multiple-choice questions about their personality and values. After finalizing the questionnaire, they will observe which Harry Potter house they belong to and consequently, this will be used to create the work groups. In other words, they will be grouped according to their previous choices, although it is important to mention that if many people agree on the same answers, the teacher can adjust the groups making modifications.

Next, the second half of the session will be conducted to answer a *Kahoot* to practice important aspects that students will have learned in these texts or books. To finish, the teacher will project different situations related to Harry Potter to know how students would act, they will have to think and write the answers in groups. The situation can be seen in a link to *Canva* that appears in appendix a.3. However, an example of a possible scenario is:

> **If you have to face your fears as happened in *the Prisoner of Azkaban* book where students had to confront the Boggart in the Wardrobe …**

- What is your biggest fear?
- What value would you use to confront your fear?
- How would you do it?

The first part will be fulfilled individually. However, students will work cooperatively and the last part of the session has been created to develop their critical thinking about a problem (having fear) that is an everyday challenge but also fostering creativity to answer it.

- Session 2:

This session titled *Slytherin* comprises activities related to this house, which is characterized by ambition and leadership. To start with, a brainstorming will be done in order

to understand the meaning of the word leadership by answering some questions such as: "What does it mean to be a good leader?" "Which Harry Potter characters do they consider good leaders and why?" "What is ambition?" "Does a leader have to be ambitious?". Moreover, they have to write down words that come to mind when hearing the word leadership. Brainstorming is a useful tool because it encourages participation and enhances the student's comprehension about a specific topic.

With that in mind, as a reinforcement activity, students will be presented with a difficult problem, which is that a magical creature has escaped and they must create an action plan to bring the creature back. Each group must choose a leader and create their action plan on a sheet of paper. The leader assigns roles to each of the members.

Finally, as a closing activity, each group will comment on their creation to the rest of their classmates, obtaining feedback at the same time. In addition, as a summary of this session the teacher will ask them if they think that this value is important and why, or how this skill can be improved.

The main objective of this session is about seeing what a good leader should be like in a work team, and working on this characteristic. to promote collaboration and cooperation and also the use of the foreign language, thus improving communication skills.

- Session 3:

This third session, called *Ravenclaw,* makes reference to the Ravenclaw´s house and is composed of creative people who are capable of using their intelligence in difficult situations. First of all, before starting practicing this value, the teacher will project a *Canva* (Appendix a.4.) explaining the types of intelligence established by Gardner. A text will then be provided with certain phrases underlined. Students must specify which intelligence is used in each underlined phrase.

Second, each group must design their own magic wand, draw it, specify the material it's made of, and the power it possesses. They are also presented with another situation: they have been locked in a room and must use the wand and one of their intelligences to escape.

To finish, as in every session, it concludes with the presentation of the different creations and asking the students some questions such as What do they consider to be the most important intelligence and why is it important to work on intelligence in the classroom?

On these grounds, it can be seen that they practice creativity and the importance of using intelligence when they have to face a difficult situation or problem. At the same time, some skills such as reading and speaking will be developed.

- Session 4:

Session 4 corresponds to *Hufflepuff*, known for being hard workers to achieve their goals through effort. In the first instance, a scene of hard work present in Harry Potter will be visualized, the link is on the (Appendix a.7.) Once they have watched it, they will express their opinions about what emotions they see in the video thanks to the effort, what emotions they associate with achieving a goal, and the emotions that we can also feel when we do not achieve said goal after having worked hard. It is an introductory activity to reflect and know more about this specific value and in groups they will have to submit their answers to *Padlet* allowing the rest of the class to view it.

As reinforcement, each group will have to create a map similar to the *Marauder's Map* that appears in Harry Potter, however, they have to create a successful *Marauder Map*. In other words, they have to include a final objective that can be reached with different steps inspired by Harry Potter characters. For example, "I want to go to the library to learn and study like Hermione did with magic: practicing and using effort each day". To finish, the groups will exchange maps with each other to discuss which house each map corresponds to, and the session will conclude with a final question: Why they think hard work is important.

Although the main objective is to reflect about the importance of effort, students will practice and develop other skills such as listening and speaking abilities when they have to listen to the video and to communicate some ideas with their classmates.

- Session 5:

This session will be focused on the use of courage when making difficult decisions. At the outset, each group will have to choose a Harry Potter character, preparing at the same

time a short speech explaining why this character represents bravery. Once this task has been completed, they will represent it to the rest of the class.

Then, to practice writing skills, they will have to write a letter to the headmaster of the wizarding school, Dumbledore. In this letter, they must describe a situation in which they had to be brave. To do so, they must correctly use the simple past tense, as previously discussed in class. This session will finish by exchanging letters among themselves to read what their classmates have written and correct possible mistakes. Thus, it is very useful to foster the use of bravery in daily situations when they need to make a decision. Regarding other skills, they will practice writing and communicative skills.

- Session 6

The introductory activity of this session will be a *Youtube* video (link is found in the Appendix a.8.). This will be shown as a tool for students in order to extract ideas for later creating their Tournament of Houses video, their final project.

In the second task, students will start creating their video. First, they will make an outline with some ideas they want to express. Then, they will write what they are going to include in the final project. However, the teacher will explain some guidelines that they must follow such as the name of the school, the place, description of the characters (their powers) and rules for the tournament that has to consist of four tests. They may also practice with their groups the speech, the pace, the pronunciation or the intonation. At the same time the teacher will be providing feedback.

- Session 7

It is the final session of the practical proposal, and consists of the visualization of their final projects, and at the same time each group must peer-evaluate their classmates.

To finish the didactic unit, the class will end with some questions about the unit such as if they enjoyed the project, what value they consider the most important, if they think that this topic should be worked on in class and why. In drawing things to a close, students will have to reflect on the most outstanding feature of their classmates' work, and suggest any possible improvements that could be made in future occasions.

4.5.1. Final task

As commented before, the final task titled "The House Tournament" would be realized in session number seven and it is linked to all other sessions and it consists of the creation of a final video. In the Harry Potter world it was called *The Triwizard Tournament*, and it was a magic competition where three wizards had to face each other in order to win three tests to be elected the best magician.

In this case, students will have to work in groups to create a video done outside class of about 5 minutes where they have to include different challenges based on the different values worked on the seven sessions. Thus, they will have to use the target language to explain their tests, explain why they chose these, the Harry Potter character that they consider to be the ideal one to play each of them, etc.

The assessment process of this final activity will be both from the teacher and their classmates once it has been visualized, combining a final evaluation rubric for the teacher and another rubric for the groups. In the teacher's evaluation rubric some aspects such as participation, fluency, creativity or use of the target language will be taken into account. Regarding the peer evaluation, each group must express a positive comment about the video, one aspect to improve, the grade, and the reason for this specific grade.

As observed before, all the sessions focused on the realization of the final video, since in it students have to include the values previously seen. Students will work with moral values, but also with grammatical and vocabulary contents, developing other abilities such as listening, reading or writing.

4.6. Attention to diversity

It is important to mention that in every class there is diversity and some slight adaptations often need to be made. Collaborative learning will be implemented because students will be working in groups with different roles. This methodology pretends to ensure the inclusion of all students so that everyone keeps the same pace and level. Moreover, the sessions designed offer a lot of flexibility, so there is no unique and valid answer, there are multiple solutions for the same exercise. On balance, the teacher will use many supports, such as visuals (texts, videos, images), positive feedback, or organization of the classroom that can be changed according to the type of activity. In addition to the content, the teacher

will be walking around the class to ensure the understanding of each task and helping students if it is needed.

Nevertheless, it has been considered a classroom with two students who have ADHD. According to *Instrucción de 24 de agosto de 2017 de la Dirección General de Innovación y Equidad Educativa,* students with ADHD do not require significant curricular adaptations, however, the teacher may consider minor modifications. Namely, the learner could be assigned some other roles such as distributing photocopies when necessary, helping me turn on the projector, writing the answers on the board, etc. Furthermore, they will be allowed to exit the class if the teacher considers that they need a break. With regard to *Decreto 39/2022,* the capacities, rhythm and needs of each student must be taken into account when carrying out activities or sessions.

4.7. Assessment process.

In terms of the assessment process, this unit will be evaluated following the *Decreto 39/2022* of Castilla y León, Annex II.B. In this case, it will follow the assessment criteria established by the own *Decreto 39/2022* specific for the subject "Foreign Language" of 4th course.

For this unit, three types of rubrics have been designed. The first rubric will be used to evaluate the daily work and progress of each student in the different activities and it will be filled during or after each session including the observations made. These rubrics correspond to a percentage of 50% in the final grade of the unit.

The second rubric will be completed by the students to peer evaluate the work of their classmates. During the final session, students will watch the videos of their classmates and at the same time they will complete the rubric. In this rubric they will have to comment on one highlight and one improvement of their classmates, as well as grade their group justifying their answer. This rubric corresponds to a percentage of 20% of the final grade.

The last rubric will be effectuated by the teacher and will take into account the interventions of the students in the video, considering their language skills improvements, their progress and familiarization with the topic and how they have worked with different values. In addition to this quantitative assessment, the teacher will add a final comment to grade the students in a more qualitative way as well. This rubric corresponds to a percentage of 30% in the final grade.

The rubrics created align with some of the key competences explained in the curricular framework. Regarding the oral and written interaction, it will be evaluated in terms of the participation of the student using the foreign language and also the teacher will consider the pronunciation and pace utilized, and when they have to write the letter since students must follow the structure of a formal letter. Moreover, the personal, social, and learning-to-learn competence that will be graded in terms of the student's progression in all the aspects (participation, consideration of moral values, behavior, etc). Similarly, the citizenship competence that will be considered when students participate in groups and with the rest of the class and specifically when they have created their final video because the teacher will observe if they have understood the values previously taught. Conclusively, cultural awareness and expression competence that will be assessed progressively and in the final video, by completing in an imaginative way the tasks required.

5. Conclusion

This dissertation explored the incorporation of moral education in the EFL classroom of third year ESO students. Subsequently, Harry Potter novels have been implemented as a tool to foster ethical development among students. In point of fact, it has been demonstrated how literature, specifically J.K. Rowling literature is a powerful agent to instill values such as courage, leadership, creativity and hard work. Thus, language learning goes beyond simply learning the required vocabulary or grammar; students acquire important values for their personal, social, and ethical development, in a motivational way.

This lesson plan has been implemented, and generally the sessions were conducted without significant disruptions. However, there are two aspects to be commented on. First of all, it should be noted that this has been created to carry out activities once some of the Harry Potter texts or books have been read in class. For this particular instance, many students were familiar with the Harry Potter books, but some were new to the books. The first session necessitated an introduction of a summary in order to remark on characters and events. Second, the creation of the group was not as expected. In the first session, they conducted a personality questionnaire in order to create the work groups. Many of them agreed on the answers, so the groups had to be reorganized according to the answer that the students had chosen. Finally, apart from these peculiarities, there was no other important aspect to comment on. Nonetheless, it was discovered that in each session students needed a summary

of what had been done in the previous sessions. Furthermore, the activities were carried out with a prior example to facilitate a better understanding of the required mechanisms.

Moving forward, the proposal was structured around Task-based and Communicative approaches. Students employed cooperative learning and critical thinking in order to solve ethical dilemmas. As it has been observed, each session was created according to a specific value in order to work with it. However, in the final session students were required to create a final video incorporating all moral values previously seen. It is important to specify, that they realized creative videos where they incorporated what they had previously acquired. In this final session, students demonstrated they had embodied the importance of moral values not only conceptually, but also behaviorally. They wrote letters reflecting on moral dilemmas, and they also acquired roles using critical thinking and responsibility to act correctly, so these tasks promoted linguistic acquisition and at the same time personal or social development.

In the final analysis, moral education also constructs a class environment where students feel comfortable and motivated to use the foreign language and moral values. Teachers are facilitators of critical thinking and ethical reflection, promoting students with qualities that are essential for citizenship. On this basis, literature and particularly Harry Potter novels are a vehicle to allow adolescents to learn a language while discovering values they want to incarnate.

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7. Appendixes

a. Resources

1. Pdf of the personality test

HOGWARTS HOUSE SORTING QUIZ

Answer the following questions by choosing the option that best describes you.

1. Which value do you think is the most important? /what is your biggest strength?

   a) I am brave.
   b) I am ambitious and have features of leadership.
   c) I love doing creative and innovative things and I use intelligence to act
   d) I am a person who strives and works hard to get what I want..

2. If you could receive any magical gift, what would you choose?

   a) A power that makes me act with bravery and don't think too much.
   b) A spell that helps me be successful.
   c) A book that gives me instructions on how to act.
   d) A magical object that values my effort and work.

3. What pet would you like to have?

   a) A brave animal like a lion.
   b) A powerful animal like a panther.
   c) A smart animal like an owl.
   d) An animal like an ant.

4. Which of these activities would you most enjoy?

   a) Activities that involve bravery such as skydiving.
   b) Leading a team to win a competition such as be the captain of a football team.
   c) Solving puzzles for example escape rooms.
   d) Doing creative projects.

5. What is most important to you in life?

   a) Doing what is fair, even if that means an act of bravery.
   b) Being successful and achieving my goals.
   c) Learning new things.
   d) Helping others and work hard to achieve my goals.

2. Link to *Kahoot*

https://create.kahoot.it/share/kahoot-para-la-evaluacion-formativa/637cd8a6-59ef-4f3b-a139-370ea67f966f
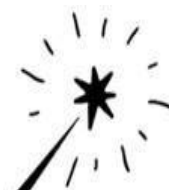
3. Link to the *Canva* with the different situations

https://www.canva.com/design/DAGflJCWA0Y/AV9ujnEwlmdzVB8NFwJOpA/edit?utm_content=DAGflJCWA0Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

4. Link to the *Canva* with the explanation of multiple intelligences

https://www.canva.com/design/DAGfp7K43sE/M0v8hzN-pLc5zfqRofsZTQ/edit

5. Link to the *Canva* with the text of multiple intelligences

https://www.canva.com/design/DAGfp1AEWYg/GHHj2KnoUVTB3YCx0S2vWQ/edit?utm_content=DAGfp1AEWYg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

6. Link to the *Padlet* where students share their opinions

https://padlet.com/alejandraclase02/hard-work-6sz0pnzq8jsq43e2

7. Link to a *Youtube* video

   https://youtu.be/OiRMhtbscww?si=8upbHWnUa6ViH3oD

8. Link to a *Youtube* video to exemplify their final project

   https://youtu.be/iw0RWnC28Gs?si=JKigVlZeGTTzSTR1

b. Tables of each session

1st Session: Welcome to the Harry Potter´s world!			
Specific Competences **1** **2** **3**	**Achievement indicators** 1.1.1 The student analyzes ideas of texts or other resources highlighting relevant information. 2.1.1. The student orally expresses information about the different questions asked. 3.1.1. The student collaborates expressing ideas and considering their peers' ideas.		
Contents of the Subject **A) COMMUNICATION** Identification and comprehension of the personality questionnaire and kahoot and communication of important aspects orally. **C) INTERCULTURALITY** 1. English as a tool to extract and share information, and communicate with their peers. 4. Identification of different aspects through literary texts.	**Transversal contents** Reading comprehension. Use of ICT.		
Activity/Tasks	**Specific Competence(s)**	**Contents**	**Achievement indicators**

Introduction activity: Personality questionnaire (10-15 minutes)	**1**	**A1, C1**	**1.1.1.**
Reinforce activity: Harry Potter *Kahoot* (15-20 minutes) At the same time the answers will be commented on.	**1** **2**	**A1, C1**	**1.1.1.** **2.1.1.**
Reinforce activity: Situations (15 minutes) *Canva* with situations to reflect about things that occur in Harry Potter and see how they would act.	**1** **2** **3**	**A1, C1, C4**	**1.1.1.** **2.1.1.** **3.1.1.**

2nd Session: Slytherin

Specific Competences **2** **3**	**Achievement indicators** 2.3.1. The student writes a short outline with words related to the word leadership. 2.3.2 The student correctly produces their plan of action. 3.1.1. The student intervenes in the general outline and proposes, at least, one idea. 3.3.1. The student collaborates with their group creating their plan of action. 3.3.2. The student expresses their opinions about the other action plans of their companions and about the final questions providing arguments.
Contents of the Subject **A) COMMUNICATION** 1. Organizing the outline and elaborating the plan of action. 3. Narrating events, making suggestions, and interacting or communicating with their classmates in different contexts.	

C) INTERCULTURALITY	Transversal contents
1. English as a tool to share information, collaborate, and express their opinions.	Reading comprehension. Use of TIC.

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Introduction activity: Outline (15 minutes) About some questions related to the word leadership.	**2** **3**	**A1, C1**	**2.3.1.** **3.1**
Reinforce activity: Magical creatures (20-25 minutes). Role activity to form an action plan and then present it to the rest of the class.	**2** **3**	**A1, A3, C1**	**2.3.2.** **3.3.**
Reinforce activity: Final proposals (10 minutes) Final questions and feedback.	**3**	**A3, C1**	**3.3.2.**

3rd Session: Ravenclaw	
Specific Competences **1** **2** **3**	**Achievement indicators** 1.1.1. The student infers the specific information of the text to highlight the intelligences that appear. 2.2.1. The student writes clearly and coherently about the design of their wand, the power the wand has, and how to leave a room using one intelligence and the wand. 2.4.1. The student describes the created wand and the solution to the enigma in at least three full sentences. 3.1.1. The student participates collaboratively with their group suggesting ideas and participates during the activity and in the presentation in English.
Contents of the Subject **A) COMMUNICATION** 1. Logical organization of the creation of the wand and the plan. 4. Identification and comprehension of the text and multiple intelligences. **C) INTERCULTURALITY** 1. English as a tool to share information, collaborate, and express their opinions.	**Transversal contents** Oral and written expression

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Introduction activity: Multiple intelligences text (25 minutes)	**1** **3**	**A4, C1**	**2.3.1.** **3.1**

Brief introduction to intelligences, later they are given the text to analyze which intelligence is used on each occasion.			
Reinforce activity: Riddle time (15-20 minutes) Creation of a wand (design, materials...), power of the wand, how to leave the room with the wand and using intelligence.	**2** **3**	**A1, C1**	**2.3.2.** **3.3.**
Presentation time (10 minutes) Presentation to the rest of the class.	**2** **3**	**C1**	**3.3.2.**

4th Session: Hufflepuff	
Specific Competences **2** **3**	**Achievement indicators** 2.1.1. The student orally expresses information about the questions asked. 2.3.1 The student creates a coherent map with the different steps to achieve a goal. 2.3.2 The student explains the creation of the maps and the steps followed using the correct expressions. 3.1.1 The student reviews their peers' script, guessing whose map it is, correcting the mistakes and offering, at least, one improvement. 3.3.1. The student collaborates with their group creating their map.
Contents of the Subject **A) COMMUNICATION** 1. Organizing and creating the maps. 3. Employing communicative functions to follow the steps of the map interacting in different contexts. **B) MULTILINGUALISM** 3. Correcting errors and reviewing the final written product. **C) INTERCULTURALITY**	

1. English as a tool to interact with their peers and complete different tasks.	Transversal contents
	Oral and written expression.

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Introduction activity: *Padlet* **(15 minutes)** **Watching a video, answering questions on** *Padlet*	**1** **3**	**A1**	**2.1.1**
Reinforce activity: Success marauder map (20 minutes) Creation of a success marauder map in groups	**2** **3**	**A1, A3, C1**	**2.3.1** **2.3.2** **3.3.1**
Switching maps (10-15 minutes)	**2** **3**	**A3, B3, C1**	**2.1.1.** **3.1.1**

5th Session: Gryffindor

Specific Competences

2

3

Contents of the Subject

A) COMMUNICATION

1. Organizing and creating the letters and describing characters.

3. Correct use of communicative functions, both oral and written.

A) MULTILINGUALISM

3. Correcting errors and reviewing the final written product.

B) INTERCULTURALITY

1. English as a tool to interact with their peers and complete different tasks.

Achievement indicators

2.1.1. The student orally expresses ideas about the bravest character and on the letter.

2.3.1 The student creates a coherent letter to Dumbledore, using correct expressions.

3.1.1 The student offers, at least, one improvement and gives their opinion about the rest of the groups.

3.3.1. The student collaborates with their group creating their sections.

Transversal contents

Oral and written expression.

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Introduction activity: Brave characters (15-20 minutes) Each group chooses a brave character from the saga, makes a short speech why	2 3	A1, A3, C1	2.1.1 3.3.1.

this character represents bravery and says it as if they were the sorting hat.			53
Reinforce activity: Letters to Dumbledore (20 minutes) A letter in English to Dumbledore telling of a situation in which they had to be brave	2 3	A3, BC1	**2.1.1** **2.3.1** **3.3.1**
Reinforce activity Sharing (5-10 minutes) Sharing their character and letters with the rest of the class.	3	A3, B3, C1	**3.1.1**

6th Session: The House Hournament

Specific Competences	Achievement indicators
1 **2** **3**	1.1.1. The student infers the specific information of the video to have an idea and then, to complete their outline. 2.3.1 The student creates a coherent outline taking into consideration the different sections to include. 2.3.2 The student produces the sections of the video. 2.1.1. The student reads their script orally and corrects their pronunciation using also the correct expressions. 3.3.1. The student practices their intervention with their peers and corrects any possible mistakes. 3.3.2. The student acknowledges the teacher's remarks and improvements and adapts their ideas.
Contents of the Subject **A) COMMUNICATION** Identification and analysis of relevant information. 1. Organizing the sections and elaborating the video. 3. Narrating events, interacting in different contexts and collaborating. 11. Awareness of the correct pronunciation, and pace while delivering the script.	

B) MULTILINGUALISM	Transversal contents
3. Correcting errors and reviewing the final written product. C) **INTERCULTURALITY** 1. English as a tool to interact with their peers and complete different tasks.	Oral and written expression.

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Introduction activity: Video Time (5 minutes) **Visualization of the triwizard tournament and subsequent analysis through questions**	1	A1	1.1.1
Reinforce activity:The House Tournament (25- 30 minutes) **Creating an outline of what the video will include, writing the video, distributing sections.**	2	A1, A3, C1	2.3.1 2.3.2
Final stretch (15 minutes) **Practice the video with the correct pronunciation and pace, then with the teacher, later correction of possible mistakes.**	2 3	A3, A11, B3, C1	2.3.2 2.1.1 3.3.1 3.3.2

7th Session: Ending Time

Specific Competences	Achievement indicators
2 **3**	2.4.1. The student writes one highlight and one improvement of their group's and their peers' interventions in the evaluation rubric. 2.4.2. The student grades their peers' intervention and justifies their decision accurately and respectfully. 3.2.1. The student intervenes in the final discussion and expresses their opinion about the final project critically and respectfully.

Contents of the Subject	Transversal contents
A) COMMUNICATION 3. Express a respectful and coherent opinion both written and orally. **B) PLURILINGUALISM** 3. Correcting errors and reviewing the final written product. **C) INTERCULTURALITY** 1. English as a tool to interact with their peers and complete different tasks.	Oral and written expression.

Activity/Tasks	Specific Competence(s)	Contents	Achievement indicators
Be judge Visualization of the videos and grade their classmates using a rubric template.	**2**	**A3, B3, C1.**	**2.4.1** **2.4.2**
Opining **Questions about the sections and the project**	**3**	**A3, C1**	**3.2.1**

c. Progress rubrics

SESSION: 1	STUDENT:			GRADE
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 2	The student participates in the *kahoot* with his group even if he cannot guess the answers (1).	The student participates in the *kahoot* with their group and obtains at least half of the correct answers (2).	The student actively participates in the *kahoot* with their group and obtains the majority of correct answers.(3).	
ACTIVITY 3	The student participates with his group to respond to the situation(2).	The student participates with his group to respond to the situations, and subsequently expresses their opinion out loud. (3).	The student participates collaboratively with his group to respond to the situations, and subsequently expresses his opinion out loud. (4).	
TOTAL POINTS				

SESSION: 2	STUDENT:			GRADE
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 1	The student participates in the brainstorm indirectly, trying to collaborate with their group to discuss arguments about the brainstorm (1).	The student participates in the brainstorm proposing at least one idea and collaborates with their group to discuss arguments about the brainstorm (2).	The student participates in the brainstorm proposing more than one idea and actively collaborates with their group to discuss arguments about the brainstorm (3).	
ACTIVITY 2	The student participates with their	The student participates with	The student actively participates with their group	

	group to give ideas to create the action plan (2).	their group to give ideas to create the action plan and also expresses briefly their plan to the rest of the class (3).	to give ideas to create the action plan and also expresses their plan to the rest of the class (4).	57
ACTIVITY 3	The student expresses their opinions and thoughts providing at least one argument to justify their reason to improve their classmate´s plan (1).	The student expresses their opinions and thoughts providing at least two arguments to justify their reason to improve their classmate´s plan (2).	The student correctly expresses their opinions and thoughts providing at least three arguments to justify their reason to improve their classmate´s plan (3).	
TOTAL POINTS				

SESSION: 3	**STUDENT:**			
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 1	The student infers some multiple intelligences that appear in the text (2).	The student infers most of the multiple intelligences that appear in the text, and participates in the later discussion(3).	The student infers all the multiple intelligences that appear in the text, and actively participates in the later discussion (4).	
ACTIVITY 2	The student gives at least one idea to their group on how to form their wand. ((1).	The student gives at least two ideas to their group on how to form their wand. ((2).	The student gives creative ideas to their group on how to form their wand. (3).	
ACTIVITY 3	The student participates with their group by explaining their	The student participates with their group by explaining their wand out loud to	The student participates with their group by explaining their wand out loud to the entire class and also actively	

	wand out loud to the entire class (1).	the entire class and also participates giving at least one idea in the final discussion (2).	participates in the final discussion (3).	
TOTAL POINTS				

SESSION: 4	**STUDENT:**			
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 2	The student watches the video carefully (1).	The student watches the video carefully and collaborates with his group to provide at least two opinions about emotions. (2).	The student watches the video carefully and collaborates with his group to contribute their opinions on emotions (3).	
ACTIVITY 3	The student collaborates with his group to create the map (2).	The student gives at least two ideas about what steps to follow to create the map (3).	The student gives quite a few ideas about what steps to follow to create the map.(4).	
TOTAL POINTS				

SESSION: 5	**STUDENT:**			
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 1	The student chooses a character giving reasons (2).	The student chooses a character and contributes ideas to	The student chooses a character, contributes ideas to create the speech and also	

		create the speech(3).	expresses the speech to the rest of the class (4).	
				59
ACTIVITY 2	The student tries to contribute correct and coherent ideas (1).	The student contributes correct and coherent ideas (2).	The student contributes correct and coherent ideas following the format of a formal letter (3).	
TOTAL POINTS				

SESSION: 6	**STUDENT:**			
ACTIVITIES	**ASSESSMENT**			**GRADE**
ACTIVITY 1	The student gives ideas to include in their script (2).	The student writes an outline to include in their script using correct expressions or tenses (3).	The student produces a complete script using the correct expressions or tenses (5).	
ACTIVITY 2	The student measures their pronunciation and pace (2).	The student measures their pronunciation and pace and adapts some ideas of their intervention according to the teacher's feedback(3).	The student measures and corrects their pronunciation and pace and adapts their intervention according to the teacher's feedback (5).	
TOTAL POINTS				

SESSION: 7	**STUDENT:**	
ACTIVITIES	**ASSESSMENT**	**GRADE**

ACTIVITY 1	The student writes at least one highlight and one improvement of their groups and peers and grades it (2).	The student writes one highlight and one improvement of their groups and peers and grades it, justifying their answer(3).	The student writes more than one highlight and more than one improvement of their groups and peers and grades it, reasonably justifying their answer(5).	
ACTIVITY 2	The student briefly intervenes in the final discussion expressing only a few ideas (2).	The student intervenes in the final discussion and expresses their opinion about the final project (3).	The student actively intervenes in the final discussion and expresses their opinion about the final project critically and respectfully (5).	
TOTAL POINTS				

d. **Final rubric**

STUDENT:					
AREAS OF EVALUATION		**ASSESSMENT CRITERIA**			**GRADE**
		1	**2**	**3**	
C O M M U N I C A T I O	**Oral production**	The student expresses in an understandable way.	The student expresses correctly.	The student expresses correctly and naturally using the correct expressions.	
	Language functions	The student narrates, describes, suggests or interacts using different grammatical and lexical structures.	The student narrates, describes, suggests or interacts using correct grammatical and lexical structures and some expressions.	The student properly narrates, describes, suggests or interacts using the proper grammatical and lexical structures or expressions.	

P R O G R E S S	**Oral delivery**	The student expresses an understandable pronunciation and pace in their intervention.	The student expresses a satisfactory pronunciation and adjusted intonation and pace in their intervention.	The student expresses an adequate pronunciation and a well regulated pace or intonation in their intervention.	
	Familiarization with the topic	The student has shown familiarization with some values learned.	The student has shown a strong familiarization with the values learned.	The student has shown a complete familiarization with the values learned.	
	Group coordination	The student has collaborated with their group respectfully and strived to communicate in English.	The student has collaborated with their group respectfully and communicated mostly in English.	The student has collaborated with their group respectfully, and communicated fully in English.	
	Linguistic evolution	The student has experienced some improvement in their production skills, oral and written.	The student has experienced quite an improvement in their production skills, oral and written.	The student has experienced a significant improvement in their production skills, oral and written.	
TOTAL POINTS					…/ (X,X)
FINAL COMMENTS:					
				FINAL GRADE	**X**

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