

NARRATIVE STRUCTURE AND INTERTEXTUAL ALLUSIONS IN HARRY POTTER SERIES



By

**Ameer Sultan
56-FLL/PHDENG/F10**

Supervisor

**Dr Muhammad Safeer Awan
Professor in English**

**DEPARTMENT OF ENGLISH
FACULTY OF LANGUAGES AND LITERATURE
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

February 2018



Narrative Structure and Intertextual Allusions in Harry Potter Series



By

**Ameer Sultan
56-FLL/PHDENG/F10**

Supervisor

**Dr Muhammad Safeer Awan
Professor of English**

**A thesis submitted in partial fulfilment of the requirements for the Degree of Doctor of
Philosophy in English**

To

**DEPARTMENT OF ENGLISH
FACULTY OF LANGUAGES AND LITERATURE
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
Feburary 2018**

K

Accession TH-19565

Journal

PhD

823.914

ANNA

1. Theses
2. Magic in literature
3. Allusions in literature
4. Children's stories
5. Fantasy fiction

Acceptance by the *Viva Voce* Committee

Title of the thesis: *Narrative Structure and Intertextual Allusions in Harry Potter Series*

Name of Student: Ameer Sultan

Registration No: 56-FLL-PHDENG/F10

Accepted by the department of English, Faculty of Languages & Literature, International Islamic University, Islamabad, in partial fulfillment of the requirement for the Doctor of Philosophy degree in English.

Viva Voce Committee




External Examiner

Prof. Dr. Muhammad Shahbaz Arif
Dean, Faculty of Social Sciences and
Management Sciences, University of
Sargodha, Lahore Cantt



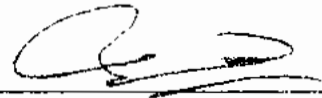
External Examiner

Dr. Nasim Akhtar Raja
Dean, Faculty of Social
Sciences/HOD, Department of
English, Foundation University,
Rawalpindi



Internal Examiner

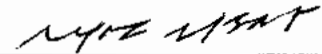
Prof. Dr. Ayaz Afsar
Chairman
Department of English, IUI



Prof. Dr. Munawar Iqbal Ahmad

Dean

Faculty of Languages & Literature,
IUI



Prof. Dr. Ayaz Afsar

Chairman

Department of English, FLL



Supervisor

Prof. Dr. Muhammad Safeer Awan

Dean

Faculty of English Studies NUML,
Islamabad

February 19, 2018

CANDIDATE DECLARATION FORM

I, Ameer Sultan

Son of Allah Razi

Registration No: 56-FLL/PhD(Eng)/F10

candidate of Doctor of philosophy at the International Islamic University, Islamabad do hereby declare that the thesis Narrative Structure and Intertextual Allusion in Harry Potter Series submitted by me in partial fulfilment of PhD. degree in the department of English (FLL), is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

Date: February 20, 2018



Ameer Sultan

Dedicated

to

my mother who helped

me navigate my course of life in the stormy sea of my existence

untold hardships, and unending challenges to see me sail towards my academic attainments.

What I am today is solely due to the blessings of my good mother. With all sincerity, dignity and

respect I salute my mother's pious soul.

ACKNOWLEDGEMENTS

In the name of Allah the most Beneficent and the merciful, who gave me courage and opportunity to complete my research project. There are many people who supported me in this humble work. I am grateful from the core of my heart to my learned supervisor Prof. Dr Muhammad Safeer Awan, Dean Faculties of English Studies and Languages at National University of Modern Languages (NUML) Islamabad. Thank you Sir! for your patience and guidance during my research work. I am thankful to Professor Dr. Ayaz Afsar, Professor Dr Munawar Iqbal Gondal and all my honourable teachers for their support throughout my studies at International Islamic University. I am thankful to the staff at the Department of English at IIUI especially Mr. Asghar, Mr. Naeem, Mr. Haroon and Mr. Zaheer.

The research project was impossible without the guidance of Professor Michael Toolan. It was indeed an honour to work under his advisory at University of Birmingham (UOB), UK. I am very much grateful to Dr. Sughanti John and Ms Michelle Deverux for their support during my PhD research at Centre for Advanced Research in English (CARE), University of Birmingham, UK. I am highly obliged to Professor Paul Thompson at UOB, UK for his guidance regarding corpus analysis of my data.

I am indebted to my classmates Dr Malik Shahid Abbas, Dr Muhammad Sheeraz and Dr Liaqat Iqbal and Farrukh Nadeem for their support and encouragement during the research work. I am grateful to my friend and senior Dr Akhtar Aziz for his guidance and support in this humble work. I am also thankful to my brothers Malik Amir Anwar and Malik Sher Afzal for their support during the research work. My wife has her due share in this humble work in the form of care and patience during the hard times. My mother and my brothers pushed me to complete my PhD thesis. I am thankful to Higher Education Commission of Pakistan for sponsoring my higher studies and academic visit to the University of Birmingham, UK.

ABSTRACT

The phenomenal success of the Harry Potter series has not only mesmerised the general public but has also captured the attention of academia for varied reasons. J.K. Rowling has derived allusions from various historical, cultural, mythical, and oral sources. Close reading of the texts reveals parallels in characters, stories, allusions, and images from diverse cultural traditions, mythologies of different times and spaces. The series is influenced by Greek mythology and western fantasy stories like Lewis Carroll's *Alice in Wonderland* and Tolkien's *The Lord of the Rings*. Many Euro-American readers are familiar with the Greco-Roman culture and fantasy literature but they have little or no familiarity with the Eastern tradition of such writings. The present study is based on this premise and therefore one aspect of the study is to investigate intertextual allusions taken from the Eastern narratives. The present study has also attempted to unveil the narrative structure of the series by applying Barthes' narrative codes using a Corpus based methodology. In order to make the narrative analysis more comprehensive, Michael Toolan's Corpus Stylistics model of Narrative Progression in Short Stories was embedded in Barthes' Narrative codes. Since the rigorous analysis of big data manually is a challenging and time taking task, the researcher decided to analyse the data by using Wmatrix, a corpus tool especially designed to analyse literary texts. The narrative codes were identified by using word frequency, Parts of Speech tagging and Semantic tagging. The result of the study shows that with the help of corpus tools only Proairetic, hermeneutic and cultural codes can be identified. In the next phase of the research, two popular narratives from the East "Adventures from the Dastan of Amir Hamza" by Ghalib Lakhvi and "Tilism e Hosruba" by Asif Hussain Jah were selected for comparison with Harry Potter Series to find the intertextual allusions. The results of the study shows that J.K. Rowling embedded many narrative devices like delay in action, extensive use of enigmas, global culture, binary oppositions, and symbolism to make the narrative appealing to the worldwide audience. The parallels in Dastan-i- Amir Hamza and Harry Potters are invisibility cloak, human with animal heads, animals with human heads, flying horse, love potion, transfiguration, foreknowledge, desire for immortality, magical birds, magical world versus muggle world and bewitched environment. The analysis does not only unveil the narrative art and the poetic genius of J.K. Rowling but also establishes that there are many intertextual parallels in Dastan Amir Hamza and Harry Potter Series. .

Table of Contents

CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Aim of the Research.....	3
1.3 Thesis Statement	4
1.4 Research Questions	4
1.5 Key Terms.....	4
1.5.1 Narrative Analysis	5
1.5.2 Intertextuality.....	6
1.5.3 Corpus Linguistics	7
1.6 Method of the Study.....	8
1.7 Delimitations:	9
1.8 The Data: The Harry Potter Series	9
1.8.1 About the Author	10
1.8.2 Harry Potter and the Philosopher's Stone.....	10
1.8.3 Book-II Harry Potter and the Chamber of Secrets	12
1.8.4 Book-III Harry Potter and the Prisoner of Azkaban.....	14
1.8.5 Book IV Harry Potter and the Goblet of Fire	15
1.8.6 Book V Harry Potter and the Order of the Phoenix	16
1.8.7 Book VI: Harry Potter and the Half-Blood Prince	17
1.8.8 Book VII Harry Potter and the Deathly Hallows	19
1.9 Significance of the Study	20
1.10 Organisation of the Study.....	20
CHAPTER 2	23
LITERATURE REVIEW	23
2.1 Narrative Theory	23
2.2 Narrativity in Question.....	25
2.3 Narrator	32
2.4 Point of View and Focalization.....	32
2.5 Characters.....	33
2.6 Corpus Linguistics.....	36
2.7 Intertextuality	37
2.8 Critical Perspectives on Harry Potter Series	39
CHAPTER 3	45
RESEARCH METHODOLOGY.....	45
3.1 Methodology	45
3.2 Framework of the Research.....	46
3.2.1 Barthes Narrative Codes	47
3.2.2 Michael Toolan's Model of Narrative Progression	50
3.3 Corpus Tool.....	52
3.3.1 Introduction to Wmatrix	55
3.4 Procedure of the Study	60
CHAPTER 4	62
DATA ANALYSIS.....	62
4.1 Chapter 1: <i>The Boy who Lived</i>	62

4.2 Chapter 2: <i>The Vanishing Glass</i>	73
4.3 Chapter 3: <i>The Letters from No One</i>	80
4.4 Chapter 4: <i>The Keeper of the Keys</i>	87
4.5 Chapter 5: <i>Diagon Alley</i>	99
4.6 Chapter 6: <i>The Journey from Platform Nine and Three-Quarters</i>	105
4.7 Chapter 7: <i>The Sorting Hat</i>	111
4.8 Chapter 8: <i>The Potions Master</i>	116
4.9 Chapter 9: <i>The Midnight Duel</i>	121
4.10 Chapter 10: <i>Hallowe'en</i>	125
4.11 Chapter 11: <i>Quidditch</i>	130
4.12 Chapter 12: <i>The Mirror of Erised</i>	133
4.13 Chapter 13: <i>Nicolas Flamel</i>	137
4.14 Chapter 14: <i>Norbert the Norwegian Ridgeback</i>	140
4.15 Chapter 15: <i>The Forbidden Forest</i>	145
4.16 Chapter 16: <i>Through the Trapdoor</i>	149
4.17 Chapter 17: <i>The Man with Two Faces</i>	153
4.19 Narrative Structure of Harry Potter Series	159
4.19.1 Semantic (connotative) Codes in Harry Potter Series	159
4.19.2 Hermeneutic Codes in Harry Potter Series.....	162
4.19.3 Proairetic Codes in Harry Potter Series.....	163
4.19.4 Symbolic Codes in Harry Potter Series	164
4.19.5 Cultural Codes in Harry Potter Series	164
CHAPTER 5	166
INTERTEXTUAL ALLUSIONS IN HARRY POTTER SERIES	166
5.1 Parallels in Magical Devices.....	166
5.1.1 Hermione's Bag and Amar's Zambil.....	166
5.1.2 Invisibility Cloak of Harry Potter and Invisibility Cape of Amar Ayaar	167
5.1.3 Harry's Parseltongue and Amar's Language Acquisition of Other Creatures	167
5.1.4 Musical Instruments as a Magical Device	168
5.1.5 Philosopher's Stone and the Gift of Immortality.....	168
5.1.6 Use of Birds as Messengers.....	169
5.1.7 Magical Double	169
5.1.8 Bewitched Gardens and Buildings	169
5.1.9 The Devices for Foreknowledge.....	170
5.1.10 Magical Wands.....	170
5.2 Parallels in Theme.....	173
5.2.1 Two Different Worlds (Magical and Non Magical).....	173
5.2.2 Different Money in Magical World.....	174
5.2.3 Transfiguration	174
5.2.4 Desire for Immortality	174
5.2.5 Exile From the Magical World.....	175
5.2.6 The War between Good and Evil	175
5.2.7 Foreknowledge	176
5.2.8 The Bond of Friendship.....	177
5.3 Characters.....	177
5.3.1 Afrasiab and Voldemort	177

5.3.2 Animals with Human Heads	178
5.3.3 Fwakes and Magical Birds	178
5.3.4 Statue Guards Magic Slaves, Magic Troopers	178
5.3.6 Hippogriff, Thestral and Flying Horses.....	179
5.4 Parallels in Settings	179
CHAPTER 6	181
DISCUSSION	181
6.1 Findings of the Study	181
6.2 Enigmas in Book-I	183
6.3 Revelation of Enigmas	186
6.4 Cultural Codes in Book-I	200
6.5 Semantic Codes in Book-I	202
6.6 Symbolic Codes in Book-I	205
6.7 Action Codes in Book-I	209
CHAPTER 7	213
CONCLUSION.....	213
7.2 Future Work	220
References	222

CHAPTER 1

INTRODUCTION

This chapter presents the overview of the research and includes thesis statement, research questions and the significance of the study. It also covers the organization of the study and the background to narrative analysis. It also discusses the importance of intertextuality to assess and evaluate the originality of a text and a brief introduction to corpus linguistics.

1.1 Background of the Study

Fantasy literature has always occupied a significant place in all literary traditions of the world. In English literature, the *Harry Potter* series has successfully gained the attention of readers across the globe since the publication of its first book in 1997. The series gain popularity among the children across the globe because of its folktale structure. At the same time, the series has certain elements of magic and fantasy that have a strong appeal for the adult readers as well. The series became so popular that it inspired the Hollywood film-makers to adapt it for movies which again attracted millions of audiences across the globe.

Harry Potter series has been widely read since the publication of its first novel *Harry Potter and the Philosopher's Stone*. J. K. Rowling has written seven novels in the series and Harry Potter fans have not yet lost their interest in the series. Warner Brothers made the films based on all the novels of Harry Potter series. Harry Potter World, the studio where these movies were made, is a tourist spot in London and thousands of fans from all over the world visit it every week. The way the books were marketed has eclipsed its literary value or literary judgements, if any, on the series. According to Dammann (2008), Rowling, through this

spellbinding story, crafted a global phenomenon, outselling every book in history with the exception of the Bible and Mao Zedong's *Little Red Book*. The seven Harry Potter books have so far been translated into 67 languages, amassing the 400m figure since the publication of the first book in the series, *Harry Potter and the Philosopher's Stone*, in 1997.

This fiction series has also inspired the educationists and academicians and it has been introduced in different western colleges as part of their syllabi. Despite the fact that the series got a wide popular acclaim, it failed to secure critical acclaim. There may be many reasons behind this failure but that is not the major concern of the present study but it will be briefly discussed in chapter 2.

A careful reading of the series shows that Rowling frequently makes use of ideas and references from the ancient as well as modern texts. *Harry Potter* series is also replete with allusions from myths, legends and local narratives from different parts of the world in different languages. The concept of alchemy, for instance, comes from the Arab world and the term Animagus has been derived from Celtic mythology.

The description of Chimaera in *Beast* is taken from the early Greek legends of a monster with three heads. The three heads dog Fluffy in *Harry Potter* is an inspiration from the Greek mythology. Most of the Chants are invented by Rowling but Avada Kedavra curse is derived from Aramaic language (Colbert, 2001). It also seems that the concept of flying broomstick may have been taken from flying carpet of the *Arabian Nights* fame.

It can be inferred after close reading that J.K. Rowling picked familiar fantasy elements like dragon, elf, broomstick and hinkypunks from the western traditional fantasy fiction. *Harry Potter* Series has deep roots in the Western folklore and Rowling has derived allusions from

Western historical, cultural, mythical, and oral sources. The readers are generally familiar with these sources and each successive generation of the western readers grows up listening to these stories.

As discussed in the beginning of the chapter, J.K. Rowling has also received influences from the Eastern narratives and employed them in an intertextual fashion. The Western readers, however, are unfamiliar with the original sources in the Eastern tradition of fantasy fiction. The present study is based on this premise and aims to trace the influence of the Eastern sources in Harry Potter.

1.2 Aim of the Research

The aim of the research is to explore the building blocks of narrative structure of *Harry Potter Series* in the light of the Barthes' narrative codes. Apart from exploring the narrative structure in the construction of the Harry Potter books, the study has also attempted to identify the intertextual elements and parallels in *Tilism e Hoshruha* and *Adventures from the Dastan of Amir Hamza*.

So far, seven books (Harry Potter and the Philosopher's Stone (alternate title: Harry Potter and the Sorcerer's Stone (USA); Harry Potter and the Chamber of Secrets; Harry Potter and the Prisoner of Azkaban; Harry Potter and the Goblet of Fire; Harry Potter and the Order of the Phoenix; Harry Potter and the Half Blood Prince; and Harry Potter and the Deathly Hallows) of *Harry Potter* series have been published. These texts have many common threads in terms of themes and characters. The major characters and settings remain the same and the protagonist (Harry) is striving to save the wizards' world from the malicious intentions of the antagonist

(Voldemort). The study has also investigated the implications of the kind of narrative structure(s) employed by the author.

1.3 Thesis Statement

This study has attempted to investigate the newness or originality of J. K. Rowling's seven books of *Harry Potter Series*. Other studies have suggested *Harry Potter* to be a creative assemblage of magical and fantastical elements derived from other such texts in the fantasy genre of literature in the Western tradition. This research has, however, focused on the allusions derived from the Eastern tradition in fantasy literature. Moreover, a primary reason for the momentous success and enduring appeal of the series is Rowling's employment of structural devices in the narrative. The study has, thus, also endeavoured to unveil the narrative structure of the Series by applying Barthes's codes.

1.4 Research Questions

The present research has endeavoured to find answers to the following questions regarding narrative structure and intertextual allusions in Harry Potter series

- a. How far Roland Barthes' narrative codes are applicable to a larger text like the Harry Potter Novels?
- b. What are the intertextual Parallels in Harry Potter Series and Adventures from the Dastan of Amir Hamza?

1.5 Key Terms

The operational definitions of the key terms of the present research are given below for a better understanding of the research paradigm.

1.5.1 Narrative Analysis

The intended study would draw upon the theoretical framework developed in the field of narratology. Many theorists and critics (Vladimir Propp, Gérard Genette, Mike Bal, Gerald Prince, Ferrara, Roland Barthes, etc.) have made their valuable contributions towards developing a systematic method of narrative analysis.

Todorov coined the term narratology ('la narratologie') in 1969 and paved the way for the different books and different strands about it. "Narrative is defined as recounting of things that are distant with reference to time and space" (Toolan, 2001, p. 1). According to Gimenez, *Narrative* is often used with 'story', 'life story', 'account', 'discourse', 'narration' and 'tale' without any major difference. According to Gimenez "The term 'narrative' itself refers to 'the telling of something', 'a story' or 'stories' and a method of analysis as in 'narrative inquiry'" (2010, p.200).

According to Prince (1982) "Narratology is the study of the form and functioning of narrative" (p.4). He further argues that the discipline of narratology developed during 20th century. Narratologists are interested to identify the common elements in all the narratives and the elements that make one narrative different from the other narrative.

All the definitions of narrative have their roots in the works of Russian Formalists of early twentieth century, particularly Propp and Tomashevski. Propp took the first step in 1928 towards a structural analysis of the narratives. His *Morphology of the Folktale* (1968) became a classic for all theorists of narrative. He identified a common recurrent pattern of 31 basic functions (spheres of action) behind large number of Russian folktales. All Russian folktales share some of those functions if not all. According to his analysis all the characters in the stories can be labelled out of a simple given typology of seven character roles: the villain, the donor, the

helper, the sought-for-person, and her father, the dispatcher, the hero, the false hero. I will discuss the development in the field of narratology in chapter 2.

1.5.2 Intertextuality

An Urdu poet, Saif ud Din Saif (1992), asserts in a verse “Saif Andaz-i-biya’n rung badal deita hai, warna duniya mein koi baat nayee baat nahein” (There is nothing new to be told to this world except that it may be stated in a novel expression)

Julia Kristeva theorized the term intertextuality and developed it by arguing that authors do not create their texts from their own mind, but rather compile them from pre-existent texts. Thus, according to her, the text becomes “a permutation of texts, an intertextuality in the space of a given text”, in which “several utterances, taken from other texts, intersect and neutralize one another” (1980, p. 36). If we follow Kristeva’s assertion, all the texts are in fact intertextual and re-writings of one or the other kind.

The researcher believes that the concept of intertextuality can help unveil the dimensions of any text that traditional comparison cannot. In intertextual analysis, we do not simply state that two or more texts are similar, or that one text originates from another, but try to examine the ways in which the later text develops motifs, patterns or ideas from its predecessors. Intertextual studies show that children's literature is more complex than believed earlier; they also suggest a new look at genres and individual authorships (Wilkie, 1999, pp. 130-137). Intertextuality is the method that dissects a text and uncovers the link between already published literature by looking into the different allusions, concepts, narratives and grand narratives.

The researcher believes that good writers are always good readers. It is evident that without sufficient exposure to existing narratives, it is impossible to produce a new narrative. It

also entails that when a novelist is writing a novel, his/her knowledge about the world and previous readings of different works remained in his/her Long Term Memory and consciously or sometimes unconsciously that knowledge gets incorporated in the new work.

Barthes seminal work *S/Z* (1974) paved the way of reader response approach and intertextuality in the field of narratology. Leitch (1982) commented on the Barthes approach towards intertextuality:

What form does intertextuality take in Barthes' theorizing? According to Barthes, it is impossible to live outside the infinite text—to escape, for example, newspapers, books, TV shows, and billboards. This larger cultural “book” confers meaning on life not only through overt influence but also by subtle infiltration. Figures, metaphors and thought-words create a kind of “muzak” that permeates the environment so that every text relates this lulling hum (p.109).

There is a network of texts and text are connected to each other in one way or other and it implies that even a strange idea cannot be titled as ‘original’ in the real sense of the word original. This approach is closed to the notion of post-structuralism and deconstruction. Kristeva, Derrida and Barthes emphasised the intertextuality and exposed the reality of texts and gave the status of a critic to a reader and for them reader is not a layman but an intelligent reader who can see the underneath and dissect the text and can hear the echo of other texts in a given text.

1.5.3 Corpus Linguistics

Twentieth century has seen the rise of computer and its integration in almost all the disciplines of knowledge and all walks of life. Linguists realized the importance of the machine for the analysis

of language. Corpus Linguistics developed as a new branch of linguistics. In the beginning, computer was used for lexicography. With the passage of time corpus linguistics tools have been used for the analysis of written and spoken discourse. National British Corpus and Bank of English were developed and in the twenty first century Corpus linguistics has emerged as a new methodology for objective analysis of written and spoken form. The fast processing of the computer made it easy to find the specific features of a text within few seconds.

According to McEnery and Hardie (2012) Computers are used to analyse large data as it is not humanly possible to identify or search a word from millions of words. Contrary to manual or traditional analysis corpus based analysis guarantees no error. Corpus tools are rapid and reliable and generate word frequency list and concordances. These tools are used for qualitative and quantitative analysis of machine-readable texts.

1.6 Method of the Study

Narrative analysis of the modern novel coupled with intertextual allusions demands a customized research methodology. After reviewing narrative models, the researcher has decided to apply Barthes' narrative codes on the Harry Potter novels. Developments in corpus linguistics were of great help for the textual analysis. A modern corpus tool has been selected to trace the narrative codes in the selected text. Michal Toolan's model of narrative progression was selected to identify the Proairetic codes and hermeneutic codes. Barthes also emphasised the importance of intertextuality in his work *S/Z*. Keeping in mind the importance of intertextuality in the narrative, intertextual allusions has been identified in the Harry Potter series. In short, the methodology is based on the narratological model of Barthes, intertextuality, and the most recent narrative progression model of Michael Toolan for a rigorous analysis of the selected text.

1.7 Delimitations:

Keeping in view the time constraints, and in order to give an in-depth analysis of the text in the light of Barthes narrative codes, the first novel of the series, that is, *Harry Potter and the Philosopher's Stone* was selected for the analysis. As far as the overall narrative structure and intertextuality of the series is concerned, all the novels in the series will be considered.

1.8 The Data: The Harry Potter Series

Harry Potter is a series of fantasy novels written by J.K. Rowling. The series consists of seven books about the life of a young wizard Harry Potter. The series started with the first novel “Harry Potter and the Philosopher’s Stone” and the world has witnessed Harry potter mania during the past two decades. The first book broke the sale record of the other well-read books. The second book was published with the title “Harry Potter and the Chamber of Secrets”. The potter mania increased with the publishing of the second book. The book remained adult hardback bestseller charts for a month after publication. The third book titled “Harry Potter and the Prisoner of Azkaban” published after one year of the publication of the second book. The series continues with the fourth book titled “Harry Potter and the Goblet of fire.” The book broke all the records for the greatest number of book sold on the first day of publication in the UK. One million copies of the book sold on the first day of the publication in the UK. After the gap of three years the fifth book “Harry Potter and the Order of Phoenix” hit the shelves followed by sixth book “Harry Potter and the Half Blood Prince” and achieved record sale. The last book of the series titled “Harry Potter and the Deathly Hallows” was published in the UK and the US in July 2007. All the books of the series were published during the ten years from 1997 to 2007.

1.8.1 About the Author

Harry Potter Series was written by a British novelist Joanne Rowling. She is now famous all over the world as J.K. Rowling. “The “K”, for Kathleen, her paternal grandmother’s name was added at her publisher’s request who thought that a woman’s name would not appeal to the target audience of young boys” “Biography Joanne Rowling”.

J.K. Rowling was born in 1965 and got her early education at Chepstow, Gwent. She did French and a classical degree from Exeter University. Then she moved to London and started working as a researcher at Amnesty International. She is a well-read person and has read classical literature before writing Harry Potter series.

1.8.2 Harry Potter and the Philosopher’s Stone

The first novel in the series is “Harry Potter and the Philosopher’s Stone”. It was published in 1997 in UK. The same novel published in USA with the title “Harry Potter and the Sorcerer’s Stone.”

In this book, Mr Dursley is shown as a wealthy man who lives in Privet Drive four at Surrey. One day, he observes strange things around his home and during his travel to his office. Professor Dumbledore, the headmaster at the Hogwarts School of Wizardry and Witchcrafts, arrives at Privet Drive. He meets Professor McGonagall who is her colleague at Hogwarts. He tells McGonagall that Voldemort killed James Potter and Lilly Potters but could not kill their son Harry. Voldemort powers broke and he disappeared. A giant and fantastic character Hagrid appears on a flying motorbike and gives a small baby ‘Harry’ wrapped in a blanket to Professor Dumbledore. The baby with a scar on his forehead is placed by Dumbledore in front of Privet Drive four with a letter.

In the next chapter, ten years later, Privet Drive four is the home of two children. Dudley is the son of Dursleys who bullies Harry Potter all the time. Harry Potter is living in deplorable conditions- in a small cupboard situated under the stairs. On the eve of birthday of Dudley, they visit a zoo and the glass in front of a big snake disappears. It was the first exhibition of Harry Potter's magical powers.

Then, the letters addressed as 'Harry Potter, Cupboard under the Stairs' arrive at Privet Drive. The letters are without any stamps and even deliver on Sunday. Mr. Dursley tries his best to stop Harry reading the letter. On Harry's birthday, Mr. Dursley orders to move his family along with Harry Potter and reaches an isolated Island to avoid the letters. At midnight, Hagrid break the door and hands over the admission letter of Hogwarts to Harry Potter. He also tells Harry that his parents were wizards and killed by Voldemort.

The next day, Hagrid takes Harry to London for the purchase of items required for his studies at Hogwarts. They go to Diagon Alley which is the market for the wizards. First, they visit the Wizards bank 'Gringotts' and withdraw money for the shopping. Hagrid picks a packet from the locker of the bank. They buy books, uniform, and a wand for Harry Potter.

After one month Harry joins Hogwarts School and made friendship with Ron Weasley and Hermione. All of them are placed in Gryffindors house by the sorting Hat. A badly behaved boy Draco Malfoy tries to make Harry friend and ends up as enemy of Harry. Draco is placed in Slytherin house. Harry learns broomstick flying lesson and shows his excellent flying skills while chasing Draco. Harry is being selected for the Gryffindors Quidditch team. Quidditch is a game like playing football in the air over broomsticks.

Harry feels that Professor Snape does not like him but Hagrid assures him that Snape has no reason to hate Harry. Harry finds a three-headed dog sitting on the trapdoor at the third floor

which is out of bound for the students. On Halloween, a troll appears at Hogwarts and the life of the students is at risk. Harry and Ron courageously defeat the troll and protect Hermione from the troll. On Christmas, Harry receives an invisibility cloak as a gift left for him by his deceased father.

The first match of the Quidditch was a real test for Harry. During the match all of sudden Harry loses the control of his broomstick. Hermione notices that Professor Snape is casting spell on Harry's broomstick. She sets a fire in the attire of Snape to break his eye contact with Harry. Then Harry becomes stable and Gryffindors wins the match.

Hermione links the Gringotts robbery with the packet picked by Hagrid from the locker and the three headed dog guarding something important. Harry and his friends reach to a conclusion that Fluffy, three headed dog, is protecting philosopher's stone which was invented by Nicolas Flamel and Voldemort needs it badly to regain his power. Harry is being rescued from the attack of Voldemort by a noble centaur.

Harry and his friends know that Voldemort is going to steal the philosopher's stone, elixir of life, to regain his power. After crossing many obstacles, Harry reaches the room where the stone is placed. He finds Professor Quirrell there who wants to kill him. When quirrell opens his turban behind his head is the face of Voldemort. Professor Quirrell tries to snatch the stone from Harry. When Quirrell touches Harry, he burns. Harry touches the hand of Professor Quirrell and it burnt the body of the Professor. Dumbledore rescues Harry and reveals that Snape never tried to kill him. Gryffindors win house cup because of bravery shown by Harry Potter and his friends.

1.8.3 Book-II Harry Potter and the Chamber of Secrets

The second book of Harry Potter series "Harry Potter and the Philosopher's Stone" was published in 1998.

Harry Potter is in his second year at Hogwarts and enjoying the stardom and the fame. Before his departure to Hogwarts from the Privet Drive, he was visited by a house elf Dobby. The elf warned him not to join Hogwarts. But Harry Potter ignores the warning and joins the school.

The students at Hogwarts are being petrified by someone and Ginny Weasley was taken to chamber of secret by someone. Harry and his friends come to know that Chamber of Secret has been opened. It is believed in Hogwarts that only the true descendant of Salazar Slytherin can open the chamber of secrets. Harry hears strange voice coming from the walls.

Harry finds a diary of Tom Riddle which was placed by Lucious Malfoy in the basket of Ginny Weasley. Harry finds the diary near girls' washroom. The diary speaks to Harry and tells him about the opening of the Chamber of Secrets fifty years back. It tries to mislead Harry that the chamber of secret was opened by Hagrid. This was the reason behind Hagrid's expulsion from Hogwarts. Harry talks to the ghost of a girl named Myrtle who was murdered when the chamber of secrets opened previously.

Harry hears the whisper of the snake and finds the passage to the chamber of secrets through the girls' washroom. He enters the chambers and finds Ginny lying on the floor. Tom Riddle tells Harry Potter about himself and with the wand he writes three words TOM MARVOLO RIDDLE and then these alphabets are rearranged as I AM LORD VOLDEMORT. Tom tells Harry that Voldemort is going to come back again. Dumbledore's bird Fawkes brings sorting hats for Harry Potter. Tom speaks to a big snake name basilisk. The snake attacks Harry but Fawkes makes the basilisk blind. Harry manages to take out Gryffindors sword from the sorting hat and kills basilisk. At the last moment basilisk bites Harry and leaves his fang in Harry's body.

The tears of Fawkes heal the wound of Harry. Then he destroys the diary with the fang of basilisk and Tom Riddle's power breaks. Dumbledore tells Harry that Lord Voldemort has transferred some of his powers in Harry by giving him scar. Harry tactfully free Dobby from Lucious Malfoy and Hagrid proves himself innocent in the matter regarding the opening of the chamber of secrets.

1.8.4 Book-III Harry Potter and the Prisoner of Azkaban

The third book of the Harry Potter series "Harry Potter and the Prisoner of Azkaban" was published in 1999.

Harry Potter spends summer at Privet Drive four and uses magic Aunt Marge who talks about Harry's parents in a disgusting manner. Harry leaves Dursleys house and is being picked by knight bus and reaches Diagon Alley. Mr Weasley tells Harry about a dangerous criminal Sirius Black who has broken the prison of Azkaban. Harry reaches back to Hogwarts from Diagon Alley.

Dementors, the guard of the Azkaban prison, attack Harry in the train. Dementors are sent by ministry of magic to find Sirius Black but they cannot recognize him. Dumbledore also informs the students at Hogwarts about the Dementors who are guarding the school from Sirius Black. The dementors can suck the soul of a wizard.

Harry gets information about Sirius Black that he is the one who betrayed his parents. Now Harry is curious to find Sirius Black and to take revenge. Meanwhile, Harry gets a magical map from George and Fred. The map has all the secret passages of Hogwarts and anyone around the map appears on it with his/her name and movement.

Professor Lupin arrives at Hogwarts as the best ever teacher of Defence against Dark Arts. He teaches Harry the powerful patronus charm "Expecto patrono" to protect him from

Dementors. Harry explores that Professor Lupin, Sirius Black and Peter Pettigrew were the friends of his parents. It is revealed to Harry Potter that Peter Pettigrew is the slave of Voldemort and he is the one who betrayed his parents and now transformed himself as scabbers (rat of Ron Weasley). Sirius Black is Harry's godfather and well-wisher.

Buckbeak attacks Draco and the ministry of magic made a committee to hear the grievances of Malfoy about the hippogriff. Hagrid loses his appeal and Ministry of Magic orders the execution of Buckbeak. Meanwhile, Dementors find Sirius Black and are about to suck his soul. Hermione magically turns the time and travels to Past with Harry. They rescue Buckbeak from execution and Sirius Black from Dementors.

1.8.5 Book IV Harry Potter and the Goblet of Fire

The fourth book of Harry Potter Series "Harry Potter and the Goblet of Fire" was published in 2000 at the start of the new millennium.

The novel starts with the murder of Frank Bryce who is the caretaker of the Riddle House. Before his murder he hears Wormtail and Voldemort plotting to kill Harry Potter. Harry Potter sees the same scene in his dream. Harry and Hermione with Weasleys witness the Quidditch world cup but after the game death eaters appear and Voldemort sign is created on the sky by an Elf.

Harry starts his fourth year at Hogwarts. Mr. Moody joins Hogwarts as a new teacher for the Defence against the Dark Arts. The prestigious school is going to host Triwizard tournament. The teams of Beauxbatons Academy and Durmstrang Magical Institutes. The Goblet of Fire selects Cedric Diggory, Fleur Delacour, and Viktor Krum, Harry Potter for the triwizard cup. Everyone is surprised on the selection of Harry Potter as he is too young for the tournament.

The competitors of the tri-wizard cup are required to perform three tasks: to find and take a golden egg which is being guarded by a dragon, to find something from the lake of Hogwarts, to find the tri-wizard cup in the maze. Harry reaches the third stage and holds the cup with Cedric. Someone has already changed the port key and both of the boys reach the graveyard. They find themselves among Wormtail and the death eaters. Wormtail mixes the bones and Harry's blood and as a result Voldemort is reborn. Voldemort kills Cedric and tries to kill Harry. But Harry manages to transport himself to Hogwarts with Cedric's dead body and the cup. He narrates the whole incident and informs that Voldemort is back.

Moody tries to kill Harry Potter but Dumbledore and Snape reaches at the spot. Barty Crouch, Junior actually appeared in the shape of Moody by drinking polyjuice after every hour. He tells that Harry's selection for the tri-wizard cup competition is pre-planned. He changed the cup into a port key that took Harry and Cedric to the graveyard.

1.8.6 Book V Harry Potter and the Order of the Phoenix

The fifth book of the Harry Potter Series titled "Harry Potter and the Order of the Phoenix" hit the shelves in 2003.

Harry is being convicted and expelled from Hogwarts by the ministry of magic for using magic in muggle's words. Dumbledore defends Harry Potter in the ministry of magic and finally it is proved that Harry used magic for self-defence.

Ministry of Magic appoints Dolores Umbridge as the new teacher for the subject of Defence against Dark Arts. She is not only a teacher but a spy or observer of the ministry of magic in the Hogwarts. Her approach is purely theoretical and she abandons use of magic at Hogwarts. Harry and his friends form an army of Dumbledore to prepare the students to counter the expected arrival of Voldemort.

Harry and his friends reach the department of mystery to find Sirius Black. But they are encountered by Voldemort and the death eater. Voldemort wants to know the prophecy from a glass sphere. The fight begins between death eaters and Harry's team. Dumbledore and other members of the order arrive to rescue Harry.

Harry picks the glass sphere and the prophecy is that Harry has something which Voldemort does not know. It is also indication that in the fight of Harry and Voldemort one has to get destroyed by the other. Sirius Black is killed by Bellatrix and Voldemort disappears after his fight with Dumbledore. Fudge sees Lord Voldemort and it is evident that the evil lord is back.

1.8.7 Book VI: Harry Potter and the Half-Blood Prince

The sixth book of the series titled "Harry Potter and the Half-Blood Prince" published in 2005.

Dumbledore teaches Harry Private lessons to tell him about Lord Voldemort. Dumbledore tells Harry that Voldemort split his soul into seven horcruxes. Voldemort concealed parts of his soul in different objects to achieve immortality. The destruction of all the horcruxes would result in the death of Voldemort. Harry and Dumbledore review all the memories to know about the location of the horcruxes.

Professor Horace Slughorn, a retired teacher of Hogwarts who taught young Voldemort, joins Hogwarts as new potion teacher. Dumbledore instructs Harry Potter to get closer to Professor Slughorn to retrieve his memories with the young Voldemort. The Professor has intentionally erased the real memory and Dumbledore wants to know about his real memories. In this book, Professor Snape achieved the long awaited position of the Defence against Dark Arts teacher. Draco's mother compelled Snape to swear that he will always protect his son.

Harry finds a potion book belongs to Half Blood Prince in the potion lab. The book has extra notes on every potion and many other chants. In fact the Half Blood Prince has corrected the methods given in the book. Harry learns a deadly spell “Sectumsempra” and many other important methods of potion making from the book.

Harry Potter is also curious to retrieve the real memories of Professor Slughorn. Harry Potter tries his level best to retrieve the real memory from Professor Slughorn but all in vain. One day, Harry drinks a good luck potion which he received as a prize in the potion class. With the magic of the potion he retrieves the real memory from Professor Slughorn. Harry and Dumbledore review the memory and it reveals to them that the professor told Voldemort about the creation of horcruxes. Dumbledore tells Harry that horcruxes can be hidden in any ordinary objects like in the diary and the ring of Voldemort’s mother. So, two of the horcruxes have been destroyed and they will have to find rest of the five. On the basis of Voldemort memories, Dumbledore takes Harry with him and go to find Slytherin locket. During their pursuit Dumbledore has to drink the poisonous water in which the locket was placed.

Harry Potter and Ginny Weasley find love for each other. In the same fashion, Hermione feels her true love for Ron. Harry and Hermione remained good friend but do not feel any urge of love between them.

Death eaters arrive at Hogwarts with their evil and malice intentions. Draco Malfoy tries to kill Dumbledore but he could not perform the act. Finally, Professor Snape kills Dumbledore with the notorious spell of Voldemort “avada kedavra”. Harry witnesses the death of Dumbledore and follows Snape. Harry uses his spell “Sectumsempra” on Snape but of no use. Snape tells Harry that he is the Half Blood Prince. Harry decides to find remaining five horcruxes of Voldemort. Hermione and Ron assure their support to do this noble task.

1.8.8 Book VII Harry Potter and the Deathly Hallows

The seventh and last book of the Harry Potter Series *Harry Potter and the Deathly Hallows* appeared in the bookstores in July 2007.

Snape tells Voldemort the day when Harry's friends are planning to move him from Privet Drive 4 to a different safe location. Harry convinces Dursleys to leave Privet Drive as it is not a safe place for them. Order of Phoenix arrives at Privet Drive 4 to move Harry to a different location. Six friends of Harry drink polyjuice and disguise as Harry. They move towards the new location but are being attacked by Death Eaters. The Harry party manages to shift Harry safely at the destination.

Harry and his friends come to know that the sword of Gryffindor in Dumbledore's office is not real. One night Harry sees a patronus appears and guides him to find the sword in an ice pond. Harry and his friends reaches Xenophilius Lovegood's house, and come to know about the story of the three magical talismans who made up the Deathly Hallows: the Elder Wand, a stone that keeps the death away, and the Invisibility Cloak. The one who has all these three objects becomes the master of death and achieves eternal life.

Harry manages to get locket from Umbridge but he is eager to know about rest of the horcruxes. Harry learns about two more horcruxes: a Hufflepuff cup and Ravenclaw's diadem. They get the Hufflepuff cup from the Gringotts and destroy it. They reach Hogwarts and find diadem and destroy it but a battle erupt in which Fred Weasley dies. The last horcrux Nagini is killed by Neville Longbottom.

Voldemort kills Snape to make elder wand stronger. Snape gives his memories to Harry. The memories were about his eternal love for Lily and Snape remained loyal to Dumbledore. He killed Dumbledore according to the plan and he never betrayed the old school master. Harry

realises that the last horcrux resides within his own body. So in a battle Harry receives wound and finds himself with Dumbledore. But Harry comes back and being the real master of the elder wand defeats Voldemort.

1.9 Significance of the Study

The present study is important in terms of intertextuality and narrative structure of the *Harry Potter* series. It explores the narrative structure and allusions of the work which make the series a success. The study is important for teachers and the students of English literature as well. It will help them to understand the narrative structure and allusions which are used to build the narrative of *Harry Potter* series in effective manner. This research will help to understand how J. K. Rowling created a work with influences from already available literature and narratives. It is also hoped that the intended research would make theoretical addition to the Barthesian framework in the discipline of narratology.

1.10 Organisation of the Study

The study is organized into seven chapters. Chapter 1 covers the background of the research, key terms, and research questions, purpose of the study and significance of the study. It discusses the brief background of narratology and developments in the discipline over the period of time. It looks at importance and credibility of corpus linguistics for the closed and accurate textual analysis textual analysis. It also discusses the importance of intertextuality to identify the echoing of other works in a text.

The Chapter 2 deals with the review of the related literature. It provides the overview of narrative structure and the major issues in the area of narratology. This chapter reviews the important works which has already been done on Harry Potter Series and methods used to

analyse its narrative structure. It orients the reader(s) with the big names in the field of narratology and intertextuality. The chapter covers intertextuality and its application. The chapter identifies the gap in the previous research on Harry Potter series and provides a direction for the best suited methodology for the present research. The chapter establishes the importance of the present study and its far reaching impact on the narrative analysis of literary texts.

Chapter 3 discusses the research methodology of study. It covers all the aspects of the models selected for the present study. It discusses the whole plan of the research by delimiting what to do and how to do it. Chapter 4 presents of application of the selected models on the text and interpretation as well. The data analysis is presented in a systematic way by analyzing the selected Harry Potter novel chapter wise for the purpose of narrative analysis.

Chapter 5 discusses the intertextual allusions in the form of parallels in Harry Potter series derived from Hoshruha and Adventures from the Dastan of Amir Hamza. The parallels are discussed under the headings of magical devices, characters, themes and settings with the examples from both the texts. and the whole series is analysed for the intertextual allusions.

Chapter 6 chapter reports the results, based on the narrative analysis of the Harry Potter series by applying Barthes Narrative codes. Apart from presenting the results in tabular form, it also gives a summary description of them. Chapter 7 summarizes and interprets the most important findings of the data and also covers conclusion and the future research on Harry Potter Series.

The next chapter gives a review of the relevant literature on Harry Potter Series in general and on narrative analysis and intertextuality in particular. It also reviews works on the application of narratological models to literary and non-literary works. The chapter also covers the review of the different projects done by applying corpus linguistics methodology for

objective analysis of literary and non-literary works. It also discusses the previous researches on Harry Potter novels.

CHAPTER 2

LITERATURE REVIEW

This chapter comprises three sections: the first section presents the review of existing literature related to narrative theory, corpus linguistics and intertextuality. The second section gives an overview of research conducted on literary and non-literary texts by using narrative models, especially Barthes narrative codes. It also overviews the research conducted on Harry Potter series, Barthes Codes and application of corpus tools on literary texts. In a way this overview supplies rationale of the researcher's engagement with the narrative analysis and intertextuality.

2.1 Narrative Theory

The discipline of Narratology has emerged with the seminal structural analysis of narratives by Viladmir Prop, Roland Barthes, Gérard Genette, William Labov, Mieke Bal, and Seymour Chatman.

Toolan (2001) has mentioned the following hallmark features of a narrative: Narrative carries a degree of artificiality or constructedness not usually apparent in spontaneous conversation. Narrative has a sequence and it is planned (even in oral narrative); 2) It carries a degree of prefabrication- it seems to have seen or heard or thinks we have seen or heard before. sequenced and interrelated events); 3) It is usually in the form of trajectory—beginning to end and giving some resolution.(crisis to resolution progression); 4) Narratives have to have a teller a narrator, story and narrate; 5) Narrative has special feature of language which is used to refer to events and happenings ;6) Narrative involves recollection of the events took place remotely from the teller and the listener.

The above mentioned features are the defining criteria of a narrative. It emphasizes the sequence, a degree of artificiality, resolution, special use of language and the recollection of events took place in a different time and place. Typically a narrative covers the events took place in past. Texts which do not reflect these defining features of narrative are considered as non-narratives and the texts which show some of the above mentioned features are called semi or marginal narratives.

Language is an important aspect of all the narratives. This role of language is emphasised by Ryan (2010) Language as the superior medium of representation *for the explicit expression of causality*: Only words can say “the king died and then the queen died of grief” because only language is able to make relations of causality explicit (p.271) He further explains the pivotal role of language in narrative by considering language as the important tool for the act of narration. Sounds and images cannot build a comprehensive narrative world. The sounds have no meaning and images can show but they cannot refer. Onega & Landa (1996) define narrative in the following way:

A narrative is the semiotic representation of a series of events meaningfully connected in a temporal and causal way. Films, plays, comic strips, novels, newsreels, diaries, chronicles and treatises of geological history are all narratives in this wider sense. Narratives can therefore be constructed using an ample variety of semiotic media: written or spoken language, visual images, gestures and acting, as well as a combination of these. Any semiotic construct, anything made of signs, can be said to be a text. Therefore, we can speak of many kinds of narrative texts:

linguistic, theatrical, pictorial, filmic. Any representation involves a point of view, a selection, a perspective on the represented object, criteria of relevance, and, arguably, an implicit theory of reality. Narrative structuring may become most elaborate in literary texts, but narrativization is one of the commonest ways of applying an order and a perspective to experience (p.6).

2.2 Narrativity in Question

The distinction between narrative and non-narrative forms of knowledge has bearings on other definition, namely the concept of *narrativity* and the relation of narrativity to narrative competences. The classical approach to narrativity states that this concept should be reserved to describe attributes of certain texts. Recent theories are moving from rigid definitions of this concept towards somewhat more cautious claims. David Herman conceptualized narrativity as a scalar predicate used to describe the prototypically of a story (Herman (2002)). This approach is also found in McQuillan (2000), in Abbot (2002) and in Prince (1987).

But some researchers have, in my opinion, overemphasized the role of the reader in this special instance, to the extent where narrativity is defined exclusively by means of reading and reading strategies. The most persistent exponent of this idea is Monika Fludernik (2003) who argues that:

Narrativity, according to my model, is not a quality adhering to a text, but rather an attribute imposed on the text by the reader who interprets the text as *narrative*, thus *narrativizing* the text. (p. 244)

Despite that reclaiming an established term for new purposes seems to be a wary strategy, this approach opens a way of understanding the previously mentioned idea that every utterance is

a narrative. When focus is totally shifted from the text to the interpretation of it, it becomes possible to argue that every statement is a narrative. But actually, McQuillan (2000) reaches his conclusion from the other side of the table, by stressing the intention of the producing subject: “Narrativity” is the process which constitutes that textual inscription of the intersubjective context and the signifying chain” (p.11).

The definition of narratology remained the important area of interest for the narratologists of twentieth century. M. Fludernik’s (2009) summary definition of a narrative:

A narrative (Fr. *récit*; Ger. *Erzählung*) is a representation of a possible world in a linguistic and/or visual medium, at whose centre there are one or several protagonists of an anthropomorphic nature who are existentially anchored in a temporal and spatial sense and who (mostly) perform goal-directed actions (action and plot structure). It is the experience of these protagonists that narratives focus on, allowing readers to immerse themselves in a different world and in the life of the protagonists... Not all narratives have a foregrounded narrator figure, however. The narrator or narrative discourse shape the narrated world creatively and individualistically at the level of the text, and this happens particularly through the (re)arrangement of the temporal order in which events are presented and through the choice of perspective (point of view, focalization). Texts that are read as narratives (or ‘experienced’ in the case of drama or film) thereby instantiate their narrativity (p.6).

Fludernik explains the narrative and narration in this way “The primary concern” in narratives is “not actually chains of events but the fictional worlds in which the characters live,

act, think and feel” (pp.5-6). Events are ‘a characteristic feature’ of narrated worlds, but perhaps overstating the case, Fludernik prioritises human protagonists and their minds:

Even if not all narratives place the thoughts of the characters at the centre of the story, the representation of the interior world of the protagonists is characteristic of a fictional narrative since it is only in fiction that it is possible to see into the minds of other people (p.6).

Fludernik’s view is protagonist centered and relies heavily on the main character of the story. It also shows the importance of thinking process in the minds of the characters and the reader or listener can access the thought of the characters through narrative.

As stated above, narrative theory (narratology) is originally developed by literary critics on the basis of the Russian formalist and French structuralist traditions. In general narrative theories are divided into three main strands. The first one understands narrative as a sequence of events and the theorists focus on the narrative itself independent of the medium used. These are followers of the formalist Vladimir Propp and of the structuralists Claude Lévi-Strauss, Tzvetan Todorov and early work of Roland Barthes. The second strand sees narrative as a discourse. The representatives of this strand are the successors of Gérard Genette, Mieke Bal, and Seymour Chatman. The final strand presents narrative as a complex artifact, the meaning of which is endowed by the receiver. Supporters of this poststructuralist approach are the later Roland Barthes, Umberto Eco and Jean Francois Lyotard

Onega & Landa (1996) divide narratology in comparative narratology, theories of authorship, theories of enunciation, theories of action or fabula, theories of story and narration, theories of reception, theories of self-referentiality and intertextuality, and applied narratology. Moreover, Fludernik (2009) states that narrative is everywhere, not only associated with literary

genres. It is associated with the act of narration and is likely to be found where someone tells us about something. Thus, we are all narrators in our lives because at one point or the other, we narrate something to others. Everyone has his or her own narrative and peculiar method of narration. The narratives are in different forms and have different functions. The narratives can be divided in broader categories of written narratives and oral narrative. However Foley (1995) provides the division of types of the narratives:

Narrative texts are of two types: (1) personal experiences of the informant or her/his acquaintances; and (2) traditional myths and legends. The latter are the most popular form of texts with linguistic fieldworkers and are unquestionably a goldmine of information, but they are, in fact, more difficult to work with than the former, for their very status as myths sanctioned by tradition means that their form may be rather conventionalized and hence less indicative of the actual productive use of the language in everyday life (p. 166).

The personal narratives are usually in oral form but in literate societies can be found in written form as well. Narrative is the representation of one or more real or fictional events narrated by one or more narrators to one or several narrates (Prince, 1987, p. 58). For example, my dog is bitten by a flea is a narrative because it tells of an event. Narrative may be fictional or non-fictional, in the case of former, the events are narrated by the narrator, whereas, in case of latter, such as history, the events are given by the writer as a mediator.

Roland Barthes exerted a profound influence on the discipline of narratology. His article "An introduction to the Structural Analysis of Narrative" highlights the correspondence between the structures of a sentence within a narrative. Barthes (1966) is of the view that narratives are uncountable in the form or written or spoken having different images and gestures.

59561-HL
TFH-19565

Barthes (1966) view is widely cited by the researchers and authors for the understanding of story and the structural analysis of narrative. According to Barthes narrative cannot be understood a. by just unfolding the story but the important thing is to understand a narrative is not only to follow the unfolding of the story but also to identify a number of strata. To read or listen a narrative does not mean to move from one word to the other but to move from one level to the next. Narrative meaning is created through integration of functions into action and subsequently actions are beings integrated at the level of narrative. Functions are consisted of all the elements of the narrative. Even the most trivial function in a narrative, such as a telephone ringing, or the lighting of a cigarette, has meaning. Barthes divides functions into two sorts. *Distributive functions* involve a kind of cause and effect logic: if a telephone rings it will either be answered or not. We find the meaning of such functions in what comes immediately after them. Contrasted to distributive functions come another type which Barthes calls *indices*: these are details which can be collected together and help to produce a kind of meaning that is not essentially chronological. In the same work he introduced terms, cardinal functions (nuclei), catalysers and informants in the narratives.

Roland Barthes has pointed out five codes in his book *S/Z* and applied it to a story "Sarrazine". He has divided the action of the story into five codes, which are common to all texts. These narrative codes are the building blocks of the narrative. The structuralist model of narrative analysis was focused on similarities in all the narratives. The post structuralist model of Barthes is different in a way that the reader was considered an important part of the narratives and also emphasized that the echoing of other texts (intertextuality) is an important aspect of a narrative from the perspective of the reader. This integration of narratology with intertextuality is the motivation for the present research. Barthes (1977) describes the text as:

Woven entirely with citations, references, echoes, cultural languages (what language is not?) antecedent or contemporary, which cut across it through and through in a vast stereophony. The intertextual in which every text is held, it itself being the text-between of another text, is not to be confused with some origin of the text: to try to find the 'sources', the 'influences' of a work, is to fall in with the myth of filiation; the citations which go to make up a text are anonymous, untraceable, and yet *already read*: they are quotations without inverted commas.(p.160)

Five narrative codes of Barthes namely semantic (connotative) code, hermeneutic code, symbolic code, Proairetic code and cultural code unveil the narrative structure of a narrative. Semantic codes create characters, shapes, symbols and settings. Hermeneutic codes deal with the enigmas and delay in a narrative. Symbolic codes refer to the binary opposition in the text at macro and micro-level. Proairetic codes create the action and results of an action in a narrative. Cultural codes refers to a body of knowledge which "exist[s] outside of the world of the text". The detail of Barthes narrative codes is given in the next chapter.

After the one year of the publication of Barthes' structural analysis model, William Labov and Joshua Waletzky (1973) presented their model for the analysis of personal narratives. It paved a way for the researchers and scholars to analyse of personal experiences and face to face story telling.

Chatman (1980) in his seminal work 'Story and Discourse: Narrative Structure in Fiction and Film' identified the elements of narrative theory. A narrative has two major parts: story and discourse. The 'what' of the narrative is story and the 'way' of the narrative is discourse. The story has events, setting and characters. Discourse is the way of expression in which content is communicated.

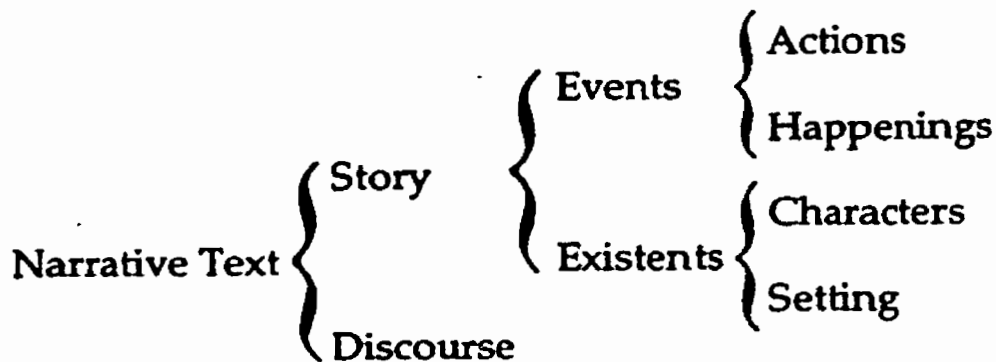


Figure 2.1 Elements of Narrative (Chatman 1980)

Genette (1983) approach towards narrative analysis is closer to Chatman's opinion. He also gave his opinion about time of narrative, mood, duration, and point of view.

Analysis of narrative discourse will thus be for me, essentially, a study of the relationships between narrative and story, between narrative and narrating, and (to the extent that they are inscribed in the narrative discourse) between story and narrating. This position leads me to propose a new demarcation of the field of study. My starting point will be the division put forth in 1966 by Tzvetan Todorov. This division classed the problems of narrative in three categories: that of *tense*, "in which the relationship between the time of the story and the time of the discourse is expressed"; that of *aspect*, "or the way in which the story is perceived by the narrator"; that of *mood*, in other words, "the type of discourse used by the narrator." (p. 29)

Gerard Genette (1983) introduced the different terminologies in the field of narratology and especially for the literary narratives. The terms like homodiegetic narrator heterodiegetic narrator, autodiegetic narrator, prolepsis, analepsis, direct or reported speech, indirect speech, free indirect speech. Homodiegetic narrator is "the narrator [is] present as a character in the story he tells" (p.245). However the heterodiegetic narrator refers to the "the narrator [is] absent from

the story he tells” (p. 244). On the other hand autodiegetic narrator is “ homodiegetic who is the hero of his narrative” (p.45)

Genette defines prolepsis as “any narrative manoeuvre that consists of narrating or evoking in advance an event that will take place later.”(p.40). In Genette narratology Analepsis is “any evocation after the fact of an event that took place earlier than the point in the story where we are at any given moment” (Genette, p. 40)

2.3 Narrator

Prince (1982) emphasizes the importance of the narrator and considers at least one narrator inevitable for the narrative and this narrator does not necessarily use the personal pronoun “I” for himself or herself in the narrative. There is at least one narratee and is not necessarily addressed as “you” in the narrative and there is at least one narration in any narrative. He also identifies narrator-character as the first person narrator because he takes part in the events. He also defines the terms like individual narrate, group narrate, point of view, narrating speed and narrative grammar.

Rimmon-Kenan (2005) also define narrator in different way as extradiegetic narrator is the one who is superior to the story. The narrator who is the character in the first narrative told by the extradiegetic narrator will be a second degree or intradiegetic character. Finally the hypodiegetic narrator is the third degree narrator.

2.4 Point of View and Focalization

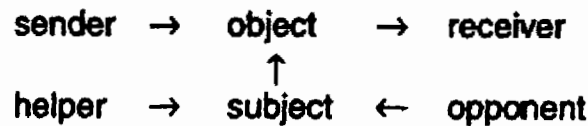
Point of View and Focalization are considered synonyms in narratology but narratologists have different opinion about theses terminologies. Bal (1997) defines focalization as “the relationship between the “vision”, the agent that sees, and that which is seen: A says that B sees what C is

doing” (p. 146). Bal describes Focalizer as the subject of the focalization is the point from where the elements are viewed. When readers watch the events with the eyes of character viewed, it would be character focalization. However, external focalization deals with an anonymous agent outside the narrative and functioning as focalizer. The similar view is presented by Prince (1982) while defining the term ‘point of view’ in the following passage:

Whenever we narrate, we adopt a certain (perceptual and psychological) point of view in our presentation of the narrated. Thus, we may describe a given character from the outside, as an impartial onlooker would; or we may describe the same character as he himself would; or we may describe him not only from the outside but also from the inside, as an omniscient being would ; and so on and so forth (p.50).

2.5 Characters

Characters, agents or actants are the life-line of a narrative. The first to pay attention to the semantic roles that specific agents can take on in literary narratives was the Russian folklorists Prop. Although his conclusion was restricted by his limited field of study namely folktales. It was A.J. Greimas (1983) who develop Propp’s insight that functions serves as important elements in folk tales. He believed that limited numbers of actantial are sufficient for the organization at micro level. He indicates the subordination of the characters and presented his actantial model. He calls the characters as actants in his model. There is a difference between actant and acteur but both are responsible for the accomplishment of an act. They could be human beings or objects (magic ring) or an abstract concept (luck). Griemas divided the function of actants into six categories.



Actants are general categories for all the narratives but acteurs possess specific qualities in different narrative. Actants can be manifested by more than one acteur and the same acteur can be assigned to more than one actant. It can be explained through the sentence “Michael and Paul give a cake to Jane.” Michael and Paul are two acteurs but the one actant. They are also the sender. Mary is receiver and the cake is an object. Similarly, John bought a cake for himself. In this case one acteur functions as two actants (sender and receiver).

Ferrara (1974) also attempts to develop a model for the characters in narrative. The model shows the characters as the central notion in the structural analysis of narrative fiction.

In fiction the character is used as the structuring element: the objects and the events of fiction exist—in one way or another— because of the character and, in fact, it is only in relation to it that they possess those qualities of coherence and plausibility which make them meaningful and comprehensible. (p. 252)

The pivotal role of characters in a narrative is evident from the above quotation from Ferrara’s article titled ‘Theory and Model for the Structural Analysis of Fiction’. He argues that character is an important term for defining the field of fiction. He defines character as “a partial or total, stylized, rationalized, and interpreted reconstruction of a human being capable of fulfilling itself in a story” (p.250).

Second half of the twentieth century saw the rise and development of narratology. 1980's and 1990's is considered as 'narrative turn' in the area of narratology. In this phase narratology/narrative analysis penetrated in the other domains of social sciences like medical, law, psychology, and political science. This development gave rise to post-classical narratology. The discipline moved beyond the borders of story grammar and textual analysis. Feminist narratology and postcolonial narratology took the narratology in the area of gender, ideology and pragmatics. According to Ryan (2010) Barthes and Bremond's dream to expand the horizon of narratology to other than literature went unfulfilled for the years. Genette developed narratology as a discipline specific to literary fiction. The important media directly relevant to literature like dram and film were neglected. The reason behind it was the absence of narrator in film and drama and sometimes it was not being considered even as a narrative. But the situation changed in the late twentieth century. As mentioned above the situation changed due to the Labov (1972) seminal work on personal narratives paved the way for the study of non-verbal and verbal forms of narrative. The work freed the discipline of narratology from the literary narratives. It expanded the horizon of the narratology and the discipline penetrated in other areas of humanities. The researchers conducted narrative analysis of film (Brodwell 1985), painting (Bal, 1991), photography (Hirsch, 1997), comic scripts (McCloud, 1994), television (Thompson, 2003), dance (Foster, 1996), opera (Hutcheon & Hutcheon, 1999) and music (Abbate, 1989).

The narrative turn paved the way of narrative analysis in all possible directions. Interdisciplinary approach is the hall mark of the narratology: Patients' narratives, volunteers' narratives, success stories in all walks of life and literary narratives in the form of film, novels and short stories are being analysed by the researchers in the beginning of twenty first century by using narrative techniques.

2.6 Corpus Linguistics

The use of computer for linguistic analysis paved the way for objective analysis. Computational analysis is considered as accurate and fastest way to reveal the certain features of a text. The digital texts can be analysed with the blink of eye by using corpus tools. In late eighties the large corpora British National Corpus, Bank of English and Cobuild were used for research purposes and were not available publicly. But later on, these corpora are available for research purposes to the researchers.

Corpus Linguistics is not a separate area of linguistics but it is an objective method to analyse the data in a systematic way. The use of Corpus linguistics is used for , grammar (Carter & McCarthy, 2006) (Carter & McCarthy, 1995) (Carter R. , 1997) (Biber et al, 1999) (Leech, 2000), discourse analysis (Sinclair, 2004) (Carter, 1997) (Carter & Adolphs, 2003) (Baynham, 1996), English Language Teaching (O'Keeffe et al, 2007) (Mauranen, 2004) (Wichmann et al , 1997), English for Specific Purposes (Laura, 2005), Language Variation (Biber et al, 1998) (Carter 1999) (Carter 1997) Literary Analysis (Wahid, 2011), stylistics and narratology (Adolphs & Carter, 2003) (Semino & Short, 2004) (Toolan, 2009) (Biber, 2011) and (Mahlberg, 2012).

Corpus Linguistics has brought a new perspective in the study and analysis of language used in literary and non literary texts. Corpus Linguistics has changed the traditional view towards linguistic research and language. According to Crystal (2003) Corpus revolution is evident as major publishers produce dictionaries these days which are corpus-based but corpus-based grammars, the Longman Grammar of Spoken and Written English (LGSWE) (Biber et al. 1999) and the Cambridge Grammar of English (CGE) (Carter and McCarthy 2006) have appeared at the stage challenging dearly held conceptions about the nature of the grammar of

English. While applied linguistics has seen lively debates about the usefulness, or otherwise, of using corpus data in EFL, the field of EFL itself has been slow to respond to these developments. Signs suggesting that the corpus revolution might ultimately reach the EFL classroom are coming from applied corpus linguistics.

Concordancing tools are the key instruments for analysing corpora. A concordance is a list of occurrences (all or a selected number) of a word or a phrase in a corpus. The concordancer generally lays these occurrences out on the page (or on the computer screen) by the search word or phrase in the middle and 40-50 characters of context on both sides of it. This layout is called KWIC (key word in context). In the KWIC format, a concordance highlights recurrent combinations of the key word (the search word) in the middle with words or expressions around it.

Wither et al (2012) are of the view that corpus or narrative stylistics of the kind advocated here makes attention to the linguistic texture of the narrative text (short story, novel, or other) a first consideration. But a very close second consideration is the reader or readers, and the impact on their experiencing of the text of the identified linguistic patterns and techniques.

2.7 Intertextuality

It is the fact that an intelligent and educated reader can identify the intertextual allusions and parallel in a text. The concept of intertextuality theorized by Julia Kristeva and Roland Barthes.

Julia Kristeva's (and Roland Barthes's) claim that any text is intertextual insofar as it is a 'mosaic of quotation' is valid and can be used to assess the originality of a literary text. For

Kristeva, Bakhtin represents the possibility of opening linguistics to society: "Bakhtin situates the text within history and society, which are seen as texts read by the writer, and into which he inserts himself by rewriting them" (Kristeva 1980, 65). Roland Barthes has not only liberated the

reader from the author but he has also exposed the author by theorizing the concept of intertextuality. According to Culler (2002):

In identifying codes and commenting on their functioning in classic and modernist literature, Barthes seeks not to interpret *Sarrasine* but to analyse it as an intertextual construct, the product of various cultural discourses. 'We now know', he writes in 'La Mort de l'auteur', 'that the text is not a line of words releasing a single "theological" meaning (the "message" of an Author-God) but a multi-dimensional space in which a variety of writings, none of them original, blend and clash (p.70).

The quotation clearly shows the Barthes' view about intertextuality, interpretation, relativity and originality. It also entails that text can be analysed and intelligent reader can dissect the intertextual allusions taken from the other sources. Barthes (1977) is of the view that:

The text is a tissue of quotations drawn from the innumerable centres of culture .
the writer can only imitate a gesture that is always interior, never original. His
only power is to mix writings, to counter the ones with the others, in such a way
as never to rest on any one of them (pp. 146–147).

Barthes has challenged the originality of a text and asserts that a text is mosaic of quotations and there are many centres of culture form where the writer can pick the quotations. The contribution of the writer is to mix the writing with the earlier texts.

Genette (1987) presented the concept of hyper-textuality as an addition to the Barthes and Kristeva concept of intertextuality. Warton and Still (1990) cited Genette in their work and presented his concept of hyper-textuality in following words:

Genette now offers five sub-categories: 'Kristevan' intertextuality (now perceived as covering allusion as well as quotation and plagiarism); paratextuality, which he radically re-defines as the relations between the body of a text and its titles, epigraphs, illustrations, notes, first drafts, etc.; metatextuality; architextuality, now defined as a tacit, perhaps even unconscious, gesture to genre-demarcations (and therefore as implying, for the reader, a Jaussianhorizon of expectations); hypertextuality. This last domain of enquiry forms the bedrock of the book. Genette defines the latecome text as the *hypertext* and its pre-text as the *hypotext* - although he distinguishes here between metatextual commentaries and literary, transformatory texts, be they imitative or revolutionary (p.23).

The above mentioned quotation clearly shows the link between the hypotext and the hypertext. It clearly shows the influence of the previous texts on the latecome text.

Barthes Narrative Codes and his contribution in theorizing intertextuality are the motivation to conduct the present research. The structural analysis of Harry Potter Series is based on Barthes's function of narratives and five codes. The text would also be thoroughly analysed to trace out intertextuality in *Harry Potter* series.

2.8 Critical Perspectives on Harry Potter Series

The Harry Potter books have come under close criticism for their seemingly clichéd tone and their all too common turns and tropes. Considerable space in the mainstream media and in forums for literature professionals has been devoted to questions of the Harry Potter books' literary merit. Blending boarding school and fantasy, Rowling has created a character who has been identified as a fairy tale prince, a real boy and an archetypal hero Rowling's handling of

morality, technology, gender, class, status, and ethnicity have all been examined. Rowling's prose, too, has been considered, rejected, and defended.

Bloom (2001) scrutinized the Harry Potter novel in the following way in his article appeared in Wall Street Journal:

Though the book is not well written, that is not in itself a crucial liability. It is much better to see the movie *The Wizard of Oz* than to read the book upon which it was based, but even the book possessed an authentic imaginative vision. *Harry Potter and the Sorcerer's Stone* does not, so that one needs to look elsewhere for the book's (and its sequels') remarkable success. The ultimate model for *Harry Potter* is *Tom Brown's School Days* by Thomas Hughes, published in 1857. Rowling has taken *Tom Brown's School Days* and re-seen it in the magical mirror of Tolkien. One can reasonably doubt that *Harry Potter and the Sorcerer's Stone* is going to prove a classic of children's literature, but Rowling, whatever the aesthetic weakness of her work, is at least a millennial index to our popular culture.

Harold Bloom is a renowned literary critic and his criticism on *Harry Potter* novels raises finger on the literary merit of the novels. Safire (2000) also criticized *Harry Potter* novel and argued that Unlike "*Huckleberry Finn*" or "*Alice in Wonderland*," the *Potter* series is not written on two levels, entertaining one generation while instructing another. Rather, it is in the category of *Tom Swift* and *Dr. Dolittle*.

Steege (2002) also sees the parallels in Harry Potter Series and Tom Brown's School day:

The Harry Potter novels follow very closely the school story tradition of making games and sports central to the boarding school experience; some of the most vivid and popular scenes in the series take place on the playing field. Moreover, as with Tom, Harry's ability at athletics proves crucial to his success at school. Interestingly, Harry and Tom both prove themselves more adept at a sport than at academic subjects (p.148).

Behr (2005) identified the elements behind the worldwide success of Harry Potter series:

What makes the Harry Potter books so readable and so popular? Answers to this question, and critical approaches to the series, have been as varied as Rowling's audience is vast. Theories of child development have been applied to show how Harry Potter's story contains elements that appeal to young children and adolescents, which are recognized and appreciated by adults. (p.112)

She argued that the narrative transformation and intersecting cultures are the two major elements behind the success of Harry Potter Series. The language, discourse, characters are transformed throughout the series and the author aptly integrated internationalism in the narrative.

Lacoss (2002) observed several folkloric elements and devices help make the series extraordinarily popular: folk groups, rites of passage, reversals, boundary crossing, and taboo themes play significant roles in helping children deal with changes in life and prepare them for appropriate social roles. Mendlesohn (2002) raised objection on the concept of morality of Harry Potter novels:

The result is a muddled morality that cheats the reader: while the books argue superficially for fairness, they actually portray privilege and exceptionalism, not in the sense of “elitism” but in a specifically hereditarian context that protects some while exposing others; they argue for social mobility while making such mobility contingent on social connections, and they argue for tolerance and kindness toward the inferior while denying the oppressed the agency to change their own lives. In this they embody inherently conservative and hierarchical notions of authority clothed in evangelistic mythopoeic fantasy (p.181).

Fenske (2008) analysed the Harry Potter series from the literary perspective. The major thrust of the work is to identify the narrator through point of view in the series. It also covers stylistic devices, the development of the plot, characters and the world view in the series. According to the author narrative techniques, plot and the art of characterisation made Harry Potter Series a successful venture.

Lerer (2008) points out about the representation of girls in the Harry Potter series and the influence of children literature on the female characters of Harry Potter series. He is of the view that “Throughout the Harry Potter tales, Hermione emerges as the beneficiary of three centuries of girls’- book identity (p.229). Nikolajeva (2009) identified the fantasy novel elements in Harry Potter series like “most fantasy novels, Harry is the Chosen One, the coming messiah. There is a prophecy about his mission, exactly as in other fantasy novels, from *The Lion, the Witch and the Wardrobe* to *His Dark Materials*”(p.232).

Harry Potter series has been translated into many languages. The translators brought changes in the name of characters and places. Valero Garcés, C. (2003) analysed the stylistic and lexical

choices of the translators in six different languages: Spanish, Catalan, Portuguese, Italian, German, and French. Professor Snape has been replaced with the name Professor Rogue (Bad, Red) in French translation. However in Spanish translation it becomes Professor Piton (Snake). The translators felt difficulty in translating British culture into their own language and culture. Harry Potter Series is British-centred series but it also has the elements of internationalism. Vezzali et al (2014) conducted a study to analyse the change in the behaviour of participants about stigmatized groups (homosexual, immigrants, refugees) after reading Harry Potter Novels and watching the movies of Harry Potter series.

Oziewicz (2010) argued that the Eastern Europe is misrepresented and treated as other in Harry Potter Series. The British writers consider their country superior to the rest of the Europe. In Goblet of Fire the map of Europe does not cover East Europe properly and the team members of the European teams were not prominent.

The critics analysed the different aspects of Harry Potter series from their own perspective. They and gave their opinion on literary merit of the series. It is evident from the above quotations that Rowling picked different ideas from the previous texts in her work.

According to the best knowledge of the researcher Harry Potter Series has never been analysed by applying Barthes Narrative codes and identifying intertextual parallel in other Eastern narrative. Therefore, it is hoped that the present study will fill the gap in the area of Narratology and comparative literature by applying the above mentioned methodology.

2.10 Conclusion

As mentioned in the introduction, *Harry Potter* failed to attract much critical attention. Therefore, the serious and in-depth studies on this popular children's literature are not too many to be invoked here as model. However, there are some articles were written on Harry Potter series but with a different thrust and emphasis. On the other hand, critical literature on the study of various sort of narratives are quite in abundance. Same is the case with intertextual studies of classical and modern fiction and other literary genres.

The next chapter presents the customized methodology based on Barthes Narrative Codes, Michael Toolan's model of Narrative Progression and Kristevian concept of intertextuality.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the present research. A customized methodology has been used to address the research questions related to narrative structure and intertextual allusions. The researcher has combined two models of narratology to unveil the narrative structure of the selected texts. Intertextual allusions are traced by looking at parallels in selected texts i.e., Harry Potter Series and the major Eastern narratives. As mentioned in the first chapter, the macro analysis was conducted on the whole series whereas the in-depth micro-analysis was delimited to only the first book of the series. Similarly, in order to trace narrative and intertextual parallels between the series and Eastern folktales, for most part of this study, I have focused on *Hoshruha* and *Adventures from the Dastan of Amir Hamza*..

Narratives are everywhere and are in different forms and length. Human beings have been telling narratives even before the recorded history. Personal narratives and literary narratives are two major types of narratives.

3.1 Methodology

There were many options to address the research questions for the present study. The topic is relevant to the fields of Narratology and Comparative Literature. It is evident from the title of the thesis that it has two major parts. Barthes' narrative codes unveil the narrative structure of a literary text. Barthes has applied the codes on the Balzac's novella 'sarasine'. Since the Harry Potter Series consists of seven books and the data is bigger as compared to Balzac novella, the solution to the problem was to get help from the corpus linguistics.

There are many corpus tools available for textual analysis including Antconc, Wordsmith and Wmatrix. The researcher learnt these corpus tools at University of Birmingham and finally with the consultation of Professor Michael Toolan (a renowned figure in narratology) and Professor Paul Thompson (an expert in the field of Corpus Linguistics), Wmatrix was considered as the most suitable corpus tool to find the narrative codes from the selected text. The study has focused on the narrative structure and in this regard all the codes are of great importance for the present study.

Another important aspect of the research was to identify Intertextual allusions in the Harry Potter series. The parallels in magical devices, characters, themes and settings has been identified through close reading of both the selected texts.

3.2 Framework of the Research

Barthes' model is applied on the texts but Professor Michael Toolan's model for the progression of short story was of great help to find the development of the plot and progression in the narrative. It also complements the hermeneutic codes of Barthes' model and helps to foresee the progression in a narrative. The narrative progression model of Professor Michael Toolan was coupled with Barthes narrative codes.

The framework of the present study is based on the Barthes narrative codes and the first two parameters from the Michael Toolan's model of narrative progression. The first two parameters are in harmony with the two codes of Barthes model and fill the gap left by Barthes in his model. Barthes' semantic codes shape characters, setting, symbols and the opinion of characters about the other characters. To identify semantic codes manually is a really difficult task. Corpus tool Wmatrix is used to identify the semantic codes. However, the first parameter of the Toolan's model is embedded with the semantic codes.

Barthes' model identifies the progression in narrative by identifying action words (verbs) in a narrative. In most of the cases they are dynamic verbs. The model does not address and include mental verbs in Proairetic codes. The second parameter of the Toolan's model complement Proairetic and hermeneutic codes the detail is given in section 3.2.2.

3.2.1 Barthes Narrative Codes

Barthes divided the text of a narrative in five codes namely semantic (connotative) code, hermeneutic code, proairetic code, symbolic code and cultural/referential code.

3.2.1.1 Semantic (Connotative) Code

According to Roland Barthes (1974), the signifier comes under the category of semantic (connotative codes). The term 'seme' is the basic unit of a signifier. It identifies the connotative expressions in the text. A signifier is combined with other such elements and it creates characters, shapes, symbols, and ambiance (setting). Barthes explains connotative code as "connotation is concealed beneath the regular sound of the sentences" (p. 23). In other words, it suggests an extra literal or additional meaning in a text.

3.2.1.2 Hermeneutic Code

It deals with the questions in the text and its response and other events which could help to formulate a question or delay in answers. Resultantly, they formulate an enigma and then events lead towards its solution. It identifies the mysterious and unexplained elements in the text. It looks at the questions that create suspense in the story and create expectations of the reader(s) about the solution of the puzzle(s) or in Barthesian term "enigma". Barthes (1974) further explains the different phases of questions, delays, and solutions.

Question:	"This is <i>La Zambinella</i> . Who is she ?		
	(subject, theme)	(formulation)	(proposal)
Delays:	{ "I will tell you: (promise of answer) a (suspended answer) no one knows (jammed answer)	a woman, (snare) relative of the Lantys, (partial answer)	a creature outside nature (ambiguity)
Answer:	A castrato dressed as a woman. (disclosure)		

Figure: 3.1 Formulation, Delay and Disclosure of Enigma (p. 85)

The first stage is thematization and formulation of an enigma. Then promise of an answer, snare, ambiguity, jammed answer, partial answer and disclosure. The first stage is the thematization of enigma that includes subject and theme and then the formulation of the question or enigma. The second stage consists of delays in the disclosure of an enigma. It is the most important stage in hermeneutic codes. The delays make the reader more curious to know about the disclosure or answer(s) to the enigmas. The one type of delay is the 'promise of answer' as mentioned in the above figure 3.1. Another type of delay is snare that is misleading. According to Barthes (1974), "Narratively, an enigma leads from a question to an answer, through a certain number of delays. Of these delays, the main is unquestionably the feint, the misleading answer, the lie, what we will call the **Snare**" (p. 32). Snare is set by the discourse for the reader. Barthes further explains that snare remains there after the revelation of truth. As in Balzac story *Sarrasine* ignores the true sex of *La zambinella* even after knowing the reality.

Sometimes the narrator provides partial answer and the rest of the answer is presented later. Jammed answer is another type of delay in which there is no hint or clue about the solution of the enigma and narrator or characters show their helplessness to solve the enigma. Ambiguity

is the type of delay in which reader(s) is unable to understand the situation and something supernatural and against the laws of physics or law of nature. The last stage is the disclosure or answer to the enigma. In short, hermeneutic codes deal with the questions and delays that whet the curiosity of the readers and make the narrative intriguing for the reader.

3.2.1.3 Symbolic Code

There are antitheses and binary oppositions in action, settings and characters in a text. The symbolic codes identify these elements in a text. These conflicts and oppositions are the building blocks of the narrative and make a mega structure of the whole narrative--the opposite concepts like death and life, good and bad, beauty and ugliness, cold and hot, and so on. In other words, we inquire about the most frequent pairs of binary opposition to highlight the symbolic meaning of a text. In a nutshell, the symbolic codes deal with the structuring of direct opposite themes and characters in the text.

3.2.1.4 Proairetic Code

The code deals with the action in the narrative and to determine the result of an action. According to Barthes "In narrative, however, the discourse, rather than the characters, determines the action" (p.18) since these actions produce effects, and each effect will have a generic name giving a kind of title to the sequence. The emphasis of the code is to look at the action and its results. Action code can be identified by looking at the narrative tense or verbs in a story and label them accordingly. This labelling would help to interpret the nature of the actions and their completion and link with the narrative. The code also deals with the sequence of action as Barthes mentioned sequence of actions in S/Z (stroll, murder, and rendezvous).

3.2.1.5 Cultural Codes

The statement is made in a collective and anonymous voice originating in traditional human experience. According to Barthes:

“...the unit has been formed by a gnomic code, and this code is one of the numerous codes of knowledge or wisdom to which the text continually refers; we shall call them in a very general way codes (even though, of course, all codes are cultural), or rather, since they afford the discourse a basis in scientific or moral authority, we shall call them reference codes” (p. 18).

It refers to a body of knowledge which “exist[s] outside of the world of the text” and which is part of a knowledge shared by a community or culture. Though Barthes emphasized on cultural allusions and body of knowledge and gave no importance to the culture “we merely indicate the type of knowledge (physical, physiological, medical, psychological, literary, historical, etc.) referred to, without going so far as to construct (or reconstruct) the culture they express” (p. 20).

But it is difficult while applying culture code to a text and to avoid the culture to express, construct or reconstruct in the narrative. The present study will also analyse the integration of the popular culture in the construction of the narrative.

3.2.2 Michael Toolan’s Model of Narrative Progression

Michael Toolan (2009) has formulated eight parameters for the narrative progression of a short story. All the parameters do not come under the purview of the present research. It is also worth mentioning that all the parameters are not in harmony with the Barthes’ model.

Toolan identifies eight major textual resources ('parameters') in story prospection and the shaping of narrative expectation. For the present study the researcher has selected following two parameters of the model and integrated them with the Barthes' model of narrative codes.

1. Sentences in which occur top-keyword naming of a main character.
2. Sentences containing narrative verbs of modality and mental processing, especially where these are actually clause-projecting (i.e., are followed by a full narrative proposition as complement: *he knew that it was no go, he knew that Corley would fail.*) The most important such verbs include the following: *know, think, seem, appear, suspect, expect, want, need, see, look, wonder, believe, and realize* (p. 164).

The first parameter is in harmony with the semantic codes as it identifies the traits of a character and the opinion of other characters about a particular character. By applying the first parameter, high frequency key words (setting and characters) can be determined in the narrative. The most important parameter is the parameter number 2 which tells about the expectation and mental processing. It complements the hermeneutic and proairetic codes. It addresses what the characters are thinking? What are their expectations about the future and whether the narrative moves according to their expectations or not. The characters predict and the narrator gives different clues (hermeneutic codes) about the future events. Keeping in mind all of the above characteristics of the Toolan's model, the researcher decided to integrate it with the Barthes' narrative code for the present study.

Eight major textual resources ('parameters') in story prospection and the shaping of narrative expectation

1. Sentences in which occur top-keyword naming of a main character.
2. Sentences containing occurrence of narrative-tense finite action/dynamic verbs, where a (frequent keyword) main character is an argument or transitivity participant (e.g., Subject or Object; or Actor or Goal).
3. The first sentence of each narrative paragraph or section.
4. Sentences containing "fully lexical" frequent keywords and clusters (where "frequent" keywords are defined as those which comprise at least 0.10% of the text, or that occur at least 5 times in the text).
5. Sentences containing characters' represented thought (especially FIT and DT).
6. Questions, requests/directives, undertakings and future-oriented informs, in Direct Speech.
7. Negation-carrying clauses: *not, n't, never, no, nothing, nowhere, fail (to), -less, without, dis-, un-, im-, in-, etc.*
8. Sentences containing narrative verbs of modality and mental processing, especially where these are actually clause-projecting (i.e., are followed by a full narrative proposition as complement: *he knew that it was no go, he knew that Corley would fail.*) The most important such verbs include the following: *know, think, seem, appear, suspect, expect, want, need, see, look, wonder, believe, and realize* .

3.3 Corpus Tool

In the absence of technological facilities, Barthes had to meticulously identify the narrative codes in Sarassine manually. With the advancement in technology and specially corpus tools, the textual analysis became comparatively easier for the researchers. As stated above, Wmatrix, an efficient corpus tool, has been selected for the present study on the basis of certain features of it. Almost all the modern corpus tools analyse the texts by providing key words in context (KWIC) and high frequency words. Some of the tools provide the feature of Parts of Speech (POS) tagging and the researchers can easily find the words categorized according to their grammatical category. But very few corpus tools provide semantic tagging. These tools provide the list of lexical items according to their semantic fields. Wmatrix provides all these three features for textual analysis. These features are extremely useful to find almost all the narrative codes identified by Roland Barthes in a narrative.

It is appropriate here to give a graphic representation of the structural framework of the research. The primary purpose of the research was to find the Barthes' narrative codes to unveil the narrative structure of Harry Potter novels. The secondary purpose of the research was to identify the intertextual allusions in the novel to see echoing of other texts in the novel. After detailed meticulous literature review about the narratological models, Barthes Narrative codes and the selection of the corpus tool, a framework for the study was formulated.

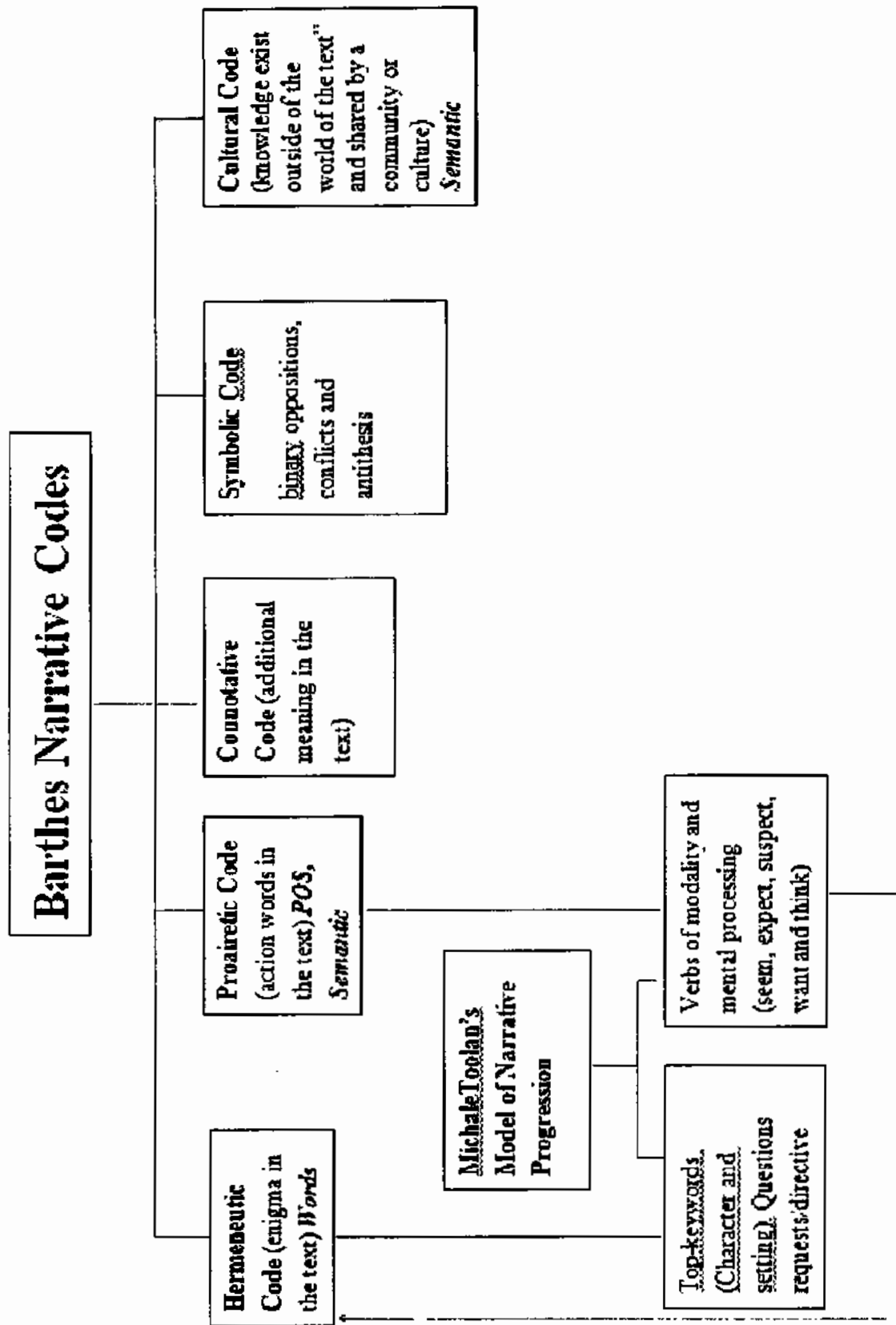


Figure 3.2 Framework of the study

3.3.1 Introduction to Wmatrix

Wmatrix is a corpus tool for textual analysis and comparison. It was developed by Paul Rayson at University of Lancaster, Lancaster as a part of his PhD research work. It provides web interface to the UCREL Semantic Analysis System (USAS) and CLAWS (the Constituent Likelihood Automatic Word-tagging System) corpus intonation tools. It also provides the Parts of Speech (POS) tagging and the semantic tagging. The user can upload their corpus data and Wmatrix annotated it and it could be viewed in the web browser. The user can upload their data in txt form and the tagger will automatically do the word frequency, POS tagging and Semantic tagging. The figure below shows the first screen of Wmatrix after the user logs in.

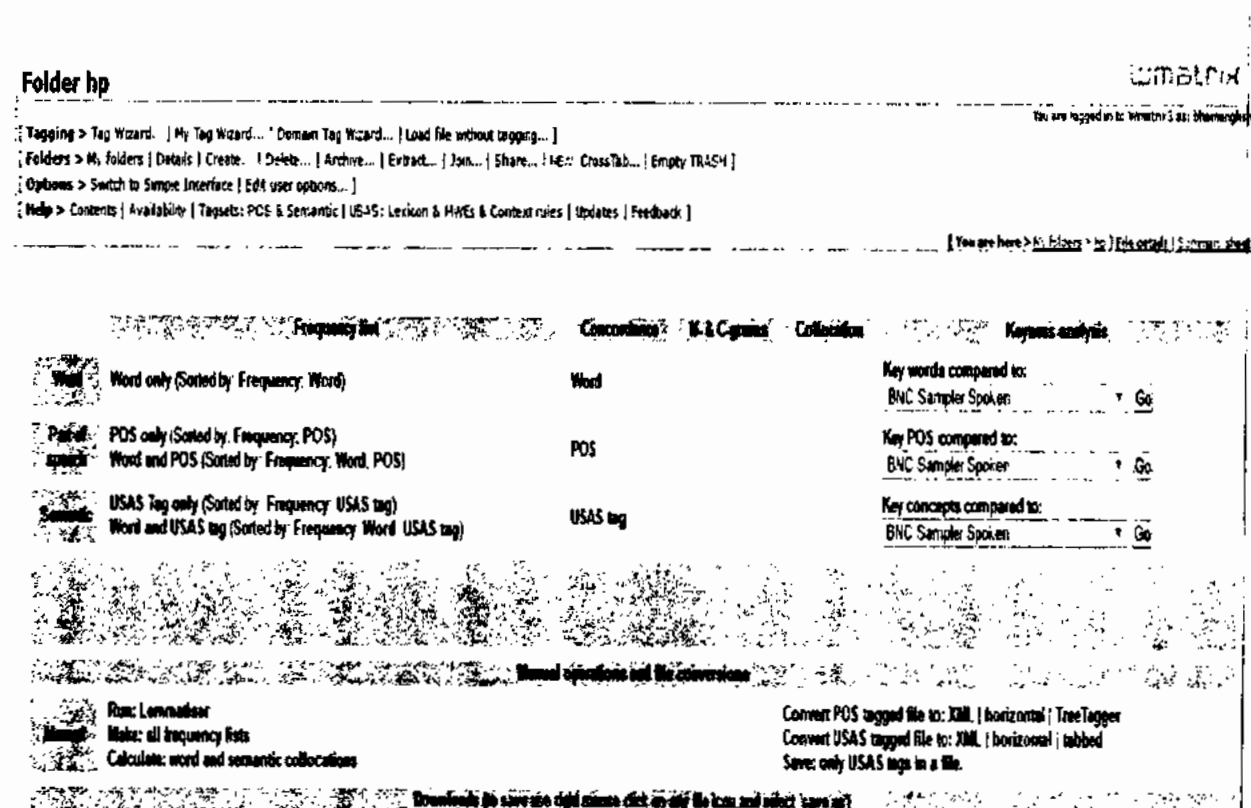


Figure 3.3 First screen of Wmatrix shows Word Frequency, POS and Sematic domain

3.3.1.1 Word Frequency

The corpus tool provides a list of high frequency words. It helps to understand the major character and the setting of the narrative. It provides a complete list of all the words used in a given text. It presents the data in descending order along with the number of its occurrence. Wmatrix also provides concordance for the item in frequency list. In simple words the user of Wmatrix can see the KWIC keyword or a particular item in context by clicking on the concordance link which comes before the item name. For example, for the frequency list below if I want to see usage of word “platform” in my corpus or in other words in my text I just need to click at the concordance at number 5 in the frequency list (see table 3.1). The user can see the complete text within the complete txt file the context of the sentence.

Table 3.1 Word Frequency List

Rank	Concordance	Item	Count
1	Concordance	Harry	102
2	Concordance	Ron	59
3	Concordance	nt	45
4	Concordance	his	73
5	Concordance	platform	18
6	Concordance	said	91
7	Concordance	Ive	14
8	Concordance	he	148
9	Concordance	hed	13
10	Concordance	Hogwarts	12
11	Concordance	train	21
12	Concordance	harrys	11
13	Concordance	hagrid	11
14	Concordance	Uncle_Vernon	11
15	Concordance	boy	26
16	Concordance	Scabbers	10
17	Concordance	in	11
18	Concordance	twins	12
19	Concordance	compartment	9
20	Concordance	toad	8
21	Concordance	three-quarters	8
22	Concordance	dumbledore	8
23	Concordance	Rons	8
24	Concordance	wouldnt	7
25	Concordance	wizard	7

[\[You are here > McFadden · 1965 \]](#) [File content](#) | [Summary sheet](#) ,

Change character width: 80 Go

Extend content:

:


VV0 base form of lexical verb (e.g. give, work)

VVD past tense of lexical verb (e.g. gave, worked)


VVG -ing participle of lexical verb (e.g. giving, working)

VVN past participle of lexical verb (e.g. given, worked)

The POS tagger provides you the complete list of all the parts of speech used in a text. Wmatrix user can see the concordance by clicking concordance opposite to the tagset of a particular part of speech. Apart from concordance it also provides the list of the word that falls in a particular tagset (see Figure 3.5)

Save 

Search term: ' _VV0_ '.
Sorted on frequency.



You are viewing a frequency profile.
Click on a column heading to sort on that column.
Click on a 'Concordance' link to see concordance lines.
Please note that concordances are not filtered by tags,
so will contain all occurrences of the word.

Search shortcuts:
Show complete list

Search this list:
Enter the word or tag you wish to search for here:

(you can also search for part of a word or tag;
enter '.' or leave blank for complete list)

Remember your last search:
To remember the search currently shown on the right,
give it a name in the box below and press Go.

Word	POS	Frequency	Relative Frequency	
im	VV0	9	0.15	Concordance
get	VV0	8	0.14	Concordance
see	VV0	7	0.12	Concordance
know	VV0	7	0.12	Concordance
think	VV0	6	0.10	Concordance
wasnt	VV0	4	0.07	Concordance
wouldnt	VV0	4	0.07	Concordance
go	VV0	4	0.07	Concordance
go_on	VV0	4	0.07	Concordance
havent	VV0	4	0.07	Concordance
couldnt	VV0	3	0.05	Concordance
youre	VV0	3	0.05	Concordance
shut_up	VV0	3	0.05	Concordance
remember	VV0	3	0.05	Concordance
send	VV0	3	0.05	Concordance
hope	VV0	3	0.05	Concordance
stay	VV0	2	0.03	Concordance
take	VV0	2	0.03	Concordance
youll	VV0	2	0.03	Concordance
wait	VV0	2	0.03	Concordance
tell	VV0	2	0.03	Concordance
want	VV0	2	0.03	Concordance
help	VV0	2	0.03	Concordance
hear	VV0	2	0.03	Concordance

Figure 3.5 VV0 (base form of lexical verb) list

3.3.1.3 Semantic Tagging

The UCREL semantic analysis system provides computerised semantic analysis of text. It has semantic tagsets based on Tom Mc Arthur (1981) Longman Lexicon of Contemporary English with 21 major discourse fields.

UCREL Semantic Analysis System (USAS)

[tagger](#) | [Chinese tagger](#) | [Italian tagger](#) | [Portuguese tagger](#) | [Spanish tagger](#) | [GUI download](#)

analysis of text.
a collects

exicon of
ls (shown here
es. We have
rds and multi-

et has been
SAS semantic

he Low-Nida

A general and abstract terms	B the body and the individual	C arts and crafts	E emotion
F food and farming	G government and public	H architecture, housing and the home	I money and commerce in industry
K entertainment, sports and games	L life and living things	M movement, location, travel and transport	N numbers and measurement
O substances, materials, objects and equipment	P education	Q language and communication	S social actions, states and processes
T Time	W world and environment	X psychological actions, states and processes	Y science and technology
Z names and grammar			

Figure 3.6 UCREL Semantic Analysis System

The semantic tags show semantic fields and it groups together the words with the same sense and with the same mental concept. A Wmatrix user can see the discourse categories by clicking the icon 'go' opposite to "USAS tag" (see figure 3.3) at the first screen after uploading and tagging of data." The user can see the words usage of a particular semantic category by clicking on the desired category in the cloud box or in the table and can see concordance as well. From the figure below the researcher clicked on the semantic category 'bravery'. The result can be seen in See figure 3.8.

keywords. Different sentences from the text are cited to see the character traits of the major characters and the opinion of other characters about them. The major semes are analysed and interpreted in this part of the analysis.

Hermeneutic codes are given after the semantic codes in the analysis of all the chapters. The codes are identified by close reading of the chapter. The next codes I gave in the analysis are Proairetic or Proairetic codes. The number of VVD, VV0, VVG and VVI occurrences of each the chapter are given in the beginning. The researcher applied the second parameter of Michael Toolan's model and 'mental verbs' are identified by using Parts of Speech tagging and its importance in progression and in arousing curiosity and creating expectation among the audience. The researcher identified the static verbs which mainly consist of mental processes. These verbs help reader(s) infer the coming events of the narrative. The verbs that propel the plot are given at the end of the analysis in a tabular and consolidated form.

Symbolic codes and cultural codes are given at the end of the analysis of every chapter. Symbolic codes are identified by close reading of the text. However, cultural codes are identified in few chapters by using semantic tagging. All of the action codes of the novel are given at the end in the tabular form to see the development of plot. The dynamic verbs has been analysed separately and whole text has been divided in to lexical unit to the verbs which propel the plot of the narrative.

The researcher identified the parallels in magical devices, magical beings and themes in both the texts by close reading of the selected texts to find parallels from the Harry Potter Series. The next chapter analyses the first book of Harry Potter series in the light of Barthes' Narrative Codes. Overall narrative structure of the series is also presented in the chapter.

CHAPTER 4

DATA ANALYSIS

This chapter covers the application of Barthes' narrative codes on the first book of Harry Potter Series i.e., *Harry Potter and the Philosopher's Stone*. I begin by giving the application of Barthesian codes on all the chapters of the book.

4.1 Chapter 1: *The Boy who Lived*

The first chapter of Book-I is very important as it orients the reader with the settings of the novel. The narrator aptly introduces important characters at the outset. The significance of the title "*The Boy who Lived*" is that it shows the story of a boy who lived in Privet Drive. The analysis of the chapter is divided into the following codes: Semantic (connotative) codes, hermeneutic codes, symbolic codes, cultural/referential codes and Proairetic action codes.

4.1.1 Semantic (Connotative) Codes

The high frequency words in the first chapter are Dumbledore (33), preceded by professor (30), Mr Dursley (28), McGonagall (25), Cat (19), Mrs Dursley (17), Harry (14), Hagrid (11), Potters (11), Owl (11), Dudley (8).

Table 4.1 Word Frequency list of Chapter 1

Dumbledore	33
Professor	30
Mr Dursley	28
McGonagall	25
Mrs Dursley	17
Harry	14
owls	11
hagrid	11
Potters	11
cat	19
cloak	9
privet	8
Dudley	8
street	13
muggles	6
Dursleys	6
cats	2
cat_sit	1

In the first chapter, the narrator introduces the major characters of the novel: Dumbledore (30), Mr Dursley (28), McGonagall (25), Mrs Dursley (17), Harry (14), Potters (11) and Hagrid (11). The protagonist Harry is surrounded by these characters. The extensive use of the word professor (30) indicates that the narrative has some link with the academics. The word owl (11) is also important that the bird has an important role in the story. There are other semes in the word frequency list and these words are Privet Drive (8), Kent (1), Yorkshire (1), Bristol (1), Dundee (1), London (1) indicate the settings of the story.

The semes 'strange' and 'mysterious' in the second sentence of the narrative reflect the overall character of the Dursleys that they do not believe in odd things and consider it nonsense. They cannot be involved in mysterious and strange things. The second paragraph of the first

chapter shows the character of Mrs. Dursleys through semes “spying the neighbours”. Dursleys’ affluence is evident from the narrator’s opinion about them “The Dursleys had everything they wanted it” (p. 7). Dursleys consider themselves as normal and do not believe in strange things. On the other hand, Potters, the second family introduced in the first chapter is “Undursleyish” (p. 7). The seme “undursleyish” shows that they are different from them. Therefore, apparently potters are involved in mysterious and strange things and they are not normal according to the definition of “normality” adopted by Dursleys. Dudley is the only son of Dursleys and seme “little tyke” about him shows that the boy is rude and his behavior is not normal or appropriate. The seme in the very first chapter is pivotal and portrays the character of Dudley.

Mr Dursley’s was unable to move his car forward due to “usual morning traffic jam” (p. 8). The semes show the problems of the modern world, numbers of vehicles as people move to their workplace in the morning in the country where the narrative was set. The character of Mr Dursley is also revealing as he reached his office “He made several important telephone calls and shouted a bit more” (p. 9). It shows he is a bad tempered man. The word professor has many associated meanings and refers to the world of academics.

Mr Dursley was thinking about the involvement of Potters in strange things “even if the Potters were involved, there was no reason for them to come near him and Mrs Dursley. The Potters knew very well what he and Petunia thought about them and their kind”(pp.10-11). The Potters are probably the mysterious people and involved in such activities. It also shows the setting where the protagonist will live and it is also a clear statement and hatred of the dwellers of Privet Drive for the Potters.

“He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man’s name was Albus Dumbledore.”(p.12)

The above mentioned paragraph is the description of Albus Dumbledore. He was an old man with long hair and beard. His eyes were blue and bright.

“Instead he was smiling at a rather severe-looking woman who was wearing square glasses exactly the shape of the markings the cat had had around its eyes. She, too, was wearing a cloak, an emerald one. Her black hair was drawn into a tight bun. She looked distinctly ruffled.”(p.13)

The narrator describes the appearance of Professor McGonagall. The semi ruffled and tight bun shows her as an immaculate and strict person. Another important character Professor McGonagall tells Professor Dumbledore about the Dursleys and their child. “You couldn’t find two people who are less like us. And they’ve got this son – I saw him kicking his mother all the way up the street, screaming for sweets. Harry Potter come and live here!”(p.15). It clearly reveals that Professor McGonagall and Professor Dumbledore were different from them. The semi about their son Dudley shows that he was a mischievous boy.

Voldemort is the embodiment of evil power and even wizards fear to utter his name and address him as you-know-who. Professor McGonagall words about Voldemort“ After all he’s

done ... all the people he's killed" (p. 15) show his evil face and power. Owl is considered as a wise bird and does things wisely. The last character introduced by the narrator in the first chapter is Hagrid. Hagrid is a gigantic wizard and Professor Dumbledore told Professor McGonagall's "I suppose it was he who told you I'd be here, by the way?" (p. 15). It shows the important aspect of Hagrid's personality that he is a careless person and shares certain things with others which he is not supposed to share. Professor McGonagall's words about her "'You think it -- wise -- to trust Hagrid with something as important as this?" (p. 16) represent him as a careless wizard. It is the general perception about Hagrid. However, Dumbledore trusts him to do important things as he replied to McGonagall 'I would trust Hagrid with my life' (p.16). So there are two statements about Hagrid. Dumbledore suspected that he is the one who told McGonagall about his arrival at Privet Drive but still Dumbledore trusts him. It shows that he is a responsible person but innocent person who cannot control his tongue. The scar on Harry's forehead is the description of his appearance. The first family introduced in the first chapter is the real examples of ordinary individuals who are afraid of magic and extremely snobbish. Shooting stars are the harbinger of important events or changes.

4.1.2 Hermeneutic Codes

The title Harry Potter and Philosopher's Stone is important as it has two major elements. First it indicates the name Harry Potter who is an important character in the novel. Second part is Philosopher's stone that connotes magic and the power of a person who uses it for his benefit(s). The title has binary code; on the one side Harry Potter and on the other side philosopher's stone. The title raises a question: who is Harry Potter? What is the relationship between Harry Potter and Philosopher's Stone? The readers expect that there is a philosopher's stone and Harry Potter

wants to get hold of it or Harry Potter is the one who will stop the philosopher to use his stone. Therefore, the title is enigmatic as well and with the narrative progression the reader will get the disclosure of this enigma. The first enigma of the narrative is philosopher's stone and its link with Harry Potter. HER(Enigma:1)

The title of the first chapter "*The Boy who Lived*" is also enigmatic and could be interpreted in different ways. It shows that the boy lived a life but what type of life it was. Two words "who lived" also show that he may have faced some challenges. What were those challenges? HER (Enigma:2). The reader can expect that the first chapter is about the life of the boy that is probably Harry Potter. The title of the chapter whets the curiosity of the readers. The second sentence of the story creates the expectation of the reader. "They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense" (p. 7). Whether the Dursleys will remain away from mysterious things or they come across something mysterious which is not desirable to the family? The third paragraph is very important and puts many questions. The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it (p. 7). They have a secret and they do not want the revelation of this secret. Mrs. Dursley has a sister who has a husband and a son but they are not like them and they do not want to be associated with them. "The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street" (p. 7). What is the secret which Dursleys want to hide? Why they don't want Potters in their street? HER (Enigma: 3)

The next paragraphs also have mysterious things and raise questions. "The first noticeable thing is cat reading a map and strangely dressed people" (p.8). How a cat can read a

map? HER (Enigma: 4). Mr Dursley was worried about these things in his office. On his way to bakery, he heard the people saying: "The Potters, that's right, that's what I heard yes, their son, Harry" (p. 9). There is something about Potters and their son, Harry. When Mr Dursley left the office, he saw a man knocked to the ground and uttered "Rejoice, for You-Know-Who has gone at last! Even Muggles like yourself should be celebrating, this happy, happy day!" (p. 10). Who is you-know-who? HER (Enigma: 5). What is the meaning of word muggles? HER (Enigma: 6).

Mr Dursley reaches home and the weather forecast was unusual. Mr Dursley was worried about the developments and was pondering over it. "Mr Dursley sat frozen in his armchair. Shooting stars all over Britain? Owls flying by daylight? Mysterious people in cloaks all over the place? And a whisper, a whisper about the Potters" (p. 11). What is the meaning of shooting stars all over the Britain? What is going to happen? Why abnormal things are happening everywhere? (HER Enigma: 7) What are the reasons behind these strange happenings? Who is responsible for all this fuss? Could these things be associated with Potters? Has Dursley done any harm to the Potters? Why does Mr Dursley worry about these things? HER (Enigma: 8).

Partial Answer to Enigma 8: Mr Dursley was worried that if these developments were linked with Potters then they must have come near them because Dursleys don't want to keep any relationship with them. The reply does not appear in the text but it is based on the worry of Mr Dursley about the strange things happening. There is possibility that these strange things are associated with the Potters. The word mysterious is used four times in the first chapter. It shows that something is hidden and different from normal and adds more to the hermeneutic codes.

"What they're saying," she pressed on, "is that last night Voldemort turned up in Godric's
--

Hollow. He went to find the Potters. The rumour is that Lily and James Potter are – are – that they're – dead.....Professor McGonagall's voice trembled as she went on. "That's not all. They're saying he tried to kill the Potters' son, Harry. But – he couldn't. He couldn't kill that little boy. No one knows why, or how, but they're saying that when he couldn't kill Harry Potter, Voldemort's power somehow broke – and that's why he's gone." Dumbledore nodded glumly.
(p.15)

The above quoted paragraph from the novel is very important in terms of enigma. Why did Voldemort kill James and Lily? HER (Enigma: 9) Why was he unable to kill Harry and his power broke? HER (Enigma: 10). Who is Professor Dumbledore? How does he know about the parents of Harry? Who is Professor McGonagall? Are they working in a university or a college? HER (Enigma: 11)

Answer to Enigma 6: The proper name of you-know-who is Voldemort and he is the one who killed Harry's Parents.

Jamming of the Answer to Enigma 12: There is no answer about the reason behind the survival of Harry 'We can only guess,' said Dumbledore. 'We may never know.' (p. 15)

These people will never understand him! He'll be famous – a legend -- I wouldn't be surprised if today was known as Harry Potter day in the future -- there will be books written about Harry -- every child in our world will know his name!" (p. 15) HER (Enigma:12)

"Under a tuft of jet-black hair over his forehead they could see a curiously shaped cut, like a bolt of lightning." (p.17) HER (Enigma:13)

"Well," said Dumbledore finally, "that's that. We've no business staying

here. We may as well go and join the celebrations." (p.17)HER (Enigma:14)

Why will the boy be famous? What are the reasons behind his fame? "Famous for something he won't even remember!" (p. 16). So, there must be something that happened and made him famous and the boy even cannot remember or recall that important event? What is the authenticity of this prophecy that the boy would be a legend and the books would be written about him and every child of the world would know his name? How the scar appeared on Harry's forehead? What types of celebrations are going on? What is being celebrated? And where is it celebrated?

Partial Answer to Enigma 1: Harry Potter is an orphan baby who survived the attack of Voldemort. Professor Dumbledore thinks that the baby would be famous and books will be written about him. The reader yet does not know about the link of Harry Potter with the Philosopher's stone.

Partial Answer to Enigma 2: The boy in the title of the chapter is Harry and he is the one who survived but still the reader does not know how and why he survived.

Partial Answer to Enigma 3 & 8: Dursleys do not want Potters and their son in their street as they are not Dursleyish. What aspect of Potters disturbing them? It is yet not clear from the text.

Ambiguity about Enigma 4: It was not the cat but a woman transfigured herself in the form of cat. Since she was actually a human and can read the map. But the half enigma remains there: how she transformed from woman to cat and vice versa. How did she achieve such great power of transfiguration?

Ambiguity about Enigma 7: Professor McGonagall tells that it “Shooting stars down in Kent – I’ll bet that was Dedalus Diggle. He never had much sense.” (p.13) but who is this Dedalus Diggle who is behind shooting star? How a common man has got supernatural power?

Ambiguity about Enigma 12: Who are these strange people including Professor McGonagall who seems creatures out of nature?

It is worth mentioning that the narrator floated 14 enigmas in the very first chapter of the narrative. From the title of the narrative till the end of the first chapter a reader is getting enigma after enigma and it whets the curiosity of the reader about the strange things about the identity of Harry Potter about the strange people. We can safely argue that the narrator has captured the attention of the reader and has casted a spell of enigmas in such an irresistible way that it would not let the reader to think of anything else than the narrative.

4.1.3 Proairetic Codes

There are many action codes in the first chapter of the novel. The VVD (past tense of lexical verbs) has 281 frequencies while VVG (--ing participle of lexical verbs) are 112 and VV0 (base form of lexical verb) has 92 occurrences. The verb regarding hope and expectation are evident in the following extract from the chapter.

Usage of verb expect and hope	<p>“They were the last people you’d <u>expect</u> to be involved in anything strange or mysterious, because they just did nt hold with such nonsense.” (p.1) “As he drove towards town he thought of nothing except a large order of drills he was <u>hoping</u> to get that day”.(p.8)“ He hurried to his car and set off home , <u>hoping</u> he was imagining things , which he had never <u>hoped</u> before , because he did nt approve of imagination .”(p.10) Er Petunia, dear you havent heard from your sister lately , have you ? As he had <u>expected</u> , Mrs Dursley looked shocked and angry.(p.11) A</p>
--	---

<p>breeze ruffled the neat hedges of Privet Drive , which lay silent and tidy under the inky sky , the very last place you would <u>expect</u> astonishing things to happen.” (p.18)</p>
--

All above mentioned verbs are meant to create the expectations in the mind of reader about Dursleys. The expectation of Mr Dursley about his work and on the way he was hoping that whatever he is observing is imagination. Last sentence of the extract is about the narrator’s opinion about Dursleys. It is a narrative technique to create expectations in the beginning of narration and it creates curiosity in the minds of readers whether the character or story moves according to the expectations of the reader(s) or not?

4.1.4 Symbolic Codes

The binary opposition is evident in this chapter of the novel. Dursleys are opposite to Potters and desire not to be the part of any mysterious thing. Harry is deprived of the love of his parents, and on the other hand, though Dudley is a spoiled and dull boy but being treated special under the same roof. Professor McGonagall is different from Hagrid and has negative opinion about his sense of responsibility. Potters are the victim of the cruelty of Voldemort. There is a binary of victims and the killer. There are two types of people presented in the first chapter of the novel: those who are properly dressed and the others who are strangely dressed. There are wizards who are from other world and they are calling the other people as muggles.

4.1.5 Cultural/Referential Codes

Cat(s) are used 22 times and owl(s) are used 16 times in the first chapter of the novel. The owl is an important bird in the western hemisphere and the cat is associated with magic and wizard

word in western fairy tales. Professor (30), weather forecast (2) and street number (13) are the significant part of English culture. The word professor directly refers to education and is used extensively in the first chapter. Corporate life is the important social aspect of today's England. As the weather is mostly unpredictable and one can expect rain anytime, the inhabitants of the land keep in touch with the weather forecast. The other important aspect is street number and the name of the street which is also common in the other part of the world as well but assigning the name to street is very much British. It is safe to say that people in this part of the world still have belief about magic and use the word magic in their advertisement and greetings. It is a common phrase in England "have a magical Christmas." Though here magical means wonderful and they wish a Christmas full of surprises and wonderful things. But still the word magic is at the back of the mind of the people and especially children love the fantasy world. Halloween is another example of belief in wizards, witches, and magic in the western world and particularly in the United Kingdom.

4.2 Chapter 2: *The Vanishing Glass*

The first chapter of the novel ends when Dumbledore leaves Harry Potter in front of Privet Drive. In the second chapter Harry is a ten year old boy and is compelled to bear all the cruelty of his aunt and all the buffoonish acts of his cousin. This chapter shows the real face of Dursleys and their biased attitude towards Harry Potter. The narrator depicts the miserable life of Harry Potter and how Dursleys treat him. But the element of magic exists in this chapter as well and Harry Potter's hidden magical skill is shown in the zoo when he talks to the snake and the glass in front of the snake disappears. The chapter has all the narrative codes described by Roland Barthes.

4.2.1 Semantic (Connotative) Codes

The high frequency words in the first chapter are Harry (71) Dudley (41) Aunt Petunia (22) Uncle Vernon (16), snake (15), Piers (13)

Table 4.2 Word Frequency List of Chapter 2

Harry	71
Dudley	41
Aunt Petunia	22
Uncle Vernon	16
snake	15
piers	13
Dursleys	13
Dudleys	13
glass	12
cupboard	10

In the list of key words Harry (71) is at the top while in the previous chapter Dumbledore, Professor, McGonagall, Mr Dursley and Mrs Dursley were used more as compare to Harry. Though Harry was important character but was comparatively low in the word frequency list. But in this chapter Harry is at the top of the frequency list. The next important character in the key word list is Dudley (41) who is a very important character in the narrative. The boy is mischievous in his nature and Harry is compelled to live his life with him. In this chapter, the narrator has used Aunt Petunia (22) for Mrs Dursley and Uncle Vernon (16) for Mr Dursley. These key words indicate the Harry's life and characters around him at Privet Drive. The importance of snake (15) is evident in the chapter. In the keyword list of this chapter Piers (13) is another character introduced who is the close friend of Dudley and was with Dursleys during their visit to the zoo. Cupboard (10) is the place where Harry sleep and glass (12) refers to the place where the snake lives.

At the age of eleven year, Harry Potter in the Privet Drive-4 is a non-entity and his existence cannot be felt. “The room held no sign at all that another boy lived in the house, too”(p.19).The house has pictures of Dursleys only son Dudley. Dursleys are extremely snobbish and their son is a mischievous boy. On his birthday, his family shows snobbish attitude by counting the presents and he showed anger on the less number of presents. ‘Darling, you haven’t counted Auntie Marge’s present, see, it’s here under this big one from Mummy and Daddy. “All right, thirty-seven then,’ said Dudley, going red in the face”. (p.21)

The narrator evaluates the character and role of Pier in the following semes. “He was usually the one who held people’s arms behind their backs while Dudley hit them.”(pp.22-23). The snake in the chapter is an important figure and it is a big snake. The semes shows its size “It could have wrapped its body twice around Uncle Vernon’s car and crushed it into a dustbin”(p.25)

Harry’s dress and his cupboard are symbols of Dursleys hatred for him and he is really a neglected boy. Harry potter is a decent, sensitive, and gentle boy who can even feel it bad for a snake who is inside a reptile house. Harry thinks about the boring life of the snake “no company except stupid people drumming their fingers on the glass trying to disturb it all day long.” (p.25) Harry has some hidden abilities and got some skills or powers in genetic and not known to him as he could speak and understand snake’s language.

4.2.2 Hermeneutic Codes

The second chapter also has some enigmas but not many as compared to the first chapter. The title of the second chapter “*The Vanishing Glass*” is enigmatic and it creates curiosity in the mind of the reader HER (Enigma: 15).Harry wants to know about his parents but his aunt is not willing

to tell him about his identity. "The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning. He had had it as long as he could remember and the first question he could ever remember asking his Aunt Petunia was how he had got it." (p.20) **HER (Enigma 13). Jamming of the answer** "In the car crash when your parents died," she had said. "And don't ask questions" (p.20). Why Harry aunt is not telling the real cause of his parents' death? Why is she telling lie about the death of his parents and he is not allowed to ask questions about them? HER Snare (Enigma: 16). It is misleading answer to the question of Harry Potter. His parents were not died in car crash.

"Next morning, however, he had got up to find his hair exactly as it had been before Aunt Petunia had sheared it off. He had been given a week in his cupboard for this, even though he had tried to explain that he couldn't explain how it had grown back so quickly" (p.23) HER (Enigma: 17). How Harry hair grown up again in one night? What are the reasons behind it? Even Harry was unable to understand and explain what happened with his hair. "I had a dream about a motorbike," said Harry, remembering suddenly. "It was flying." (p.24) HER (Enigma: 18). What is the significance of the dream? Is it allusion towards the motorbike of Hagrid?

"It must be really annoying." The snake nodded vigorously. "Where do you come from, anyway?" Harry asked. The snake jabbed its tail at a little sign next to the glass. Harry peered at it. Boa Constrictor, Brazil. (pp.24-25)

Its unexpected development in the narrative and compel the reader to think that How Harry can talk with a snake? How he learned the language of snake? Whether he has got this

ability by birth or he learned it as a result of any incident during his childhood? HER (Enigma: 19)

The Dursleys visit the zoo on the birthday of Dudley. They are accompanied by Harry and Piers. When the boys were looking at a big poisonous snake a strange thing happens.

As the snake slid swiftly past him, Harry could have sworn a low, hissing voice said, "Brazil, here I come ... Thanksss, amigo."

The keeper of the reptile house was in shock.

"But the glass," he kept saying, "where did the glass go?" (p.26)HER (Enigma: 20)

It is the first reflection of mysterious powers of Harry Potter. How it happens and where did the glass go? Harry is unable to recall the car crash but "Sometimes, when he strained his memory during long hours in his cupboard, he came up with a strange vision: a blinding flash of green light and a burning pain on his forehead" (p.27).

Jamming of the answer HER (Enigma: 13): The enigma again appears in this chapter and now there are some more details about the scar. It also shows the importance of scar and creates more expectations and curiosity in the mind of the reader about the scar and the story behind it.

Now this is the time for the Dursleys to worry about Harry. Now the strange things are happening and they are helpless and unable to control these things and to get rid of the legacy of Potters.

"When he had been younger, Harry had dreamed and dreamed of some unknown relation coming to take him away, but it had never happened; the Dursleys were his only family" (p.27). HER (Enigma: 21)

What is the importance of Harry's dream? Will someone take him away from Private Drive? If yes, then who would be those people? What is the link or relationship of Harry Potter with the strange people wandering in the street?

The narrator leaves the reader with all these enigmas at the end of chapter 2 and the next chapters will unfold these enigmas.

Disclosure of HER (Enigma: 15) and ambiguity about HER (Enigma: 20): The title of the chapter "The Vanishing Glass" can be link with the most important event in the chapter. The vanishing of glass results in the escape of the Brazilian boa constrictor but it is not yet clears how the glass vanished and then reappears.

4.2.3 Proairetic Codes

There are many action codes in the second chapter of the novel. The VVD (past tense of lexical verbs) has 209 frequencies while VVG (ing participle of lexical verbs) are 71 and VV0 (base form of lexical verb) has 66 occurrences. The verb regarding hope and expectation are evident in the following extract from the chapter.

The above mentioned table shows the verb which are used in the progression of the narrative. The action codes are important in the gradual development of the narrative. Most of the verbs are used to narrate the ongoing events. The verbs cut, go, jump, come and believe are important with reference to the events. Keeping in mind the proposed model the extensively used verb is want.

Usage of verb want	<p>“His aunt was back outside the door. Are you up yet? she demanded .Nearly , said Harry.Well , get a move on , I <u>want</u> you to look after the bacon . And do nt you dare let it burn , I <u>want</u> everything perfect on Dudley’s birthday.” (pp.19-20)“In fact , he wasn’t really crying , it had been years since he’d really cried , but he knew that if he screwed up his face and wailed , his mother would give him anything he <u>wanted</u>”.(p.22)“Dinky Duddydums , do nt cry , Mummy wont let him spoil your special day !she cried , flinging her arms around him . I do’nt <u>want</u> him t-t-to come! Dudley yelled between huge pretend sobs. He always sp-spoils everything! He shot Harry a nasty grin through the gap in his mothers arms”(p.22)</p>
--------------------	--

The fourth sentence of the above paragraph shows the verb want and it is the directive of Aunt Petunia to Harry Potter. The next use of the verb is the wish of aunt that she wants things in smooth fashion on the birthday of her son. Her mother can give Dudley everything what he wanted. Dudley does not want Harry to accompany them to the Zoo. The verb want shows the desire of the characters and create expectations in the mind of the reader whether what their wishes would be fulfilled or not and it also play an important role in the narrative progression of the narrative.

4.2.4 Symbolic Codes

There is a binary opposition between Dudley and Harry Potter. This binary is visible in the beginning chapters of the novel. Dudley enjoys the love of his parents, his dress is appropriate. His parents give him whatever he wanted. But Harry Potter is deprived of good dress and toys. Harry Potter is a boy without friends and Dudley has friends like his own. The snake is prisoned

and the people are free in the novel and the snake achieved his freedom by the virtue of Harry's magical skills.

4.2.5 Cultural/Referential Codes

Computer (4), weather forecast (3), birthday (3) Majorca (1) adventure parks (1) hamburger bars (1) bobble hats (1), gold wristwatch (1) council (1) bank (1) are the important references to England, Europe and modern technologies. The weather is the most discussed and important subject in England. The narrator describes the weather three times in the chapter. Most of the children in developed countries are familiar with computer games and cannot live without playing computer games. Birthday celebrations, hamburger bars, bobble hats, adventure parks and city council are important part of British culture while gold wrist watch and bank refers to money and lavish life style. Majorca is an island located in the Mediterranean Sea. It is the largest island in the Balearic Islands archipelago, in Spain.

4.3 Chapter 3: *The Letters from No One*

The narrator narrates the meeting of Harry with weird people and the way they vanished in seconds. The chapter ends with the narrator's opinion about the dominance of Dudley gang and helplessness of Harry Potter in the school. Harry Potter's hidden magical skills are the hallmark of the previous chapter. The third chapter starts with the punishment given to Harry for the freedom of Brazilian boa constrictors. He stays in cupboard for longtime and then the narrator tells about the new schools of Harry Potter and Dudley.

4.3.1 Semantic (Connotative) Codes:

The high frequency words in the third chapter are shown in the table below:

Table 4.3 Word Frequency List of Chapter 3

Harry	63
Uncle Vernon	46
Dudley	43
Aunt Petunia	19
smeltings	10
letter	18
letters	14
Uncle Vernons	7
Dudleys	7
privet	5
cupboard	9
envelope	6
Mr H. Potter	4
Harrys	4
Dursleys	4
post	7

In the list of key words Harry (63) is at the top and down in the list are Dursleys: Uncle Vernon (46), Dudley (43) and Aunt Petunia (19). These high frequency words show that the setting is none other than Privet Drive (5). But the other key words letters (14), Envelope (6), Post (7) shows the importance of letter in this chapter. Cupboard (9) shows that Harry is still compel to live in it.

The senders of the letters are so influential that they are dominant in the chapter and Uncle Vernon leaves his home to avoid the letters. They are the symbol of power as they know the movement of Dursleys. When the family reaches in a hotel receives the same letter with their address of hotel. The situation compels them to move from the hotel and they move towards the sea in a stormy night. The semes “new cine camera” and “remote-control aeroplane” show the affluence of Dursleys. Dudley breaks his toys show him as a mischievous spoiled boy. The seme “Harry-hunting” presents Harry Potter as a punch bag for the Dudley gang. The gang is also is a

powerful symbol of spoiled boys who are always there to play their favourite game Harry hunting and no one can stop them from the sport. Old clothes of Dudley are being dyed by Petunia for Harry as his uniform. It shows the attitude of Dursleys towards Harry and it also presents them as merciless relatives of a poor child. Dursley usually leaves Harry to Mrs Figg's during their outings. Mrs Figg is comparatively better than Dursley. The same "Mrs Figg was not bad as usual" (p.28) indicates that she usually behaves badly but sometimes she takes care of Harry. When the letter delivers at Privet Drive for Harry, he is not allowed to read the letter which is sent by someone for him. It is the clear indication that he is living like a slave in Privet Drive and is compelled to live in such a miserable condition.

4.3.2 Hermeneutic Codes

The third chapter also has some enigmas and the narrator successfully employing more enigmas to raise the curiosity of reader at maximum. The title of the chapter is enigmatic "The Letters from No One" HER (Enigma: 22). Who is sending letters? Why is he sending letters at Privet Drive? The narrator tells about Harry and Dudley's new school and then comes the post a brown envelope that looked like a bill and – a letter for Harry.

Yet here it was, a letter, addressed so plainly there could be no mistake:

Mr H. Potter

The Cupboard under the Stairs

4 Privet Drive

Little Whinging

Surrey

The envelope was thick and heavy, made of yellowish parchment, and the address was written in emerald-green ink. There was no stamp. Turning the envelope over, his hand trembling,

Harry saw a purple wax seal bearing a coat of arms; a lion, an eagle, a badger and a snake surrounding a large letter “H”.”(p.30)

The receiver address written on the envelope “Mr H. Potter, The Cupboard under the Stairs, 4 Privet Drive, Little Whinging, Surrey” is enigmatic. How the sender of the letter knows that Harry lives in the cupboard under stairs? HER (Enigma: 23) Why is there no stamp on the envelope? (Enigma: 24). Why Uncle Vernon does not want Harry to read the letter? HER (Enigma: 25). The narrator **reinforces the HER enigma: 23** through the important female character Petunia. “Vernon,” Aunt Petunia was saying in a quivering voice, “look at the address – how could they possibly know where he sleeps? You don’t think they’re watching the house?” “Watching – spying – might be following us,” muttered Uncle Vernon wildly.” (p.31) It shows the importance and resourcefulness and power of the sender of the letters. Because the sender(s) know Harry has not yet gets hold of the letter and is still unable to read the letter sent by them. So the sender(s) keep on sending the letter.

They receives letter with the address Then he shouted, “There’s another one! Mr H. Potter, The Smallest Bedroom, 4 Privet Drive –” (p.33). Uncle Vernon and Aunt Petunia are aware of those people who are sending the letters but they do not want to reveal the senders of the letters. But on the other hand, Dudley does not know about the senders of the letter and through Dudley the narrator reinforcing Enigma 23 about the sender and the content of the letter. Why someone is sending these letters why is the sender so anxious to deliver his or her message to Harry Potter? “Who on earth wants to talk to you this badly?” Dudley asked Harry in amazement. (p.34) Why uncle Vernon worried about the mail? He is so worried he is not going to

his office. Are they vigilant about the living place of Harry? The narrative moves in a fast pace, the Dursleys shifted Harry from cupboard to the small room where Dudley keeps his toys.

Even after the all efforts of the Uncle Vernon the letters are coming. On Sunday, When he is happy that it is a holiday so no post today. But the letters come out of fireplace like bullets. “Something came whizzing down the kitchen chimney as he spoke and caught him sharply on the back of the head. Next moment, thirty or forty letters came pelting out of the fireplace like bullets. The Dursleys ducked, but Harry leapt into the air trying to catch one –” (p.35). How the letters are coming in such an unconventional way? Who is sending these letters and in such an unconventional way on Sunday? HER (Enigma: 26)

In spite of all efforts by Uncle Vernon the letters are pouring into their house. He decides to leave the place and goes with his family to a hotel but his effort seems fruitless as letter receives at the hotel. They had just finished when the owner of the hotel came over to their table.

“Scuse me, but is one of you Mr H. Potter? Only I got about an ’undred of these at the front desk.She held up a letter so they could read the green ink address:

Mr H. Potter

Room 17

Railview Hotel

Cokeworth” (p.36)

Harry made a grab for the letter but Uncle Vernon knocked his hand out of the way. The woman stared. I’ll take them,” said Uncle Vernon, standing up quickly and following her from the dining-room” (p.36). How the sender of the letter knows about the movement of Dursleys?

But now Uncle Vernon is thinking to move ahead of hotel. He hires a boat and moves to a wooden house built on a rock near the sea and think that the sender of letter cannot access them there and in such a storm it is impossible to approach them. When they reach in the wooden house the narrator gives opinion about the mood and thinking of Uncle Vernon).

4.3.3 Proairetic Codes

There are many action codes in the third chapter of the novel. The VVD (past tense of lexical verbs) has 262 frequencies while VVG (ing participle of lexical verbs) are 98 and VV0 (base form of lexical verb) has 71 occurrences. The verb regarding hope and expectation are evident in the following extract from the chapter.

Use of Verb Want	<p>"Dudley wasnt used to being ignored. He gave his father a sharp tap on the head with his Smeltings stick . I <u>want</u> to read that letter, he said loudly. I want to read it, said Harry furiously, as its mine. Get out, both of you, croaked Uncle Vernon, stuffing the letter back inside its envelop. Harry did nt move. I <u>WANT</u> MY LETTER! he shouted . Let me see it!" (p.31)</p> <p>"Harry could see three letters addressed in green ink.I <u>want</u> --" he began, but Uncle Vernon was tearing the letters in to pieces before his eyes" (p.34)."The Great Humbertos on tonight. I <u>want</u> to stay somewhere with a television ."(p.36)</p>
------------------	--

The very first sentence of the above quoted text shows that Dudley wants to read the letter. It shows his extreme desire and curiosity for the letter. He wants to know about the contents and the sender of the letter. On the other hand, Harry is more curious to know about this mystery as the letters are written for him. This verb 'want' plays an important role in the

progression of the narrative and to create expectations. Whether Harry or Dudley be able to read the letters or not?

In the next paragraph Harry wants the letters but Uncle Vernon tearing all the letters. Dudley wants to see the Television series The Great Humbertos. Would he be able to see it tonight or not? This question would be resolved by the end of this chapter.

4.3.4 Symbolic Codes

In this chapter binary opposition is evident between senders of the letters and Dursleys. The senders are so powerful that no one can stop those sending letters and Uncle Vernon has made many efforts to avoid letters but all went in vain. Harry and Dudley are two main characters of the narrative and both are treated differently in all matters by Dursleys. Harry is getting education from Public school while Dudley goes to the private school. Dudley has new uniform and Harry is compelled to wear old uniform. Dudley has video camera and remote control airplane to play and on the other hand Harry has nothing to play. It is narrated by the narrator that "Dudley wasn't used to being ignored" (p.31). But Harry Potter is always ready for being ignored by the dwellers of the Private Drive. Resultantly, he wants to spend most of time outside home.

4.3.5 Cultural Codes

Cultural codes are also evident in this chapter. In semantic tag there are 10 occurrences and narrator used storm forecast, rain and wind. Weather is the important aspect of British culture. The kids in modern era have different toys to play video camera and remote control airplane is mentioned in the chapter. On the first day of new class ragging is an important phenomenon in western countries and particularly in England "They stuff people's heads down the toilet the first day at Stonewall" (p.28) "Smeltings' boys wore maroon tailcoats, orange knickerbockers, and flat

straw hats called boaters” (p.29) .In the same way in food items the narrator used stale cornflakes and cold tinned tomatoes. Fireplace is also used twice in the chapter and its important part of British homes. In short, the narrator integrated British culture and referential codes in the chapter to familiarize the reader with the culture.

4.4 Chapter 4: *The Keeper of the Keys*

The fourth chapter of the novel has revealed the many enigmas which were narrated in initial three chapters. A giant enters in the room of Dursleys and inform them that Harry is a Wizard and gives him the letter of admission from the Hogwarts School of Witchcraft and Wizardry. He also tells Harry about his parents and how were they killed?

4.4.1 Semantic (Connotative) Codes

The high frequency words in the fourth chapter are Harry (43) preceded by Hagrid (35), Uncle Vernon (17), Hogwarts (13), giant (14), Wizard (12), knew (11), Dumbledore (6), famous (6), mystery (4) and you-know-who (4).

Table 4.4 Word Frequency List of Chapter 4

Harry	43
ye	36
Hagrid	35
ter	28
yer	20
Uncle Vernon	17
Hogwarts	13
giant	14
wizard	12
knew	12
dumbledore	6
couldnt	6
sofa	6
owl	6
famous	6
mystery	4
gettin	4
You-Know-Who	4

Harry (36) is the protagonist of the novel and is at the top of the list in the high frequency words in this chapter. The narrator introduces another important character Hagrid (35) in this chapter who is a kind of moderator for Harry to the World of Wizardry. Giant (14), wizard (12), mystery (4) and knew (12) are the important keywords as narrator is now unveiling the mysteries (enigmas) which were riddles in previous chapters about identity of Harry and the secrets about the world of Wizards.

Table 4.5: Spoken Features in Hagrid's Speech

yeh	36
Hagrid	35
ter	28
yer	20

In this chapter there is extensive use of spoken features of the language by the narrator. In the list of key words yeh (36) is the short form of yes or yeah, ter (28) is used instead of to and yer (20) is used as alternative written form of 'your'. It shows that the narrator is narrating the incidents in a very natural way and using the spoken features of the language in written form to create a real life situation. And all these words were used by the Hagrid in this chapter.

The world of Wizards is the symbol of power and the wizards can see the movement of human beings. They can perform magic and can get their desired results. Hogwarts is the symbol of the elegance of the Wizards World where they learn magic. This chapter shows the superiority of Wizards over muggles. Mr Dursley is unable to stop Hagrid entering in the hut. They can do whatever they want by using their magical powers. Voldemort is the embodiment of evil and the most powerful wizard in the Wizards' World. Harry the only boy in the magical world who

survived after the attack of Voldemort. He is also a blessed child and has many powers but he is not aware of those powers.

Occurrence of the seme 'famous'

6 occurrences.
nd dad , he said . I mean , theyre famous . Youre famous , What ? My my mum a
d . I mean , theyre famous . Youre famous . What ? My my mum and dad werent f
. What ? My my mum and dad werent famous , were they ? Yeh don know yeh don
nt work on you , an thats why yer famous , Harry . No one ever lived after h
ter kill you . Makes yeh even more famous . Thats the biggest mystry , see he
a wizard you wait , youll be right famous at Hogwarts . But Uncle Vernon wasn

These new facts are being revealed by the narrator about the personality of Harry Potter. He is not a mere orphan who was left by his parents. He is not only famous but his parents were also famous wizard. He is an extraordinary boy and the only one who survived after the attack of Voldemort. It made him more famous because no one ever survived after the attack of Voldemort. Harry is not an ordinary human being but a wizard who can perform magic. So he is wizard by blood and magical world is eager to welcome him in the School of Witchcraft and Wizardry. It is also evident that it was Harry who was responsible behind the vanishing glass cage in the zoo through his magical power.

4.4.2 Hermeneutic Codes

The title of the fourth chapter "*The Keeper of the Keys*" arise expectation that who is the keeper? What is the importance of the keys? HER (Enigma: 27). Hagrid inform Harry that they will await his owl post. After a few minutes he stammered, "What does it mean, they await my owl?" (p.43) HER (Enigma: 28). The story about the death of his parents is quiet painful for Harry but still he is interested to know about the killer of his parents—Voldemort. So Harry wants to know about

him and Hagrid says “That's the biggest myst'ry, see....”(p.46) It shows the Hagrid's opinion about the existence of Voldemort. There are different rumors about the life, death, and powers of you-know-who.

Jamming of Answer to Enigma 10: The important enigma is still unresolved in the narrative. Why Voldemort could not kill Harry? Hagrid tells Harry “Good question, Harry. Disappeared, Vanished. Same night he tried ter kill you. Makes yeh even more famous. That's the biggest myst'ry, see... he was gettin' more an' more powerful -- why'd he go?” (p.46) Hagrid tells about the event but he is unable to determine how Harry escaped from the attack of Voldemort?

The above mentioned statement of Hagrid raises new questions: Where is Voldemort? Will he come back in the world of Wizards? HER (Enigma: 29). There is no authentic information about the Voldemort. But those who believe he is alive are of the view that he is getting more power. It creates expectation in the reader (s) that he would definitely appear soon in the narrative and probably our dear Mr Harry Potter will have an encounter with the most powerful villain. But this could go other way around as well that he would not come back and Mr Harry would never face the murderer of his parents.

Hagrid tells Harry that he was expelled from Hogwarts in third year but Dumbledore let him stay on as gamekeeper. Hagrid is thankful to Dumbledore for showing trust on him and particularly in the case of Harry Potter. Harry is a smart boy and can understand if Dumbledore is that much great then why was Hagrid expelled from Hogwarts? HER (Enigma: 30) but at the moment Hagrid is not willing to tell Harry about his mistake for which he was expelled but may be the narrator would reveal it in the later part of the narrative.

Disclosure of Enigmas presented in Chapter 1: The fourth chapter of the narrative is very important in terms of replies to the Enigmas. In this chapter, the narrator unveiled the enigmas

and the questions incited in the mind of reader(s) in the first three chapters and even in the fourth chapter.

Partial Answer to Enigma 1: Harry Potter is an extraordinary wizard. But Harry's link with the Philosopher's Stone is not yet established through discourse.

Disclosure of Enigma 2: "No one ever lived after he decided ter kill 'em, no one except you, an' he'd killed some o' the best witches an' wizards of the age —..an' you was only a baby, an' you lived"(p.46). These lines by the Hagrid are response to the second enigma —the title of the first chapter "The boy who lived". Harry Potter is the boy who lived and survived after the life-taking attack on him by Voldemort. He is the only one who survived after the attack of the Voldemort as he has already killed best witches and Wizards of the age but he could not kill Harry.

Disclosure of Enigma 3 and Enigma 8: Mrs Dursley has a sister and his husband and a son but they were not like them and they do not want to be associated with them. Why they don't want them in their street?

Dursleys were afraid of the parents of Harry Potter as they knew they were wizards. They did not want to have any relation with them. Arrival of Hagrid in the fourth chapter has revealed this secret. It is the disclosure of enigma 3 & 8 of the narrative: Could these things be associated with Potters? Has Dursleys done any harm to Potters? Why Mr Dursley worried about these things?

Whatever happened in strange way in the first chapter was associated with Potters and Dursleys were not happy with all these developments. As they knew that the sister of Peutina was from the Wizard world and they don't like to be linked with them.

Answer to Enigma 4: The cat was reading a map and then that cat was transformed into a woman. Being a witch, it was not a challenge for her to shape her body in any form as those people who brought Harry to Privet Drive were from the World of Wizards and Witches.

Answer to Enigma 5: The most important enigma about the reality of you-know-who. Who is you-know-who? When Harry asked Hagrid to take the name of you-know-who. The response of Hagrid was "'Nah -can't spell it. All right -- Voldemort'" (p.45).

Answer to Enigma 6: What is the meaning of the word 'muggle'. Hagrid used the word muggle for uncle Vernon. Harry being curious asked Hagrid "What" and the giant explained the term as "'A Muggle," said Hagrid, "it's what we call non magic folk like them" (p.43).

Answer to Enigma 13: Why and how the scar appeared on the forehead of Harry? When Voldemort killed Potters he also tried to kill Harry but could not kill him and Harry got a scar on his forehead. Hagrid unveiled this mystery of scar by saying "Never wondered how you got that mark on yer forehead? That was no ordinary cut. That's what yeh get when a Powerful, evil curse touch esyeh -- took care of yer mum an' dad an' yer house, even -- but it didn'twork on you, an' that's why yer famous"(p.45).

Answer to enigma 12: The boy would be famous and people will know about him and books will be written about him and he would be a legend. He is the only one in the world who survived after the attack of Voldemort.

Answer to Enigma 9: Why Voldemort killed James and Lily? They were nice wizard and witch. Both of them were extremely talented and were Head boy and girl in their school. Potters were closed to Dumbledore and were against the acts of Voldemort. Hagrid narrated the event and at the end he said "Maybe he thought he could persuade 'em... maybe he just wanted 'em outta the way" (p.45). According to Hagrid Voldemort wanted to kill all the people who were not on his

side. In other words who were not ready to be the part of his dark plans .The only man who cannot be defeated by him was Dumbledore.

Answer to Enigma 11: Who is Professor Dumbledore? How he knows about the parents of Harry? Who is Professor McGonagall? Are they working in a university or a college? In this chapter, the narrator tells about the link of Potters with Dumbledore. Both of them were favourite students of Dumbledore. So he was concerned about their child. Secondly, He was the real enemy of Voldemort and it was his moral responsibility to safeguard those who were the victims of Voldemort. The letter from Hogwarts shows that Professor McGonagall is the Deputy Headmistress of the school. Dumbledore is the headmaster of the school. It is also a strange thing that they have title professor instead of a teacher.

Answer to Enigma 7 and 14: Two enigmas have been revealed in this chapter not through text but with the statements of Hagrid about Voldemort and magical world. Sirius Black is a magician who was behind shooting star. Wizards' world was celebrating the disappearance of Voldemort. Therefore, shooting of stars and celebrations were connected to the deliverance of magical world from the presence of Voldemort.

In this chapter, the narrator revealed all the secrets about the wizard world and about the identity of Harry potter. **Enigma: 2 till 16** are resolved **except enigma10:** Why Voldemort killed Harry's parents? Why is he famous around the world? Who were the Professor Dumbledore and McGonagall? Who is Hagrid? Why scar appeared on Harry's forehead.

But still one enigma is there that is unrevealed, why Voldemort could not kill Harry? Why his power broke? What was there that saved or rescued Harry from the curse of Voldemort?

Enigma 1: And the title of the novel is still a mystery: what is the philosopher's stone? The narrator kept these two secrets to stick the reader(s) with the narrative.

Revelation of Enigmas floated in Chapter 2: The enigmas floated in second chapter are also addressed and resolved in this chapter.

Answer to Enigma 15: Harry is a wizard and because of his magical powers glass vanished in the zoo.

Answer to Enigma 16: Why Harry aunt is not telling the real cause of his parents death? Why is she telling lie about the death of his parents and he is not allowed to ask questions about them? Harry's parents were not normal human being. They were from the world of magic. Secondly, Dursleys do not know the actual cause of their death. They do not want to tell Harry that he was handed over to them by Professor Dumbledore. So they have fabricated a story of Car accident to satisfy the inquisitive nature of Harry Potter.

Answer to Enigma 17: How Harry hair grown up again in one night? What are the reasons behind it? Because Harry was not a muggles and belongs to the world of magic and magical things could happen with this extraordinary boy.

Answer to Enigma 18: Harry had a dream about flying motorbike. What is the significance of the dream? It was in the subconscious of Harry that he does not belong to this world and he has a link with another world where magical things happened. So, in this chapter, it is also revealed that Harry is not an ordinary human being. He is a wizard who is famous all around the world of wizards.

Jamming of Answer to Enigma 19: How Harry can talk with a snake? How he learned the language of snake? Whether he has got this ability by birth or he learned it as a result of any

incident during his childhood? There is no indication in the text about the Harry's ability to speak with snakes. It cannot be established how he learned the language of snakes.

Reply to Enigma 20: It was because of the magical powers of Harry potter that the glass vanished and the snake escaped from the Zoo.

Reply to Enigma 21:“When he had been younger, Harry had dreamed and dreamed of some unknown relation coming to take him away, but it had never happened; the Dursleys were his only family” (p.27). The dream was about his identity. He was not the member of muggle world. He was wrongly associated with the world of muggles. His roots were in the world of Wizards and the dream of unknown relation was an indication to him about his real world away from the world of muggles.

Revelation of Enigmas presented in Chapter 3: This chapter unfolds the mysteries presented in chapter 3.

Answer to Enigma 22, 23, 24, 26 and 27 “The Letters from No One” How the sender of the letter knows that Harry lives in the cupboard under stairs? Why is there no stamp on the envelope? Who was sending these letters and in such an unconventional way on Sunday? Why Uncle Vernon does not want Harry to read the letter? How the sender of the letter knew about the movement of Dursleys? Are they omniscient? The letters were sent by the wizards. The wizards were aware of the presence of Harry and they were vigilant about the movement of Harry. Since they were wizards, their minds work in a different way as compared to muggles. The senders were wizards and sending mail through owls. So, they do not need any stamp on the envelope as they were not sending mail through conventional post. It does not matter whether it is Saturday or Sunday, the owl can deliver the mail. And the people in the world of Wizards

know the exact location of Harry Potter. Resultantly, the move of Uncle Vernon to change the place and to avoid the mail did not work and they approached them even in the mid of the sea.

Answer to Enigma 25: Why Uncle Vernon does not want Harry to read the letter? Because he was aware of the fact that Harry is a wizard and the people in the world of Wizards will definitely want Harry badly in their world. So, he wanted to avoid it as by reading the letter Harry would come to know about himself and about his parents and his link with the world of magic.

Enigmas Presented in Chapter 4: The narrator employed many enigmas in the chapter 4. The narrator uncovered them without delay in this chapter.

Answer to Enigma 28: “The Keeper of the Keys” arise expectation that who is the keeper? What is the importance of the keys? Hagrid is the keeper of the keys at Hogwarts School of Witchcraft and Wizardry. These keys are important as they belong to a magical place.

Reply to Enigma 29: What does it mean, they await my owl? In the world of magic, Wizard and witches communicate with each other through owl post. They expect that Harry would acknowledge the letter and will send his acceptance letter to Hogwarts through owl post.

Revelation of Enigmas presented from Chapter 1 till 4:

All the enigmas presented in the narrative till chapter 4 have been resolved except Enigma: 1, 10, 30, & 31. **Enigma1:** What is Philosopher’s Stone? **Enigma 10:** Why Voldemort could not kill Harry? **Enigma 30:** Where is Voldemort? Will he come back in the world of Wizards? **Enigma 31** Why Hagrid was expelled from the Hogwarts?

4.4.3 Proairetic Codes

There are many action codes in the third chapter of the novel. The VVD (past tense of lexical verbs) has 272 frequencies while VVG (ing participle of lexical verbs) are 57 and VV0 (base

form of lexical verb) has 122 occurrences. Verbs in past tense are at the top of the list as the chapter of the narrative is meant to unveil what happened in past. Below is the extract from the corpus analysis of the chapter and the KWIC is knew. It has 12 occurrences in the chapter and shows the knowledge of a particular character. Dursleys knew that Harry was a wizard but they never revealed it to him. It also shows the power of wizards' world as Hagrid knew that Harry was not getting the offer letters sent by Hogwarts School of Witchcraft and Wizardry to him. It also shows that Hagrid has all the knowledge about the life of Harry's parents at Hogwarts. He also know about the development took place at Hogwarts that lead to the grouping of good and bad wizards at Hogwarts. He also knows about the murder and the murderer of the Harry's parents.

Table 4.6: Occurrence of the Verb "knew"

12 Occurrences		
holding a rifle in his hands now they	knew	what had been in the long , thin pac
s . Its them as should be sorry ! I	knew	yeh werent gettin yer letters but I
out of him ! Wizard , indeed ! You	knew	? said Harry . You knew Im a a wizar
ndeed ! You knew ?said Harry . You	knew	Im a a wizard ? Knew ! shrieked Aunt
id Harry . You knew Im a a wizard ?	Knew	!shrieked Aunt Petunia suddenly . K
! shrieked Aunt Petunia suddenly .	Knew	! Of course we knew ! How could you
unia suddenly . Knew ! Of course we	knew	! How could you not be , my dratted
ried and had you , and of course I	knew	youd be just the same , just as stra
as good a witch an wizard as I ever	knew	. Head Boy an Girl at Hogwarts in th
get em on his side before probably	knew	they were too close ter Dumbledore t
. Sorry he said . But its that sad	knew	yer mum an dad , an nicer people yeh
types just what I expected , always	knew	theyd come to a sticky end But at th

The occurrence of action verb for the act of killing is also important in this chapter. As Hagrid tells Harry about the real cause of the death of his parents and denies all the fabricated stories made by Dursleys. So act of killing is the important event and it plays an important role in the progression of the narrative.

Table 4.7: Occurrence of the Verb "kill"

eir corner . How could a car crash	kill	Lily an James Potter ? Its an outra
ourse , some stood up to him an he	killed	em . Horribly . One o the only safe

h couldnt find anyway You-Know-Who	killed	em . an then an this is the real my
al mystry of the thing he tried to	kill	you , too . Wanted ter make a clean
ne ever lived after he decided ter	kill	em , no one except you , an hed kil
ll em , no one except you , an hed	killed	some o the best witches an wizards
Vanished . Same night he tried ter	kill	you . Makes yeh even more famous .

4.4.4 Symbolic Codes

In this chapter binary opposition is the hall mark of the narrative. There is a binary opposition between the world of Wizards and the world of muggles. The wizards' world is full of magical power and the world of muggle is an ordinary and less powerful world. Voldemort is an evil while Dumbledore is the representative of good wizards. Voldemort is the killer of the Harry's parents while Harry is the one who has been suffered and is too young to fight him. Uncle Vernon seems a pigmy as compared to Hagrid and is unable to stop him. Vernon is helpless and cannot do anything in his presence. On the one side there is a lie told by Dursleys about the cause of the death of Harry parents but on the other side the truth is that they were killed by Voldemort. With the arrival of Hagrid the position of binaries changed as well. In previous chapters, Dudley was the one who was being loved and cared and Harry was ignored by the people around him. Now, Harry gets Birthday cake and Dudley gets a pig's tale. Harry is a famous wizard and Dudley is just an ordinary muggle. The parents of Harry were being respected in their world and on the other hand Dursleys are the abnormal fools.

4.4.5 Cultural Codes

There are many cultural codes in this chapter. Sausage, birthday, Halloween, head boy, head girl, deputy headmistress, headmaster, pigs, fireplace, sofa and owl-post are the important codes of British culture and the readers have cultural knowledge about them. Sausage is a favourite food in UK. The concept of birthday is purely western one. Head boy, head girl, headmaster and deputy headmistress are the integral part of British schooling. Pig is an important animal in west.

Fireplace and sofa are important part in British living style. Owl post is a new invention but the reader (s) can co-relate it with pigeon post that was common in East and some parts of the west.

4.5 Chapter 5: *Diagon Alley*

This chapter orients Harry Potter to the world of Wizards and he buys all the equipment which is required to join the school. He visits Diagon Alley which is a kind of shopping street of wizards. He is greeted by different people and it is revealed to him that he is a famous wizard in the world of wizards. There is encounter of Harry Potter with another prospective student of Hogwarts. The boy tells Harry about the houses of Hogwarts and Quidditch.

4.5.1 Semantic (Connotative) Codes

The high frequency words of the chapter are Harry (127), Hagrid (95), wand (s) (34), Hogwarts (16), Mr Olivander (16), magic (16) goblin(s) (15), owl (13) gringotts (12)

Table 4.8: Word Frequency List of Chapter 5

Harry	127
Hagrid	95
wand	28
hogwarts	16
Mr_Ollivander	16
Harrys	14
magic	17
griphook	12
owl	13
cauldron	10
Professor	11
goblin	9
Quirrell	9
wizard	7
wands	6

Harry is at the top of keyword list as it is the real start of his journey to the world of magic.

Hagrid is at number two with the (95) occurrences. It shows the chapter is about Harry and Hagrid. Wand (s) has (34) occurrences, magic (17), Gringotts (12), goblin (s) (15) while Professor Quirrell appears in text (9) times. Magic, wand, Gringotts and goblin are the representatives of magical world. The senses show that Harry's life is going to be changed and new characters are becoming the part of the narrative and may be some of them are going to play an important role in the narrative.

The chapter symbolizes name and fame of Harry Potter in the world of Wizards. He is the symbol of bravery and is an extraordinary wizard who survived after the attack of Voldemort. Everyone is expecting great things from him in future. He is a real celebrity in this chapter and now our protagonist is being recognized by the people around him that he is not an ordinary boy he is the boy who lived. Magic is in the air and magical things are going to happen in Harry's life.

Table 4.9 Occurrence of Harry in Possessive Case

14 occurrences.	
Hagrid, clapping his great hand on	Harrys shoulder and making
hand on Harrys shoulder and making	Harrys knees buckle.
erred Professor Quirrell, grasping	Harrys hand, c-cant t-tell you
on, Harry. Doris Crockford shook	Harrys hand one last time and
to Diagon Alley. He grinned at	Harrys amazement. They stepped through th
and Snowy. Several boys of about	Harrys age had their noses pressed against
because Griphook wasnt steering.	Harrys eyes stung as the cold air rushed p
. All yours, smiled Hagrid. All	Harrys it was incredible. The Dursleys co
rs ago, said Hagrid. They bought	Harrys school books in a shop called Flour
e the apothecarys, Hagrid checked	Harrys list again. Just yer wand left oh
nder touched the lightning scar on	Harrys forehead with a long, white finger
do He shook his head and then, to	Harrys relief, spotted Hagrid. Rubeus!
ow curious how very curious He put	Harrys wand back into its box and wrapped
s, with the sleeping snowy owl on	Harrys lap. Up another escalator, out in

Harry was an ignored boy since the start of the narrative. But with the arrival of Hagrid, he is gaining of the status of a celebrity. Now Harry owns a lot which was left by his parents in Gringotts for him. He is the centre of the interest and the most important character of the

narrative. He is being greeted warmly at Diagon Alley by the wizards. His name coming with apostrophe's' that shows possession and now narrator is describing Harry.

The narrator unwrap the character of Hagrid. He was being considered as careless by Professor McGonagall in the first chapter of the narrative. Hagrid tells Harry that he has been nominated by Dumbledore to do important things like taking things from Gringotts. He also tells Harry that he has to go to Gringotts for a Hogwarts business. Hagrid can not keep secrets and usually implicitly or explicitly speak about the things which should not be shared with others.

The first encounter of Harry Potter with Draco Malfoy is significant. Draco is a misbehaved boy who considers Hagrid as a servant at Hogwarts and he also think that pure blood wizards are better than the muggles. It shows the negative aspect of Draco's personality.

4.5.2 Hermeneutic Codes

The narrator kept tradition of giving enigmatic titles of the chapters. The title of the fifth chapter "Diagon Alley" is also enigmatic. Alley means a short passage between buildings. What type of Alley it is? Does it exist in the world of muggles or in the world of wizards? HER (Enigma: 32). An owl brings newspaper for Hagrid. He gives instruction to Harry to give money to the owl. "Give him five Knuts,"said Hagrid sleepily (p.50). Who is the owner of the owl and who will get the money given by Harry to the owl? HER (Enigma: 33). Hagrid tells Harry that dragons are deployed for the security of the Wizards' bank. He is fond of having a dragon since his childhood. "Crikey, I'd like a dragon." "You'd like one?" "Wanted one ever since I was a kid -- here we go"(p.52).

Formulation of Enigma: It is the desperate and deepest desire of Hagrid to own a dragon. Whether he will get a dragon or not in the future? HER (Enigma: 34). In the leaky Cauldron, Harry and Hagrid are greeted by different people. Whoever sees Harry meets him happily. But there is a person who is confused to meet Harry. Hagrid introduced him to Harry as Professor Quirrell. The professor is confused to meet Harry. It is noticed by Harry and inquires that whether he remains confused all the time or gets confused to see him. Hagrid tells Harry about Quirrell “They say he met vampires in the Black Forest, and there was a nasty bit o' trouble with a hag -- never been the same since. Scared of the students, scared of his own subject now”.(p.55) What happened with Quirrell in Black Forest? What was such a horrible thing that changed his whole personality? HER (Enigma: 35) Hagrid gets something which is wrapped up in yellow paper from the vault seven hundred and thirteen. It is a vault which is highly protected by goblins and it has no key. The goblin opened it with his finger and if anyone else tries to open it he or she would be trapped in the vault. What is inside the package? What is the importance of this package? Why is it placed in such a high security vault? HER (Enigma: 36). Harry meets a boy in Diagon Alley.

Harry and Hagrid go to buy a wand. Mr Ollivander, the owner of the shop tells Harry “I think we must expect great things from you, Mr Potter” (p.65). Harry Potter is worried about future and Hagrid encourage him and says “But yeh'll have a great time at Hogwarts” (p.66). The next chapters of the narrative will reveal whether Harry will have great time in Hogwarts or not? Secondly, Would Harry be able to do great things and come up to the expectations of Mr Ollivander and other well-wishers? HER (Enigma: 37)

4.5.3 Proairetic Codes

The chapter has 392 (VVD), 192 (VV0) and 131 (VVG). But the verbs mentioned by Professor Toolan in his model are less in number. Moreover, activity verbs are not occurred in the form of cluster rather they occur as the part of non-volitional, actions or events.

Table 4.10 Occurrence of the Verb 'expect'

3 occurrences.
. Don mention it , said Hagrid gruffly . Don expect youve had a lotta presents from them
chooses the wizard , remember I think we must expect great things from you , Mr Potter After all
w anything about magic at all . How can they expect great things ? Im famous and I cant even

In the above table the word 'expect' is used as a mental process. In the first occurrence Hagrid says that Harry should not expect presents from Dursleys. In the second and third occurrence, it is expectation of Mr Ollivander about Harry potter. It raises the curiosity in the mind of reader (s) whether Mr Harry Potter be able to come up to the expectation in future and it is kind of prediction and if we look in the broader context it is a kind of an oracle, prediction or prophecy about Harry Potter and it is an important device to keep the reader (s) stick to the narrative to know the veracity or falsity of it.

Table 4.11 Occurrence of the Past form of the verb 'give'

3 occurrences.
nd Muggle money , as he called it , gave the notes to Harry so he could buy t
hose tail feather is in your wand , gave another feather just one other . It
when its brother why , its brother gave you that scar . Harry swallowed . Ye

The act of giving is evident in the above table. Hagrid gives note to Harry potter. In the third occurrence, it is the act of past that the brother of this wand gave scar to Harry. It also indicate that Harry has got something of Voldemort through the scar or the powers of Harry almost the same as Voldemort had.

Table 4.12 Occurrence of the Past form of the Verb 'read'

5 occurrences.	
and thought about this while Hagrid	read his newspaper , the Daily Prophet .
had nt noticed the night before and	read : HOGWARTS SCHOOL OF WITCHCRAFT AND
n hundred and thirteen . The goblin	read the letter carefully . Very well , h
em at all . Even Dudley , who never	read anything , would have been wild to g
Peeling gold letters over the door	read Ollivanders : Makers of Fine Wands s

Act of reading is shown in the above table. Two occurrences are about the reading the name of Hogwarts and the name of Ollivanders' shop name. In the fourth occurrence there is a desire of Dudley to read the letter. The actual act of reading is in first and in the fourth occurrence. It is also worth mentioned that the narrator use of non-volitional activity verbs is frequent in the narrative.

4.5.4 Symbolic Codes

There is a binary opposition between the world of Wizards and the world of muggles. The wizards' world has different traditions, limitations, dimensions and dynamics. Harry meets two types of people, one those who felt really happy to see him and greeted him. But He also met Professor Quirrell who was confused to see him. Hufflepuff is the house of duffers while Slytherin belongs to bad witches and wizards. On one side the sports of muggles being played on ground. On the other side is the sport of wizard which is being played in the air on broomsticks. The bank of wizards has a different vault, protected by dragons and different keys as compared to the bank of muggles. They have their own currency in knuts and Galleons. They do not have currency note and their whole currency is in the form of coins.

4.5.5 Cultural Codes

Wands, Cauldron and broomsticks are associated with magic in western part of the world. London and its underground (railway in London) are the most important things in United Kingdom for the tourists. Hamburger, restaurants, pubs, book shops, music stores, and cinemas are the integral part of the modern living style.

4.6 Chapter 6: *The Journey from Platform Nine and Three-Quarters*

This chapter orients reader (s) with the wizards' world. In the previous chapter, the narrator transported the reader just to the shopping street of the wizards. But now the narrator is well set to take the readers to the mysterious world of wizards. Their railway system and they journey of Harry from Platform Nine and Three-quarters to Hogwarts School of Witchcrafts and Wizardry. Harry Potter meets Ron Weasley, Hermione Granger and Draco Malfoy. It is the beginning of companionship and intimacy with Ron and a sort of enmity with Draco Malfoy. Harry knows about the concept of riches and rags in wizards as well and gets more information about Hogwarts. It is surprising for Harry that how much fame and respect he has in the world of Wizards even in his classmates without doing anything special.

4.6.2 Semantic (Connotative) Codes

High frequency words of the chapters are Harry (102), Ron (59), platform (18) Hogwarts (18), train (21), Hagrid (11), Uncle Vernon (11), boy (26), twins (12), Scabbers (10), Dumbledore (8) Hedwig (6) and Hermione (6)

Table 4.13: Word Frequency List of Chapter 6

Harry	102
Ron	59
platform	18
Hogwarts	12
train	21
harrys	11
hagrid	11
Uncle_Vernon	11
boy	26
Scabbers	10
twins	12
compartment	9
dumbledore	8
Rons	8
wizard	7
Fred	10
hedwig	6
Hermione	6

Harry is the centre of the interest in the narrative and at the top of the frequency list from the chapter 2. Narrator introduces classmates of Harry in this chapter. Ron (59) is at number two in the frequency list as he is closed to Harry and sitting in the same compartment of the train. Hogwarts, Dumbledore, Hedwig and Hermione are at the bottom of list but they are very important in the coming chapters.

The power of wizard world is symbolic in this chapter as well. They have their own railway system and platform numbers and their own traditions. Then narrator describes the school mates of Harry Potter and the houses of Hogwarts. Slytherin is the symbol of dark side. Gryffindor is the symbol of glory and goodness. Malfoys are snobbish and seem to be the representative of elite class of the wizards. Weasleys are poor wizards and cannot afford expensive things. They are the symbol of abject poverty due to a large family as Ron is holding a used wand. Ron introduces his brothers to Harry "Bill and Charlie have already left – Bill was

Head Boy and Charlie was captain of Quidditch. Now Percy's a Prefect. Fred and George mess around a lot, but they still get really good marks and everyone thinks they're really funny" (p.75)

Fred and George are identical twins and the brothers of Ron. Both of them are also going to Hogwarts and they are humorous and love to tease others as their mother cannot differentiate between Fred and George. At platform, Fred tells his mom that he is George. The very next moment he tells his mom he is joking he is Fred. Percy the Perfect is also the brother of Ron. It can be safely assumed that he is the best student of the Hogwarts and his parents are happy with his performance. Ginny Weasley is the only sister of Weasley brothers. Draco Malfoy and his gang are the symbol and emblem of meanness. Draco Malfoy and his gang are expected to replace Dudley gang for Harry Potter. Hermione is the symbolic bookworm and a bossy girl who wants other to follow her. Hedwig is the personal owl of Mr Harry Potter.

4.6.2 Hermeneutic Codes

The title of the chapter "The Journey from Platform Nine and Three-quarters" compels the reader(s) to predict about the platform. What type of platform number is it? HER (Enigma: 38) It is unusual number of platform in the form of fraction. How Harry will find this platform HER (Enigma: 39). Ron tells Harry in Hogwarts Express that his brother Bill was head boy and Charlie was Quiddich captain at Hogwarts. So everyone expects him to perform well at Hogwarts. If Ron would be able to give best performance at Hogwarts, it would not be a big deal as its nothing new his brothers already have done it. With such a great legacy and low motivation, would Ron Weasley be able to perform extraordinarily at Hogwarts or not? HER (Enigma: 40)

Formulation of Enigma Harry reads about Dumbledore and his worked on Alchemy in association with Nicolas Flamel. Whether Dumbledore and Nicholas Flamel worked on making

gold or was there any other motive behind the research? HER (Enigma: 41). What is the importance of introducing Nicolas Flamel at this point of narrative? HER (Enigma: 42).

Harry feels himself a duffer after listening to Hermione about magic. He realizes that he has not memorized the magic books by heart. Hermione is a bossy girl and Ron does not want to be in the part of the Hermione prospective house in Hogwarts. Would Harry and Hermione be placed in same house or in different houses at Hogwarts? HER (Enigma: 43) There is an important news about the wizards bank. Someone tried to rob a high security vault and Ron tells Harry that probably Voldemort tried to rob the high security vault. But he could not succeed. And whenever such news comes about you-know-who people get scared. Why Voldemort could not succeed to rob the vault? Is it the same vault which was emptied by Hagrid? HER (Enigma: 44) Draco Malfoy tells Harry to avoid Ron and Hagrid for his good. "You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there "(p.81). Will Harry act on the advice of Draco Malfoy or not? HER (Enigma: 45). Harry and Ron are being bullied by Draco Malfoy gang? Is it over with this episode or in future Malfoy and his gang would be a troublemaker for Harry? HER (Enigma: 46) Ron informs Harry that Malfoys are the first to come to the side of Dumbledore after the disappearance of you-know-Who. They had been bewitched and Ron's father believed that they are yet on the side of you-know-who. In other words he suspects them that Malfoys are apparently on the side of Dumbledore but actually still they are on the dark side. Whether Malfoys will remain sincere with Dumbledore or not? HER (Enigma: 47)

Disclosure of Enigma 38 and 39: What type of platform number is it? Platform number Nine and Three-quarters is between the platform number nine and ten where a barrier was placed.

How Harry will find this platform? Harry overhears a word muggle uttered by a plump woman who is accompanied by boys having luggage and owls. Harry asks the lady how to get into platform number Nine and Three-quarters? The lady guides Harry Potter to access the platform Nine and Three-quarters.

4.6.3 Proairetic Codes:

The chapter has VVD (415), VV0 (177), VVG (148) and VVI (140). The verbs like expect, believe and hope are important in terms of narrative progression. Below is the detail of the occurrence of these verbs is shown in the tables below.

Table 4.14 Occurrence of the Verb 'expect'

3 occurrences

hks theyre really funny . Everyone expects me to do as well as the others ,	
ared . He s gone !Well , you cant expect him to hang around all day , said	
o had better change , you know , I expect well be there soon . And she left	

The first sentence of the above table is about Ron and everyone expects from his do extraordinary things like his brothers and he is always seen in comparison with his elder brothers who have already shown extraordinary performance at Hogwarts. Whether he would be able to come up to the expectations of his family or not? The rest of the two occurrences are not very enigmatic in nature.

Table 4.15 Occurrence of the Verb 'believe'

2 occurrences.

ed closer at Scabbers . No I do nt believe it he s gone back to sleep . And	
yd been bewitched . My dad does nt believe it . He says Malfoys father did nt	

Both the lines in the above table are uttered by Ron. The first one is his expectation about his rat. The second one is very important as it is about the belief of Ron's Father about Malfoy's father. He thinks that Malfoy's father was on the dark side and made a lame excuse that he was

bewitched. It shows that Malfoy's father has a soft corner for dark side and Voldemort and still his integrity is doubtful.

Table 4.15 Occurrence of the Verb 'hope'

3 occurrences.

s off by heart , of course , I just	hope	it will be enough Im Hermione Grange
e in ? Ive been asking around and I	hope	Im in Gryffindor , it sounds by far
with her . Whatever house Im in , I	hope	shes not in it , said Ron . He threw

The first two occurrences are about Hermione. She has already memorized books by heart and hope that it is enough to perform well in the school. She expects to be placed in Gryffindor. The last line of the above table shows the hope of Ron that his house would be different from Hermione.

4.6.4 Symbolic Codes

Binary opposition is there in almost all the chapters covered up till now. Gryffindor is the house of great and good wizards. On the other side, Slytherin is the house of those wizards who love dark arts and on the evil sides. Ron belongs to a poor wizard family but Draco Malfoy belongs to a well off wizard family. Draco Malfoy gang is the group of mean boys. Harry, Ron and Hermione are the decent guys. Ron is a dull boy though belongs to a wizard family. Hermione is a clever girl and a bookworm. There is a clear discrimination between the Hogwarts students who belong to wizarding families and those who belong to muggle families. The superior ones are those who belong to the wizard families. Weasleys, Malfoys and Potters are the wizards. Hermione has muggle parents and she was really happy to get her admission letter from Hogwarts.

4.6.5 Cultural Codes

British and western culture has been aptly integrated by the narrator in this chapter as well. Even in twenty first century, trains are considered safe and comfortable mode of travelling in England. Mars Bars, pasties, beans, chocolate, gum, cake, candies sandwiches and sneakers (shoes used for sports or with informal dress) are the part of modern British and modern global culture as well. Alchemy is a reference to the field of chemistry and it is associated with Arabs Chemists and many others who tried to make gold. Dragons are also associated with magic in West. Robes are important part of academic in modern education system. Castles are important part of British architecture and it has link with fairy tales. Therefore, Hogwarts School of Witchcrafts and Wizardry is built in the form of a castle.

4.7 Chapter 7: *The Sorting Hat*

The chapter takes the reader inside the world of Hogwarts. It has its own tradition to place first year students in their respective houses. The great hall of Hogwarts and its beauty is captivating. The roof of the hall is bewitched in such a way that it looks like sky. Headmaster, Deputy Headmistress, caretaker, teaching faculty, and ghosts at Hogwarts are introduced in this chapter. Third floor and dark forest is declared out of bound for the first year students. The first year students are placed in their houses in accordance with their personality traits.

4.7.1 Semantic (Connotative) Codes

The frequency list of this chapter contains Harry (51), hat (31), professor (21) Slytherin (15), Percy (15), McGonagall (14), ghost (11), Ron (10), turban, Snape and Malofy appears in the chapter 5 times.

Table 4.16: Word Frequency List of Chapter 7

Harry	51
hat	31
Professor	21
Slytherin	15

McGonagall	14
Percy	15
hall	14
Gryffindor	12
ghost	11
Ron	10
first-years	9
Hogwarts	9
stool	7
turban	5
Snape	5
Malfoy	5

As per the precedence of previous chapters Harry is at the top of the list. Now Harry is in Hogwarts, the narrator is introducing new characters in the new setting. Professor, Slytherin, Snape, Malfoy, Hall, ghost are important. All these semes presented by the narrator shows the settings of Hogwarts. The only important thing is occurrence of Slytherin that is even more than Gryffindors.

Castle is the symbol of power and elegance of Hogwarts. Magic is the most powerful thing in this chapter. Great hall of Hogwarts is the symbol of magnificence of the school. The roof of the hall is bewitched like a starry sky. The hall is lit by thousands candles. Feast symbolizes the affluence in the school. The different houses at Hogwarts symbolize chivalry, bravery, loyalty, wit, and cleverness. Slytherin is symbol of success, cleverness and belief in black art. Slytherin is the house of a class that has been winning championship for last six years in a row. Professor McGonagall and Professor Snape are the symbols of true strict teachers.

4.7.2 Hermeneutic Codes

The title of the chapter “The Sorting Hat” whets the curiosity of the reader (s). What sort of hat is it? What will be sorted by it? Who will wear it? HER (enigma:48). The first year students are greeted by Professor McGonagall. She informs them that they will be sorted soon for their

houses and their house will be like their family. They will live in the dormitory of their house and would be in the common room of their respective houses. They would get points on achievements and their points would be deducted for the rule breaking. At the end of the year, the house with the most points will be given the house-cup. Whether Harry, Hermione and Ron be able to win house cup for their prospective houses or not? **Reinforcement of Enigma 37 & 40:** Whether Harry and Ron would be able to do great things at Hogwarts or not?

Reply to Enigma no.43: Harry Potter is placed in Gryffindors and opposite to the expectations of Ron he was also placed in the same house with Hermione.

Reinforcement of Enigma number 37 & 40: The ghost of Gryffindors tells the students of first year that he hopes this year they will win the house championship as they never been without house cup for such a long time. Slytherin has been winning the championship for the last six years in a row. Whether Hermione, Ron and Harry do the great things as the part of Gryffindors or not?

Neville tells Harry and other classmates that he was brought up by his grandma and his family believes he is all-muggle. Whether Neville would perform efficiently in Hogwarts or not? HER (Enigma: 49). Harry feels pain on her forehead as Snape have a glance at him. Does Snape has any link with Voldemort? HER (Enigma: 50). Is Snape being the head of Slytherin sided with Voldemort? Percy tells Harry there is a professional jealousy between Snape and Quirrell. What is the reason behind it? HER (Enigma: 51)

Dumbledore surprisingly tells the students not to go to the right side of third floor if they do not desire most horrible death. Percy is surprised to hear it as Dumbledore always tell reason behind notice he issues. What is the secret/mystery behind it? HER (Enigma: 52). Harry sees in

dream that he was wearing Professor Quirrell's turban which was talking to him that he must be transferred to Slytherin. Harry tried to put off the turban but he could not do it. Malfoy changed into the shape of Snape and laughing at him. What is the significant of this dream? HER (Enigma: 53).

Reply to Enigma 48: The hat is placed on the stool for a purpose. It is used for placing first year students in their respective houses by reading their minds and analyzing their abilities and capabilities.

4.7.3 Proairetic Codes:

The chapter has many action codes and as per framework of the study there is occurrence of narrative clues are there in action codes. The corpus analysis of the chapter includes VVD (277), VV0 (85) VVN (96) VVG (89) occurrences of verbs.

Table 4.17 Occurrence of the Verb 'hope'

4 occurrences.

the House Cup , a great honour . I hope each of you will be a credit to whic
pose ? A few people nodded mutely . Hope to see you in Hufflepuff said the Fr
d and said , So new Gryffindors ! I hope youre going to help us win the House
e were talking about lessons (I do hope they start straight away , theres so

The first occurrence in the above table is about the words of Professor McGonagall. She is expressing her hope that every student would be a credit to his or her house and will do to gain points for their respective houses. Will they do something to come up the expectations of their teacher or not? The third line is also about the expectation/hope of the ghost of Gryffindor about the first year students.

4.7.4 Symbolic Codes

Gryffindor and Slytherin are the houses of great wizards while Ravenclaw and Hufflepuff are the houses of above average houses. Hermione is a book warm and highly motivated girl from

the family of muggles. Ron is not motivated though has a legacy and belongs to a wizarding family. Harry, Ron and Hermione are in Gryffindor while Malfoy and his gang is in Slytherin, the house of those wizards who love dark arts and on the evil sides. Sir Nicholas de Mimsy-Porpington is the ghost of Gryffindors and Bloody Baron is the ghost of Slytherin. The rivalry between Gryffindor and Slytherin is titanic and it seems that Ravenclaw and Hufflepuff are non-entities or just extras in the narrative.

4.7.5 Cultural Codes

Castle is an integral part of fairy tales in western world. Ghosts are important part of western tradition and particularly in British culture. Monk and Friar are the important part of Christian culture. Pork chop, ,roast chicken, lamb chops, sausages, bacon, roast beef, steak, , roast potatoes, fries, Yorkshire pudding, boiled potatoes are the items mostly liked by people in British, Western hemisphere, US and the modern cuisine.

The narrator is not only integrated pure British cultural food like Yorkshire pudding but also integrate internationalism by adding roast potatoes, fries and steak which are favourite foods of American and the nations who are psychologically under the influence of neo-colonialism and globalization. The other examples are Ice Cream chocolate éclairs, apple pies, treacle tarts, and jam doughnuts, strawberries, trifle, Jell-O, rice pudding, , meringue and treacle tart.

School song at Hogwarts is the also part of modern global culture in which educational institution have their respective songs to express the ideology. “Out of Bounds” is a terminology which is usually used in British Army but she aptly used this terminology for the students of Hogwarts. There is possibility that in boarding institutions in UK they have such restrictions and may they also use this terminology in academics as well. Blackpool pier is example of a place in UK and is a tourist resort. Thumbs up is a gesture which is used in western part of the world to

show approval/appreciation. The jugglers usually try to get a rabbit out of a hat. It is the part of the cultural knowledge of the reader(s).

For the first time, the narrator mentioned anything in the narrative outside the Europe and the culture of globalization. The narrator used turban in this chapter but it is not yet clear whether man with the turban is a helper of the protagonist or a villain?

4.8 Chapter 8: *The Potions Master*

The chapter orients the reader with the setting of Hogwarts. How staircases change with the blink of eye? Even the pictures at the doors change every day. The students have to request politely to a door for entrance or they have to tickle on the right place. The students have to memorize password for entrance in a particular area. The learning is usually teacher-centered. McGonagall and Snape are the strict teachers.

4.8.1 Semantic (Connotative) Codes

The frequency list has Harry (41), Hagrid (22), Ron (20), Snape (17), Professor (9), class (9), Hermione (9), fang (7), Gringotts (6), Filch (6), Potter (7), lesson (7), Potion(s) (11), McGonagall (5), Quirrell (4)

Table 4.18: Word Frequency List of Chapter 8

Harry	41
hagrid	22
Snape	17
Ron	20
Professor	9
class	9
hermione	7
potter	7
lesson	7
fang	6
GRINGOTTS	6
Filch	6
potions	6
McGonagall	5
potion	5

The frequency table shows the major characters Harry, Hagrid, Snape, Ron, Filch, Potter and Quirrell. The words like class, professor, potions show the setting. Now Mr Harry Potter has reached Hogwarts and starts taking his classes in wizardry and witchcraft.

Grandeur of Hogwarts is symbolic in this chapter as well. Hundred and forty-two changing staircases, doors with passwords and moving pictures show the power of magic in the magical world of Hogwarts. Professor Quirrell is the symbol of mystery as his personality seems mysterious from his entry in the narrative when he met Harry. He is always confused and there are myths about his turban and his encounters with zombie in Africa, with vampire in Romania and with other creatures in the dark forest. Hagrid is the symbol of freewill. He does not believe in rules and seems the reason of his expulsion from Hogwarts. His remark about Filch shows his love for freedom and rule breaking and his hatred for fixed rules.

4.8.2 Hermeneutic Codes:

Professor Quirrel's turban is a source of curiosity for the students. They ask him about the origin of the turban. He tells them that it was given by an African prince as a sign of compliment for rescuing him and his people from zombie. When the students inquire about the even how he fought with the zombie. Quirrell gets confused and starts talking about weather. The students observe a funny? Why Quirrell always wearing his turban? There is another myth about the smell of garlic that comes from the turban. George and Fred believe that its garlic that protects Quirrel as he rescued himself from the vampire whom he met in Romania. What is the origin of this garlic smell? Is the tale told by the Quirrel is true or not? HER (Enigma: 54) Why Snape hates Harry too much? HER (Enigma: 55) Whether he hate him as he is from different house or

he want to get best out of Harry and his expectations are high from Harry Potter being a son of famous witch and wizard. Harry and Ron meet Hagrid in his hut. Harry asks Hagrid why Snape hate him too much. Hagrid response is “rubbish”. Harry being an inquisitive in nature reads the news item about attempt of robbery in Gringotts. Harry asks Hagrid it is the same vault which was emptied by him. He wants to ask whether the robbery escaped due to the prompt action. “Had Hagrid collected that package just in time? Where was it now? And did Hagrid know something about Snape that he didn't want to tell Harry?” (p.106). HER (Enigma: 56). For the first time in the narrative, narrator put the enigma in the form of question to arouse the curiosity of reader (s) directly. **Reply to Enigma 37:** Whether with such mediocre knowledge about magic, Harry would be able to achieve glory and to do great things in Hogwarts or not? Harry is relieved after taking classes that many students of his class come from muggle families and they have no idea about witches and wizards. Even Ron does not have any advantage in term of study and magic on him. Malfoy told Harry to avoid Ron and Hagrid for his good. Will Harry act on the advice of Malfoy or not? The friendship of Harry and Ron is natural. Harry has seen abject rejection and for him poverty is not a fault of anybody. And being protagonist his preference is goodness not the materialistic concerns. Harry and Ron go to class together. Harry visits Hagrid's hut with Ron and they are now not only friends but they are confidants.

4.8.3 Proairetic Codes:

Chapter 8 has many dynamic and static verbs. But in this section of the analysis major thrust is to look at the mental verb that are related to mental processes and gives clues about the upcoming events and expectations, wants and beliefs of characters. Corpus based results of the chapter shows VVD (168), VVG (74), VV0 (61) and VVN (57).

Table 4.19 Occurrence of the Past form of Verb 'seem'

3 occurrences.

here anything was , because it all seemed to move around a lot . The people i
ost everyone except Malfoy whom he seemed to like . He was just telling every
ardly any of the students . But he seemed to really hate me . Rubbish !said

The first occurrence is about the different staircases of Hogwarts that its seemed to move around a lot and difficult to remember where you are and where to go. The second occurrence is the evaluation or the voice of narrator that it seems Snape like Malfoy. The third occurrence is Harry opinion about Snape attitude towards him. Harry believes that it seems Snape really hates him. Will the assumption of narrator and Harry be proved right or wrong in the forthcoming chapters of the narrative?

Table 4.20 Occurrence of the Past form of Verb 'believe'

2 occurrences.

ombie , but they werent sure they believed this story . For one thing , when
at Gringotts on 31 July , widely believed to be the work of dark wizards or

The first occurrence is about the students' opinion about the story narrated by Quirrell about his encounter with zombie in Africa and his logic for the turban. The students do not believe the story told by him. The second occurrence is about the belief that dark wizard tried to broke the Gringotts.

Table 4.21 Occurrence of the Verb 'expect'

2 occurrences.

.....is magic . I do nt expect you will really understand the beau
ks at the Dursleys , but did Snape expect him to remember everything in One T

The first line is the remark of a haughty professor Snape. He tells his students that he does not expect that they would really understand the charm of potion making. It shows his personality and his attitude towards the students. The second occurrence in the above table is the response of Harry that Snape expects that he should have read everything before joining the school.

Table 4.22 Occurrence of the Verb ‘want’

2 occurrences.

cup of tea with me around three ? I want to hear all about your first week
omething about Snape that he did nt want to tell Harry ? **42;9;TOOLONG

The first occurrence is about Hagrid’s desire to meet Harry and know about his first week at Hogwarts and the second occurrence is about Harry’s assumption that Hagrid does not want to tell him something about Snape.

4.8.4 Symbolic Codes

On the one side there are strict teachers like Snape and McGonagall and on the other side are the teachers like Flitwick and Quirrell who were not strict like the former. On the one side of the binary are the wizards and witches teaching first year and on the other hand a ghost Professor Binns.

4.8.5 Cultural Codes:

Zombies are an important part of horror stories and can be found in some African and Caribbean religions. A zombie is a dead body that has been made alive again by magic. The study of night skies, the movement of stars, and planets refers to the study of astrology and in the East the movement of stars and planets has impact on the future and on the luck of a person. Zodiac signs are considered as an important factor in the life of human beings. In China, they have their zodiac sign. The link of stars with the destiny of man is a centuries-old field of study and it has a link with magic as well. In Indian culture, there are nights which are associated with magical things. Herbolgy is another important field of study and herbs have been used by human beings for cure of different diseases since the start of human civilization.

4.9 Chapter 9: *The Midnight Duel*

The chapter is about the joint training session of broomstick flying by the first year students of Gryffindor and Slytherin. Draco Malfoy finds Remembrall of Longbottom in the grass and flies to throw it away. Harry follows him and Malfoy is not willing to withdraw. He throws ball away and Harry fly to get it. At the end he gets succeeded in holding the ball. Professor McGonagall takes Harry to Wood. She tells Wood that she has found a seeker for him. Draco challenge a midnight duel to Harry and at midnight Harry and his friends face a three-head monster at third floor.

4.9.1 Semantic (Connotative) Codes:

In this chapter Harry (66) is at the top of the frequency list. Then comes Ron (37) and Malfoy (33) is at number three. Neville (23), Professor (22), Hermione (15), McGonagall (15) broom (13), Wood (12), quiddich (8) and remembrall (8).

Table 4.23: Word Frequency List of Chapter 9

Harry	66
Ron	37
Malfoy	33
Neville	23
Professor	22
hermione	15
Peeves	15
McGonagall	15
Filch	14
broom	13
Wood	12
broomstick	10
Quidditch	8
Crabbe	8
remembrall	7
gryffindor	7
Madam_Hooch	7

Malfoy is emerging as real villain in the chapter and is at number 3 in the frequency list. Professor McGonagall, quiddich, Wood, broomstick, Professor Hooch, Filch and remembrall are

important in the chapter particularly broomstick, quiddich, remembrall and Wood are playing important role in the chapter.

The protagonist of the narrative is getting stronger and stronger after his departure from the Privet Drive. He has become a celebrity in the world of wizards. Harry shows his extraordinary skills in broomstick flying. It compels Professor McGonagall to talk to Professor Dumbledore for the bend of rules for the first year students about their participation in Quidditch. He is going to be so influential that there is a possibility of change in rules of Hogwarts because of him. that there is a possibility of rule changing that a rule may be changed in the remaining part of the narrative. His fame and skill is the hallmark of this chapter and narrator informs the reader that the skill is hereditary as his father was also an extraordinary player of Quidditch. Furthermore, he flies extraordinarily without any formal training.

4.9.2 Hermeneutic Codes:

The title of the chapter “Midnight Duel” is enigmatic. What type of duel it is? Who are the participants of the duel? HER (Enigma: 57) First year starts their broomstick flying session. Neville moves before the whistle of Madam Hooch. Eventually, he hurts himself and Madam Hooch takes her to the hospital. She tells student that no one should fly. If she would found someone flying the students would be expelled from Hogwarts. **Reply to enigma 46:** But Draco Malfoy finds the Remembrall in the grass and starts flying with the ball. Harry follows him to snatch the ball. Draco throws the ball in the air and Harry manages to get hold of the ball. The irritating and mean attitude of Draco clearly makes him a trouble for Harry and he is at par with Dudley in meanness. Professor McGonagall reaches there and seems surprised and furious as well. She takes Harry and Ron in the castle. Will she take Harry to Dumbledore? Will Harry be expelled from the Hogwarts? HER (Enigma: 58). There is an instant **reply to HER (Enigma:**

58): Professor McGonagall takes Harry and Ron to a classroom and meets Gryffindor captain Wood. She tells him that she have found seeker for him. According to the rules of Hogwarts first year students are not allowed to play Quiddich. Prof McGonagall tells Harry that she would talk to Dumbledore to bend the first year rule. Will Hogwarts' administration bend the rule for Harry? HER (Enigma: 59). Professor McGonagall tells Wood that due to their defeat in Quiddich she could not look at the face of Professor Snape due to embarrassment. Will induction of Harry Potter in Quiddich team make difference for Gryffindor? HER (Enigma: 60). **Reply to enigma 57:** Draco Malfoy challenged a midnight wizard duel to Harry at the third floor in trophy room. Who will win this duel? HER (Enigma: 61).

Partial reply to Enigma 52: Harry and his friends enter in a room at third floor and see a monstrous three-headed dog. Hermione gives a clue to Harry that the monster is there to safeguard something. Dumbledore did not give logic for not going to third floor as third floor has a secret and he does not want to tell about it to the student. Harry thinks that it is the same package which was taken out by Hagrid from Gringotts and is being guarded by the monster. Whether Harry guess about the package is true or not? HER (Enigma: 62). **Reply to Enigma 61:** Draco Malfoy challenge a midnight wizard duel. Consequently When Harry and party reaches third floor Malfoy was not there. It is a kind of trap for Harry to loose point as third floor is out of bounds for the students.

Reply to Enigma 37: Harry flown on the broomstick with such a skill that it surprised his classmates and Professor McGonagall. It was the first reflection of his greatness at Hogwarts.

4.9.3 Proairetic Codes:

Chapter 9 of the narrative has VVD (344), VVG (139), VV0 (159) and VVN (94). There is an important chapter and has many action codes that are playing an important role in the progression of the narrative.

Table 4.24 Occurrence of the Past form of Verb 'think'

7 occurrences.	
could tell when you were afraid ,	thought Harry ; there was a quaver in Nevil
hard-faced Slytherin girl . Never	thought you'd like fat little cry babies , P
, Malfoy , Harry called . The same	thought seemed to have struck Malfoy . Catc
was taking him to Dumbledore . He	thought of Hagrid , expelled but allowed to
borrow Wood for a moment ? Wood ?	thought Harry , bewildered ; was Wood a can
the perfect end to the day , Harry	thought , as he lay awake much later listen
y must have tipped him off . Harry	thought she was probably right , but he was

The word 'thought' has seven occurrences but the fourth line in the above table is very important. Professor McGonagall sees Harry on broomstick and takes her inside the school. Harry thought that now she is going to expel him for the rule violation. But he thinks that even Hagrid was expelled but still he is gamekeeper.

Table 4.25 Occurrence of the Verb 'want'

4 occurrences.

ernly over her glasses at Harry . I	want to hear you're training hard , Potter
wn , said Malfoy . Tonight , if you	want . Wizards duel . Wands only no conta
nly care about yourselves , I do nt	want Slytherin to win the House Cup and y
, scrambling to his feet . I do nt	want to stay here alone , the Bloody Baro

The first sentence is the desire of Professor McGonagall about the quiddich training of Harry Potter and she wants that he should learn everything about it. She is expecting hard work from Harry during the training. The second one is challenge to Harry from Malfoy for the duel. Third sentence in the above table is Hermione's advice to Ron and Harry not to go for the duel.

She does not want them to do something which could result in loss of points for Gryffindors. The fourth sentence is the desire of Neville. He wants Ron with him in hospital as he is afraid of bloody Baron.

All above mentioned verbs or action codes show the expectation and wants of different characters and the function is to whet the curiosity of the reader (s).

4.9.4 Symbolic Codes

Filch and Mrs Norris are shown as villains who create obstacles for the protagonist to reach his goal. Both of them are there to implement the rules. On the other hand, Harry and his friends are intentionally or unintentionally breaking the rules. Harry is the representative of good students while Draco Malfoy is the emblem of meanness among the students.

4.9.5 Cultural Codes:

Witches fly on broomstick is a common myth in the West and associated with witches. Whistle is important part of sports in western world and now has become the part of international sports like in football, hockey and in athletics. Javelin is also taken from the world of sports and used as simile for the movement of Harry potter. Javelin throw is one of the important sports in mega events like Olympics. Bathrobe is also a western phenomenon and usually used by the people live in the western part of the world. Gryffindor tower is also an integration of British culture as in normal boarding school they are buildings for the respective houses. But in a castle there is only possibility of a tower for a particular house.

4.10 Chapter 10: *Hallowe'en*

This chapter of the narrative is important in narrative progression. Harry and Ron rescue Hermione from a dangerous troll. It is the beginning of a strong bond of friendship among Harry, Ron and Hermione. Harry enters alone in Hogwarts Express. During the journey to Hogwarts he

has developed intimacy with Ron. Though Hermione being a bossy natured girl, and the part of Gryffindors, gives unwanted advices to Harry and Ron but the bond of friendship was not existed among them. Now Hermione is the second close friend of Harry after Ron.

The chapter is also important as Harry is now emerging as a real hero at Hogwarts. His extraordinary performance in broomstick flying has already given him fame in the school. Harry learns the rules of Quidditch in this chapter. Now he defeats a troll and it the second consecutive triumph of the Harry Potter.

4.10.1 Semantic (Connotative) Codes: The high frequency words of the chapter are Harry (73), Ron (44), Hermione (24), troll (23), Professor (20), Wood (20), bludgers (12), wand (11), quaffle (10), broomstick (9), quidditch (7), nimbus (7) chasers (7) and Halloween (4).

Table 4.26: Word Frequency List of Chapter 10

Harry	73
Ron	44
Hermione	24
troll	23
Professor	20
wood	20
bludgers	12
wand	11
quaffle	10
broomstick	9
McGonagall	9
quidditch	7
nimbus	7
malfoy	7
chasers	7
Halloween	4

Troll is an important entry in this chapter of the narrative and is at number four in the frequency list. Then there are terminologies of quidditch as Harry is learning the rules of quidditch in this chapter.

Harry Potter is emerging as a real protagonist in the narrative. He is the symbol of bravery and faithfulness. The way he rescues Hermione is the true reflection of his goodness and chivalry. The boy of eleven years is doing miracle at Hogwarts. Friendship and sense of companionship is symbolic in this chapter. Hermione who is a real conformist and cannot even think of rule breaking tells a lie to safeguard Harry and Ron. Harry put his life in danger to protect he life of Hermione.

The high frequency semes Wood (20), bludgers (12), quaffle (10), broomstick (9), quidditch (7) nimbus (7) and chasers (7) are related to the game of Quidditch. Wood is the captain of Gryffindors quidditch team and he is responsible to acquaint Harry Potter with the game. Bludgers, quaffle broomstick, nimbus, Quaffle and bludgers are the items required for playing the game. However chasers are the players of the quidditch. Wood explains chasers in this way “The Chasers throw the Quaffle to each other and try and get it through one of the hoops to score a goal” (p.124). The appearance of above mentioned semes in the high frequency list shows that the chapter is about the Halloween, orientation to Quidditch and a troll.

4.10.2 Hermeneutic Codes:

The title of the chapter “Halloween” is not enigmatic as on the basis of it reader (s) can predict the contents of the chapter. According to western culture and belief system, Halloween is an important night for the witches and wizards. Harry’s parents were killed by Voldemort on the same night. Will there be any risk to the life of Harry on the night of Halloween? HER (Enigma: 63) Hermione refuses to talk to Harry and Ron as both of them did not listen to her regarding midnight duel. **Reply to Enigma 59** Harry gets Nimbus two thousand by mail from Professor McGonagall and a letter in which she instructs her to meet Wood for the practice session. It clearly shows that Dumbledore bent the rules for the first year regarding their participation in

Quidditch team. Then Harry learns the rules of Quidditch. On Halloween Hermione performs very well in the class of Professor Flitwick. She teaches Ron how to utter the chant? Ron tells Harry that she is a nightmare. Hermione overheard it and burst into tears. Will Ron and Harry approach Hermione for reconciliation? HER (Enigma: 64). **Reinforcement of Enigma 60** Wood tells Harry the rules of Quidditch and really gets surprised to see Harry's extraordinary skills in broomstick flying. Wood says "That Quidditch cup'll have our name on it this year"(p.126). Expectations are getting higher and higher about the performance of Harry Potter in Quiddich match. Will He be able to come up to the expectations of his teacher and Captain?

Professor Quirrell enters in great hall and informs that there is a troll in dungeon. Who brought or sent the troll in Hogwarts? HER (Enigma: 65). Everyone is searching the troll and Harry sees Snape heading for the third floor. Why is he going towards third floor? Does Snape want to get hold of the package placed in third floor? HER (Enigma: 66). **Reply to Enigma 63 & 64:** There was risk to Harry's life on Halloween night. Harry and Ron were worried about Hermione and asked about her and come to know that she is weeping and in washroom.

Harry and Ron manage to lock the troll but then they realize it is girls' bathroom and Hermione was there. They unlock the door. Will Harry and Ron rescue Hermione from the troll? HER (Enigma: 67)

Reply to Enigma 67 Harry successfully rescues Hermione from the troll and control the troll as well. Then teachers arrive at the spot. Will they be penalized or rewarded for controlling and defeating a troll? HER (Enigma: 68) Hermione tells a lie to the teachers that she wanted to control the troll. She speaks lie just to get out Harry and Ron from the trouble. **Reply to Enigma: 68** Five points are taken from Gryffindors for the rule-breaking of Hermione. Ron and Harry get five points for tackling the troll. **Reply to Enigma 37 & 40** Ron and Harry have

shown his bravery and excellence by controlling the troll and proved that Harry is the best and he deserves to be a celebrity in magical world.

4.10.3 Proairetic Codes:

Now the narrative is moving in a bit faster pace. This chapter has occurrences of VVD (271), VV0 (99) VVN (78) and VVG (116)

Table 4.27 Occurrence of the Verb ‘believe’

2 occurrences.

10 Halloween Malfoy couldnt	believe	his eyes when he saw that Harry and
homework , but Harry could hardly	believe	it when he realised that hed ahead

The first occurrence is about Malfoy as he tried to trap Harry and Ron through his offer of midnight due. He thought both of them would be expelled for rule-breaking. Next day he could not believe that both of them are still at Hogwarts. The second occurrence is about Harry. Time flies in Hogwarts and he could not believe that he has spent two months there.

4.10.4 Symbolic Codes:

In this chapter on the one side of the binary are the forces of the goodness and on the other side are the forces of dark sides. Harry and Ron as a symbol of goodness fight with a troll who apparently seems a representative of dark side.

4.10.5 Cultural Codes:

Troll is introduced in the chapter. Oxford Dictionary for Advanced learners defines “troll (troll: in Scandinavian stories) a creature that looks like an ugly person. Some trolls are very large and evil, others are small and friendly but like to trick people.” The narrative is highly influenced by

the western part of the world. Baked potato, England team, Basketball and baseball are the western phenomena. Bats are the pivotal part of Halloween night in the western hemisphere.

4.11 Chapter 11: *Quidditch*

This chapter is about the Quidditch match which is a real test of Harry's skills in broomstick flying. Everyone in the ground is expecting extraordinary skills from Harry in the match. The match begins but after a while the broomstick of Harry starts behaving in a strange way. It is trembling which makes difficult for Harry to balance himself on it. Hermione suspects Snape for this trick with the broomstick of Harry. She set on fire the robe of Snape and Harry becomes stable on the broomstick. Harry follows the snitch and it goes into his mouth and Gryffindor wins the match.

4.11.1 Semantic (Connotative) Codes

The key words of the chapter are Harry (63), Snape (25), Hermione (21), Ron (20), Gryffindor (19), quidditch (16), Hagrid (16), quaffle (9) and snitch (8)

Table 4.28: Word Frequency List of Chapter 11

Harry	63
Snape	25
hermione	21
Gryffindor	19
quidditch	16
hagrid	16
Ron	20
broom	15
his	46
Slytherin	10
quaffle	9
Flint	9
snitch	8

The chapter is about a quidditch match between Slytherin and Gryffindor. Snape is emerging as an antagonist and is at number two in the word frequency list. Hermione is getting closer and

closer to Harry and Ron. She is at number three in the list. Other words in the frequency list are about the quiddich.

Hermione is emerging as a true well-wisher of Harry Potter and she is the emblem of friendship, sincerity, and wit. She realizes Snape's look and with her sheer intelligence she distracts his look from the broomstick. Harry comes up to the expectation of his teacher and friends. He makes his house proud because of his extraordinary performance. It is his fourth success in a row, first he got the hold of Rembrall in the air, and then he has been selected in Quiddich team. He knocked out the mountain troll and saved Hermione. Harry is the symbol of success, bravery and honour at Hogwarts.

4.11.2 Hermeneutic Codes:

Harry, Ron and Hermione are caught by Snape in the courtyard. They observe that Snape is limping. What happened to Snape? HER (Enigma: 69) Harry broomstick is behaving in a very strange way. Hagrid tells Seamus that to interfere with Nimbus two thousand is not a child play. The one who knows powerful dark art can do it. Who is casting the spell on the Harry's broomstick? HER (Enigma: 70). Who will stop this spell? Will Harry be able to play rest of the game HER (Enigma: 71). **False Reply to enigma 70 :** As Hagrid utters the word Dark magic Hermione looks at crowd and tells Ron that its Snape's look that doing this havoc with Harry's broomstick. What will Hermione do to distract the Snape's look from the broomstick? HER (Enigma: 72). **Reply to Enigma 71 &72:** Hermione goes closer to the stand where Snape is sitting. With her chant she set a fire in his robe and he looses his eye-contact with the broomstick and Harry becomes stable on the broom stick. The next question in the mind of the reader (s) is: Why he wants to kill Harry? Is it his personal grudge with Harry? Is he casting spell on Harry to favour his Slytherin team? HER (Enigma: 73) **False Reply to Enigma 69.** Harry goes to

staffroom to take the book on Quiddich from Snape. As he enters in staff room he sees a strange thing. Filch is handling Snape bandage. "Blasted thing", "Snape was saying. "How are you supposed to keep your eyes on all three heads at once?" It is clear that Snape tried to enter the trapdoor under the three-headed dog. Resultantly, the dog bit him on his leg. **False Reply to Enigma 66** It shows that when people were busy in finding troll at Halloween and he is after whatever is guarding by the dog. After the match, Harry, Ron and Hermione meets Hagrid and tell him about Snape's wound and how Snape was cursing Harry's broomstick. But Hagrid advise them to stay away from this secret. Will they stop to know all the secrets or not? HER (Enigma: 74). Hagrid tells them you forget it and it is all between Professor Dumbledore and Nicolas Flamel. What is the link between Nicolas Flamel and the package? HER (Enigma:75). **Reply to Enigma 37 & 60:** Harry's induction in the quidditch team of Gryffindor was a blessing for them. Gryffindor wins the match against Slytherin just because of Harry.

4.11.3 Proairetic Codes

Chapter 11 has VVD (195) VV0 (0), VVG (97) and VVN (68) occurrences

Table 4.29 Occurrence of the Verb 'want'

3 occurrences.

got to eat some breakfast . I do nt want anything . Just a bit of toast , whe
s , her broom in her hand . Now , I want a nice fair game , all of you , she
e Snitch , Wood had said . We do nt want you attacked before you have to be .

The first two occurrences are not important in narrative progression but the third sentence of the above table is an instruction for Harry Potter. Wood does not want Harry to attack before it is required in the quidditch match.

Table 4.30 Occurrence of the Verb 'seem'

7 occurrences.		
the most serious Quidditch accidents	seemed	to happen to them ; that although p
. He had not seen the fire , but he	seemed	to be looking for a reason to tell
By eleven o'clock the whole school	seemed	to be out in the stands around the
round her . Harry noticed that she	seemed	to be speaking particularly to the
towards the Snitch all the Chasers	seemed	to have forgotten what they were su
Slytherins were cheering . No one	seemed	to have noticed that Harry's broom w
. The afternoon's events certainly	seemed	to have changed her mind about Snap

Sixth and seventh sentence in the above table are important. No one seemed to have noticed about the broomstick of Harry and the last sentence is about the change in the mind of Hermione about his teacher Snape credibility and integrity.

4.11.4 Symbolic Codes:

In this chapter on the one side of the binary are Slytherin and on the other side are Gryffindors in the Quidditch match. Snape tries to pull Harry down from his broomstick and on the other hand a young girl Hermione rescues Harry. Hagrid, Ron, Seamus, Neville, Dean and Hermione are favouring Gryffindors and Snape, Draco and his gang are in the favour of Slytherin and wants Harry to be humiliated in the match.

4.11.5 Cultural Codes:

World Cup is the concept introduced by western countries in sports like Cricket, Hockey and football. Fair game or fair play is a concept introduced by Western world whether they practice it or not but they are the champions of fair play in the world. Soccer is the famous game in West and US and red card is used in it to penalize and sent a player out of the ground during the match for foul play.

4.12 Chapter 12: *The Mirror of Erised*

In this chapter the narrator narrates the stay of Harry at Hogwarts during the Christmas holidays. He gets a sweater by Mrs Weasley as a Christmas present. He also gets an invisibility cloak sent

by someone. The sender just wrote that it was handed over to him, by his father death, for Harry. It was such a surprise for him. Harry wears the cloak and goes to library to find Nicolas Flamel but Filch and Snape feel his presence in library. Harry compels to leave library and reaches in a room where a big mirror is placed and he sees his family in it.

4.12.1 Semantic (Connotative) Codes

The frequency list of this chapter has Harry (89), Ron (50), mirror (25), cloak (20), Hagrid (19), Snape (11), Hermione (10), professor (9) Flamel (8) and Dumbledore has (8) occurrences.

Table 4.31: Word Frequency List of Chapter 12

Harry	89
Ron	50
mirror	25
cloak	20
Hagrid	19
Snape	11
Hermione	10
Professor	9
Flamel	8
Dumbledore	8

Harry being the centre of the interest is at the top and Ron is at the second number as both of them left in the school in the Christmas holidays. Then the mirror and cloak are the important concepts or objects in this chapter. Here cloak mainly refers to invisibility cloak.

Friendship is in the air in this chapter as Hermione sends presents to Ron and Harry. Mrs Weasley sends a sweater for Harry. Weasley brothers are the best company for Harry and he spends whole Christmas with them throwing snowballs. Harry is not feeling lonely in the presence of Weasleys. The invisibility cloak is a symbol of power and Harry can go anywhere without being noticed by others. But the chapter shows the power of Dumbledore who does not need invisibility cloak to hide himself. Affluence and fulfilment of desires at Hogwarts is also

symbolic in this chapter of the narrative. Harry and Ron can see their desperate desires in the mirror of Erised. The narrator uses anagram 'mirror of erised' and '**Erised stra ehru oyt ube cafru oyt on wohsi**' to test the intelligence of the readers. They have all type of delicious and tasty food in the feast at great hall. They have their most wanted company and they have presents. Happiness is in the air in this chapter of the narrative.

4.12.2 Hermeneutic Codes:

The title of the chapter "The Mirror of Erised" is enigmatic. What type of mirror is it. What is the meaning of 'erised'? HER (Enigma: 76) Harry receives an invisibility cloak at Christmas. Who sent him the cloak? HER (Enigma: 77). Harry reaches in a room where a magnificent mirror is placed. An inscription is carved on the top of the mirror? '**Erised stra ehru oyt ube cafru oyt on wohsi**' (p.152) HER (Enigma: 78). Is it a warning or description of the mirror? He can see his father, mother, and other family members. The narrator narrates about the Harry's mother "she was crying; smiling, but crying at the same time" (p.153). Why Harry's mom crying and smiling at the same time? HER (Enigma: 79)

Ron sees himself as a head boy and Quiddich Captain holding house cup. What does it mean? Does the mirror tell fortune or future? HER (Enigma: 80). On third night, when Harry reaches in the mirror room, he finds Dumbledore there. Dumbledore tells Harry that he does not need invisible cloak to hide himself and he knows that Ron saw himself as a head boy and Quidditch captain in the mirror. **Reply to Enigma 76, 78 & 80:** Dumbledore tells Harry about the mirror "It shows us nothing more or less than the deepest, most desperate desire of our hearts".(p.157) In this chapter the narrator is inviting the reader (s) in a real test. The narrator is giving word in a reverse order. Erised is the backward form of 'desire'. So, it is the mirror of desire. If one applies the same technique on the inscription '**Erised stra ehru oyt ube cafru oyt**

on wohsi. The result is “I show not your face but your heart’s desire.” Harry had a desperate desire to know and see his family. Ron being overshadowed by his brothers had strong desire to rise above the level of his brothers. So they saw their desperate desires in the mirror. **Reply to Enigma 94:** Harry’s curious nature did not allow him to stop exploring secrets at Hogwarts and he kept on exploring new things.

4.12.3 Proairetic Codes

The chapter has VVD (313) VV0 (130), VVG (153)and VVN (102)occurrences.

Table 4.32 Occurrence of the Verb ‘know’

12 occurrences.	
that dogs guardin . We just want to	know who Nicolas Flamel is , thats all ,
him anywhere just give us a hint I	know Ive read his name somewhere . Im say
e trouble was , it was very hard to	know where to begin , not knowing what Fl
you could ask your parents if they	know who Flamel is , said Ron . Itd be sa
uncle so who sent these ? I think I	know who that ones from , said Ron , goin
, anywhere , and Filch would never	know . Ron grunted in his sleep . Should
face . Wherever he was , Filch must	know a short cut , because his soft , gre
down and visit Hagrid ? No you go I	know what youre thinking about , Harry ,
of the Mirror of Erised . I did nt	know it was called that , sir . But I exp

There are occurrences of the word ‘know’ in the corpus analysis of the chapter but the important one are mentioned above. The first five sentences are about the curiosity of Ron, Harry and Hermione about the Nicolas Flamel. Then the sentences are about Filch and the last sentence is about Harry that he did not know that it was call Mirror of Erised.

4.12.4 Symbolic Codes:

This chapter does not contain much in term of symbolic codes. There are students who are spending Christmas holidays with their families at their homes and there are students who are spending holidays at Hogwarts. There is another binary, on the one side is Harry who wants to access the restricted section of library and on the other side are Filch and Norris to stop him from approaching to out of bounds. On the one side of binary is reality that Harry’s parents are no

more in the world. On the other hand is allusion in the mirror. Ron shows his own desperate desire but it is illusion that he sees himself as house captain in the mirror of erised.

4.12.5 Cultural Codes:

Since the setting of the narrative England, the narrator aptly integrate British culture in the narrative and assumes that the reader (s) have all the knowledge about it. Turkey is a kind of official meat at Christmas. Chipolatas, buttered peas, cranberry sauce, crackers, turkey sandwiches, Christmas cake, crumpets, trifle, Christmas puddings and wine are examples of English cuisine.

4.13 Chapter 13: *Nicolas Flamel*

The chapter has three important events that are important in the progression of the narrative. Harry finds the name of Nicolas Flamel on the famous wizard card. It gives a clue to Hermione and she reads in a book about Nicolas Flamel and Dumbledore joint venture 'The sorcerer Stone' that can change any metal into gold and it is an elixir for life. Gryffindors wins a Quidditch match against Hufflepuff. Harry follows Snape in the forest and hears that Snape requesting Quirrell to tell him how to get pass the three-headed dog.

4.13.1 Semantic (Connotative) Codes

The high frequency words in the chapter 13 are Harry (58), Snape (32), Ron (39), Hermione (29), Malfoy (15), Neville (15), stone (13), philosopher (8), Gryffindors (8), Dumbledore (7) and Quirrell (7).

Table 4.33: Word Frequency List of Chapter 13

Harry	58
Ron	39
Snape	32
hermione	29
malfoy	15
Neville	15
stone	13
philosophers	8
Gryffindor	8
Quirrell	7
Dumbledore	7

Ron, Snape, Hermione, Malfoy, Quirrell and Dumbledore appearing in all the chapters after the arrival of Harry at Hogwarts. Stone is also an important object which is also a centre of the interest in this part of narrative. It shows the importance of the stone in the narrative. Now Harry and his friends are trying to find of link between the stone, Nicolas Flamel, Dumbledore and its importance for Voldemort.

Friendship is the most powerful symbol in the chapter. Hermione is doing everything to rescue Harry from the chant of Snape during the Quidditch match. Philosopher's stone is the symbol of power and centre of interest in the narrative.

4.13.2 Hermeneutic Codes:

Snape is refereeing the match between Gryffindors and Hufflepuff. Is he refereeing the match to kill Harry? Is he refereeing to give tough time to Gryffindors through unfair handling of the match? HER (Enigma: 81). Would Gryffindors be able to win the match in the presence of such a hostile, partial, biased, and mean referee? HER (Enigma: 82) Snape meets Quirrell in forest and tell him "Have you found out how to get past that beast of Hagrid's yet?"(p.166). Will Quirrell tell Snape the secret to pass three-headed beast? Does Quirrell know how to dodge the three-headed beast? HER (Enigma: 83)"So you mean the Stone's only safe as long as Quirrell

stands up to Snape?"(p.166) said Hermione in alarm. Is the fear or prediction of Hermione true? HER (Enigma:84) "It'll be gone by next Tuesday," said Ron.(p.166) Will philosopher's stone be not there by next Tuesday? HER (Enigma: 85)

Partial Answer to Enigma 1: The importance of Philosopher's stone is being revealed by the narrator but its link with Harry Potter is still enigmatic for the readers.

Reply to Enigma 41 & 42: The philosopher stone has power to convert any metal into pure gold. It can be used to make someone immortal as it produces the Elixir of life. Nicolas Flamel and Professor Dumbledore worked together on the making of the philosopher's stone.

Reply to Enigma: 37, 60 and 82 Harry's performance was extraordinary in the match against Hufflepuff. Harry remained safe during the match as no one can cast spell on him in the presence of Professor Dumbledore. In spite of Snape's unfair and biased decisions Gryffindors wins. In the presence of Dumbledore there was no need to use counter curse to protect Harry.

Reply to Enigma 36, 44, 52, 62, 74 & 75: The package taken from the Gringotts was having philosopher's stone. Since the Hagrid already emptied the vault Voldemort could not succeed in stealing Philosopher's stone. Dumbledore wants to keep Philosopher's stone as a secret. So, he did not mention logic behind making third floor out of bounds for the students. Harry guess about the package was true. It was the philosopher's stone which was brought by Hagrid from the Gringotts. Harry and his friends were so curious and they could not stop himself in the pursuit of knowing secrets at Hogwarts. Nicolas Flamel is the inventor of the Philosopher's stone. Professor Dumbledore also helped Nicolas Flamel in his research.

4.13.3 Proairetic Codes

This chapter has VVD (204) VV0 (96), VVG (89) and VVN (56) occurrences.

Table 4.34 Occurrence of the Verb ‘want’

6 occurrences.
nder Snapes after it ! Anyone would want it . And no wonder we couldnt find F
yet ? B-b-but Severus , I You do nt want me as your enemy , Quirrell , said S

The word ‘want’ has six occurrences in this chapter but the above mentioned sentences are very important. The first sentence is uttered by Harry that anyone want the stone and Snape could be after it. The second sentence is the conversation between Snape and Quirrell. Snape is pressurising him. Quirrell says I do not want you my enemy.

4.13.4 Symbolic Codes:

This chapter does not contain much in terms of symbolic codes. Malfoy is a rich wizard and has parents. On the other side, Ron is a poor boy and Harry parents are not in the world. Wood is a serious and determined Captain who is struggling hard to prepare his team for the match against Hufflepuff while Weasley twins are the funny and taking match practice as a pastime and fun. On the one side are the defenders of the philosopher’s stone and on the other side are those who want to steal it from Hogwarts.

4.13.5 Cultural Codes:

There is a reference to alchemy and its associated concepts are explained. Thousands of people in the world spent their lives to make philosopher’s stone. Opera is a dramatic work in which all or most of the words are sung to music and it is also Eurocentric.

4.14 Chapter 14: *Norbert the Norwegian Ridgeback*

The most important thing in the chapter is the baby dragon of Hagrid. He gets a dragon’s egg from a stranger in a village near Hogwarts. He is in love with the dragon and treating him as his baby. Harry and his friends tell Hagrid it is not allowed to keep dragon and give him idea to send it to Charlie in Romania.

4.14.1 Semantic (connotative) Codes

In this chapter of the narrative the high frequency words are Harry (42), Hagrid (42), Hermione (31), Ron (30), dragon (s) (23) Norbert (20), Malfoy (10) and crate (7)

Table 4.35: Word Frequency List of Chapter 14

Harry	42
Hagrid	42
hermione	31
Ron	30
Norbert	20
dragon	14
malfoy	10
dragons	9
hagrids	8
fluffy	8
Professor	8
crate	7

For the first time in the whole narrative another character is sharing the top frequency with Harry in this chapter. It is none other than Hagrid who is another major character and helper of Harry. Hermione and Ron are in top five but after them there is Norbert and the word dragon (s). So in this chapter Hagrid and his dragon are frequently discussed and are an important part of the narrative.

Hagrid love for dragon is symbolic in this chapter. He is thirsty of love and companionship and it is his deepest desire to have family and a baby. Hagrid looks at the dragon with misty eyes and tell Harry and Ron about the dragon “He really knows me now, watch. Norbert! Norbert! Where’s Mummy?”(p.172). It shows Hagrid unlimited love and his emotional attachment with the dragon. It seems weird to Ron and he thinks Hagrid has lost his senses.

Harry and his friends are real helpers of Hagrid. Friendship and to take risks for the friends is evident. Malfoy is the symbol of jealousy, hatred and intrigue. Harry and his friends are ready to go to any extent to help Hagrid and to safeguard his job. They are doing every effort

to convince Hagrid to send the Dragon to Charlie. They make all the arrangements to send the dragon safely from Hogwarts to Romania. However, Malfoy is trying his level best to unveil the secret of dragon at Hogwarts. His motive is to expel Harry from Hogwarts.

4.14.2 Hermeneutic codes:

The title of the chapter “Norbert The Norwegian Ridgeback” is highly enigmatic and it is very difficult for reader (s) to predict about it. What is Norbert The Norwegian Ridgeback? HER (Enigma: 86) Harry and his friends meet Hagrid and he is hiding something from them. What is he hiding from them? HER (Enigma: 87). They ask Hagrid they want to ask him something about what is guarding the stone apart from fluffy.

Reply to Enigma 74 In response to it Hagrid tells them only he and Dumbledore know about the guarding arrangements of the stone. It shows that Hagrid timely collected the package and now Fluffy is guarding the stone at third floor of Hogwarts. It shows that Harry and his friends are not willing to stop their curiosity about the stone and secrets at Hogwarts. **Snare:** Is it true that there is no one knows how to access the stone? HER (Enigma: 88). **Reply to Enigma 87:** When they reach in the Hagrid’s hut he tells them that he has got a dragon egg. It was given to him by a stranger down in the village after losing card game from him. **Partial Answer to Enigma 86:** Hagrid show them the egg of Dragon. Ron tells him that it is the egg of Norwegian Ridgeback. They leave the Hagrid’ hut and move back to their dormitories. They receives a letter from Hagrid consisted of two words ‘its hatching’. Ron insisted to witness the hatching as he thinks it is a rare chance to see the hatching of a dragon. Hermione tells him that what Hagrid is doing is not good for him and if someone would come to know about it he would be in hot waters. Not only Hagrid will face the music but also they would be in trouble as well. Malfoy is standing on the distance of few feet. They think that he overhear them. Is Malfoy gets the gist of

their conversation? HER (Enigma: 89) When they are looking at the egg in Hagrid's hut, "Someone was lookin' through the gap in the curtains -- it's a kid -- he's runnin' back up ter the school." (p.172) Who is watching them from the curtain? HER (Enigma: 90). Now they are worried about the baby dragon. Harry suggests to let him go but Hagrid is not willing to let him go. Hagrid says dragon is too little. **Reply to Enigma: 86:** Hagrid gives name Norbert to the baby dragon. So The Norbert Norwegian Ridgeback is the baby dragon of Hagrid. But Harry and his friends are worried because Malfoy could go to Dumbledore any moment. Then they convinced Hagrid to send Norbert to Charlie at Romania and he will take care of him. Ron sends an owl to Charlie and requests him regarding Norbert. In response to Ron's letter, Charlie writes that his friends are visiting UK "Could you get the Ridgeback up the tallest tower at midnight on Saturday? They can meet you there and take him away while it's still dark." (p.173) Malfoy borrows a book from Ron and Ron realises later that Charlie's letter was in the book. Will they be able to do it successfully on Saturday night? HER (Enigma: 91).

On Saturday night, when they are going to the tower in invisibility cloak, Malfoy is seen by Professor McGonagall. He tells her that Harry Potter is coming and he has got a dragon but she does not believe him. They give the Norbert to Charlie's friends but they are in front of Filch as they are stepped into the Corridor as they forget invisibility cloak on the tower. Now they are in control of Filch. Will he take them to Professor Snape or Professor McGonagall? Will they be able to fabricate a story to satisfy their teacher? HER (Enigma: 92).

Reply to Enigma 34: Hagrid gets a chance to own a dragon. But it is very difficult for him to keep it for long time as it is not allowed in England.

Reply to Enigma, 46, 89, 90 and 91: Malfoy got the gist of their conversation and he saw hatching in the hut. They could not hand over the Norbert safely and were caught by Filch on the way back in the corridor as they forgot invisibility cloak in the tower.

Reply to enigma 37: Harry has proved himself as a brave boy and shown himself as the best friend of Hagrid. He helped Hagrid to get rid of Norbert which could be dangerous for the job of Hagrid at Hogwarts.

4.14.3 Proairetic Codes:

Chapter 14 of the narrative has VVD (204) VV0 (108) and VVG (91) occurrences.

Table 4.36 Occurrence of the Verb 'know'

12 occurrences.
are you revising for , you already know it all . What am I revising for ? Ar
rted studying a month ago , I do nt know whats got into me Unfortunately , th
go , said Ron impressively . And we know what that dogs guarding , its a Phil
in here , students aren sposed ter know . Theyll think Ive told yeh See you
cant , he said . Number one , I don know meself . Number two , yeh know too m
don know meself . Number two , yeh know too much already , so I wouldnt tell
out an all ? Beats me how yeh even know about Fluffy . Oh , come on , Hagrid
ht not want to tell us , but you do know , you know everything that goes on r
y moment . Hagrid bit his lip . I I know I cant keep him for ever , but I can
to twice its usual size . He did nt know whether it was safe to go to Madam P
at book Malfoy took , he s going to know were getting rid of Norbert . Harry
Invisibility Cloak , Malfoy does nt know about that . They found Fang the boa

The occurrences of the word 'know' in the above table are important. Few lines are about the knowledge of Harry and his friends about Fluffy and what is he guarding. Then Hagrid conviction that he cannot keep Norbert for long time. Norbert bit Ron on hand and he is indecisive and do not know whether it is safe to go to Madam Pomfrey? The second last line is the apprehension of Harry and his friends that Malfoy knows that they are getting rid of Norbert.

The knowledge, confusion and indecisiveness of characters play an important role in the progression of the narrative.

4.14.4 Symbolic Codes

Hagrid wants to keep the baby dragon but Harry and his friends are not in favour of keeping him in the hut. Harry and his friends want to get rid of Norbert safely but Malfoy is trying to get them penalized for it.

4.14.5 Culture Codes

Dragon is an important character in the western fairy tales. The narrator aptly inculcates the western tradition of fairy tale in the narrative. Lullaby is a global way to make babies sleep and Hagrid considers himself the mummy of the baby dragon. In western societies people show a lot of love for the domestic animals such as dogs and cats. They take care of them more than anyone else.

4.15 Chapter 15: *The Forbidden Forest*

Gryffindor loses 150 points because of Harry, Hermione and Neville presence in the astrology tower at night. The narrator narrates the detention of Harry, Hermione, Malfoy and Neville in the forbidden forest. Harry sees a cloaked figure sucking the blood of a unicorn. The figure attacks Harry but he is being rescued by a centaur named Firenze. He tells Harry that unicorn blood keeps you alive even you are closed to death. But it is a half-life which is cursed. He also tells Harry that the figure was Voldemort and he wants to steal Philosopher's stone as it is the elixir of life.

4.15.1 Semantic (connotative) Codes

The list of high frequency words has Harry (75), Hagrid (43), Hermione (26), Ron (20), Neville (19), forest (19) Firenze (17), unicorn (17), Malfoy (16), bane (14) and Filch (11).

Table 4.37: Word Frequency List of Chapter 15

Harry	75
Hagrid	43
Hermione	26
Ron	20
forest	19
Neville	19
Firenze	17
unicorn	17
Malfoy	16
bane	14
Filch	11

The list shows all the important characters and Hagrid is important part of this narrative as he is with the students in the forbidden forest. The word forest is frequently used in the chapter. The words, unicorn, bane and Firenze are also used in the narrative.

Centaurs are the symbol of innocence and followers of heavenly bodies. Forest is the symbol of danger. Unicorn is the symbol of Purity and chastity. McGonagall is the symbol of justice and fair play. She gets points from Gryffindors for the rule breaking of Harry, Hermione and Neville.

4.15.2 Hermeneutics Codes

The chapter starts with the reply to enigmas of previous chapters. **Reply to Enigma 92:** Filch takes them to Professor McGonagall. She asks the reason for wondering outside their rooms at midnight. They are unable to fabricate any story to justify their presence outside their room at late night. The remains silent and Professor McGonagall takes dragon issue as a bull and cock story. She takes 150 points from Gryffindor. Harry who is the most popular student is now the most hated person in Hogwarts. No one is willing to talk to Hermione and Neville. Will they be able to do something that brings back their integrity and the points for their house? HER (Enigma: 93) Harry overhears Quirrell speaking to someone in class room “no no ..not again

please... all right" (p.180). With whom Quirrell talking in submissive manner HER (Enigma: 94) Professor McGonagall sent message to Harry to see Filch for their detention at eleven o'clock tonight. Filch takes them to Hagrid's hut and tells him to take them to the forbidden forest. Will Harry be safe in the forest? HER (Enigma: 95). Hagrid sees unicorn blood in the forest and instructs the students to find the one who is killing unicorn. Harry is accompanied by Malfoy and Fang (Hagrid's dog). They see a cloaked figure sucking the blood of unicorn. Malfoy and Fang run away and leave Harry alone. Who will rescue Harry now? HER (Enigma: 96). **Instant reply to Enigma 95 & 96:** The cloaked figure attacks Harry but he is rescued by a Centaur.

Harry feels extreme pain in his scar. What is the reason behind the extreme pain in the Harry's scar? HER (Enigma: 97). The centaur tells Harry that the forest is not safe place for him. **Reply to Enigma 97:** He also tells Harry that Unicorn blood gives life to even those who are at the verge of death. And it was the Voldemort who was sucking blood of the unicorn. **Snare Enigma 50:** Harry feels pain on her forehead as Snape have a look on him along with Quirrell. Does Snape has any link with Voldemort? Harry feels pain in his scar in the presence of Voldemort. The discourse of the narrative is misleading. It shows that Snape has a link with Voldemort and it caused pain in Harry's scar on the very first day at Hogwarts with the look of Professor Snape.

Reply to Enigma 1: Voldemort needs philosopher's stone to restore his powers. So Harry has a link with the philosopher's stone and Harry would try to keep it away from Voldemort. Harry is afraid and thinks that Voldemort will come and kill him. Will Voldemort succeed to kill Harry in Hogwarts? HER (Enigma: 98). When Harry reaches his room he finds invisibility cloak under his sheet. Who placed the invisibility cloak under his bed-sheet? HER (Enigma: 99)

4.15.3 Proairetic Codes

This chapter has VVD (302) VV0 (137) and VVG (118) occurrences.

Table 4.38 Occurrence of the Past form of the Verb ‘believe’

2 occurrences.
three of them . I would never have believed it of any of you . Mr Filch says y
ngbottom here heard the story and believed it , too ? Harry caught Nevilles e

The above mentioned sentence are uttered by Professor McGonagall that she could not believe that Hermione and Harry are breaking rule. Then in the second sentence she says Neville has believed the story told by you or Malfoy. But it is not a true story it is just a fabricated story.

Table 4.39 Occurrence of the Verb ‘believe’

1 occurrence .
hird floor who do you think theyll believe , him or us ? Its not exactly a sec

It is the apprehension of Harry that they cannot blame Snape as Dumbledore would not believe their story and would listen to what Snape will advocate.

4.15.4 Symbolic Codes:

Hogwarts is a safe place for the students and the forest is a dangerous for them. Hogwarts is full of life and possibility of death is there in the forest. Snape is a biased while Professor McGonagall believes in fair play and justice. Filch is a rule abiding employee of Hogwarts and there is no chance of any mercy from his side. On the other hand, Hagrid is a lenient man who loves to help the students. This is the apparent reason that Harry and his friends hate Filch and they love to share their problems with Hagrid. Harry is a brave boy while Malfoy is a mean and coward boy. Firenze believes in helping Harry and Hagrid while Bane believes in stars and does not want what is star says. He is a helper of the Harry and against Voldemort. Bane is neutral and does not want to interfere in the matter of Harry and Voldemort.

4.15.5 Cultural Codes

Centaur is a mythical creature and the narrator picks it from the Greek Mythology. Unicorn is also a mythical animal and it is not clear whether they actually exist or are also the part of mythological stories. The influence of Greek mythology is evident in the narrative.

4.16 Chapter 16: *Through the Trapdoor*

This chapter covers the most important event of the narrative and now the narrator is all set to un-wrap all the enigmas posed in previous chapters. Harry, Ron and Hermione get the secret of dodging three-headed dog (Fluffy). They move together towards their target. At the end Harry is alone to face all the risks being a true protagonist.

4.16.1 Semantic (connotative Codes)

The high frequency words in this chapter are Harry (112), Ron (63) Hermione (60), professor (21), Neville (19), Snape (18), stone (16), Dumbledore (15), Fluffy (11) and trapdoor (8)

Table 4.40: Word Frequency List of Chapter 16

Harry	112
Ron	63
Hermione	60
Professor	21
Neville	19
Snape	18
stone	16
Hagrid	16
Dumbledore	15
fluffy	11
cloak	11
whispered	9
trapdoor	8
McGonagall	8
dragon	8

Harry is again at the top of the list with Ron and Hermione. Dumbledore is also an important character since the start of the narrative. Stone is an important object and Voldemort want it badly. Fluffy and the trapdoor are hurdles between the seeker (s) and the stone.

Friendship, bravery and knowledge are the major symbols in the chapter. Ron and Hermione prove the proverb “friend in need is friend indeed” with their bravery and strong faith on Harry and his abilities. Ron exercises his skills in chess and at the end sacrifices himself for the sake of Harry’s advancement. Hermione’s knowledge in magic helps Harry to move forward. Friendship and knowledge are the most important symbols in the chapter.

4.16.2 Hermeneutic Codes

Harry is worried about philosopher’s stone and Voldemort or Snape intentions about the stone. But he is contented that as long as Dumbledore is around it is safe and Hagrid has never told anyone about the secret to get past fluffy. But all of sudden he tells his friends to visit Hagrid. Harry inquires Hagrid that can you tell me about the stranger who lost Norbert to you? Did he take interest in Fluffy? **Reply to Enigma 88:** In response to this Hagrid tells him that he could not see the face of stranger as he was wearing a hat. “I told him, Fluffy's a piece o' cake if yeh know how to calm him down, jus' play him a bit o' music an' he'll go straight off ter sleep --”(p.194) After the revelation of such a grave mistake by Hagrid, Harry decides to see Dumbledore and wants to tell him that Hagrid has told Snape or Voldemort how to get past Fluffy? Will he be able to see Dumbledore? HER (Enigma: 100). **Reply to HER Enigma 100:** Harry and his friends requests Professor McGonagall that they want to see Dumbledore. She tells them that he has gone to London and will be back by tomorrow. They tell her that Snape is going to enter trapdoor tonight. Harry is aware of the gravity of the situation as Dumbledore is away and Philosopher’s stone is at risk. Dumbledore was the only shield to keep Voldemort away

from the philosopher's stone. Will Voldemort or Snape try to steal philosopher's stone in the absence of Dumbledore? HER (Enigma: 101).

Harry, Ron and Hermione are restless and wandering to watch Snape. But McGonagall and Snape see them and warn them not to move at night. Then Harry tells them he has to protect the stone tonight. After reasoning with him Ron and Hermione are also ready to join Harry to protect the stone. Will they reach third floor safely? Will they be able to get past Fluffy? HER (Enigma 102) Will they stop Snape or Voldemort to access the stone? HER (Enigma: 103) Will they be able to break all the obstacles and enchantments used by their teachers and Dumbledore to protect the stone? HER (Enigma: 104) **Reply to Enigma 101& 102:** As they reach in front of the Fluffy, the door is unlocked. It means someone has already got past Fluffy. They play harp and flute and successfully enter the trapdoor. They jump down the trapdoor they find themselves stuck in a plant. Hermione manages to get her free before the plant gets the grip of her. But both the boys are in the grip of the plant. She uses blue flame with her wand to set the boys free from the plant. Then they enter in a stone passage. When they move in the passage way they see a door and hundreds of birds. Hermione tells them these are not birds but keys to the next door. Ron sees the lock and tells them we need the big one key.

In the next chamber they find towering chessmen and a door behind the white pieces of the chess. The chessmen are alive. Ron plays the game wisely. Hermione and Harry move forward and reach the door but Ron sacrifices himself and gets a head injury by the white queen. **Reply to Enigma 103:** With their bravery, knowledge and trust on each other, they have broken all the charms and traps employed by their teachers.

Hermione goes back and Harry moves forward and "then he was on the other side, in the last chamber. There was already someone there -- but it wasn't Snape. It wasn't even Voldemort."(p.208)Who is there in the Chamber? HER (Enigma: 105)

4.16.3 Proairetic Codes

The chapter 16 has VVD (467) VV0 (238), VVG (142) and VVN (104) occurrences.

Table 4.41 Occurrence of the Verb 'expect'

3 occurrences.
et through his exams when he half expected Voldemort to come bursting through
Whatever Professor McGonagall had expected , it wasnt that . The books she wa
and sprinted across the room . He expected to feel sharp beaks and claws tear

The first sentence is about the fear and expectation of Harry that Voldemort could attack him anytime. The second sentence is about McGonagall that she is not expecting that the students know about the philosopher's stone. The last sentence is the expectation of Harry, Ron and Hermione as they were about to open the door.

Table 4.42 Occurrence of the Verb 'believe'

1 occurrence .
id drunk . I just hope Dumbledore believes us . Firenze might back us up if B

It is the conviction of Harry Potter that Dumbledore will believe that Hagrid has told someone the secret to get past Fluffy.

4.16.4 Symbolic Codes

Snape, Professor McGonagall, Filch, Miss Norris, Neville and Peeve want to restrict Harry and his friends to their rooms. But Harry and party want to access trapdoor on the third floor. Harry and his friends on the one side and all the obstacles are on the other side to stop them from

accessing the last chamber. Harry and his friends want to protect the philosopher's stone while Voldemort and his followers want to steal it.

4.16.5 Cultural Codes

Cheating is a universal phenomenon and all the teachers try to make anti cheating techniques to stop students. But at Hogwarts they use Anti-cheating spell. "1637 Werewolf Code of Conduct or the uprising of Elfric the Eager." Elfric the Eager is written in a way the titles of kings are written in England like William the Conquer.

4.17 Chapter 17: *The Man with Two Faces*

"The man with two faces" is the last chapter of the narrative and the narrator aptly concluded the narrative. In this chapter, all the enigmas employed in the previous chapters are resolved. Harry sees Voldemort for the first time. And Dumbledore reveals all the secrets which have been disturbing Harry since the day Hagrid met him.

4.17.1 Semantic (Connotative Codes)

The frequency list of the last chapter of the narrative has Harry (83), Quirrell (54), Dumbledore (30) stone (25), Ron (19) , face (17), mirror (15), Snape (14) and Voldemort (12)

Table 4.43: Word Frequency List of Chapter 16

Harry	83
Quirrell	54
Dumbledore	30
stone	25
Ron	19
face	17
mirror	15
Snape	14
Hermione	13
Voldemort	12
Hagrid	12

Harry is at the top of the list and on the other side of the binary is Quirrell with 54 occurrences in the frequency list. Next in the list is Dumbledore preceded by stone. So these high frequency words make the narrative grid of the chapter.

The important symbol is the power. Voldemort want to achieve power and want an endless life. The other important symbol is love which is the most powerful thing in the world. Love never dies and protect from the turmoil of life.

4.17.2 Hermeneutic Codes

It is the last chapter of the narrative and the narrator reveals replies to all the enigmas. But the narrator is not willing to stop employing enigma. The title of the chapter 'The man with Two Faces' is enigmatic. How a man can have two faces. Who is the man with two faces? HER (Enigma: 142) **Reply to Enigma 141:** When Harry reaches chamber he finds Professor Quirrell.

Reply to Enigma 90 & 93: It was not Snape who was casting spell on Harry during Quiddich match. It was Quirrell who was trying to kill him. Snape was not doing this to favour his Slytherin team. Surprisingly, Snape used counter-chant to save Harry from the chant of Professor Quirrell.**Reply to Enigma 105:** Snape decided to be the match referee not to kill Harry. According to Quirrell "Why do you think he wanted to referee your next match? He was trying to make sure I didn't do it again." (p.209) So Snape was not against Harry and Dumbledore. He was the protector of Harry Potter. **Reply to Enigma 84& 85:** It was Professor Quirrell who brought the troll in Hogwarts. Quirrell told Harry that Snape already suspected him. Resultantly on Halloween night, Snape went straight to the third floor to protect the stone.

Reply to Enigma 44: Nothing happened with Quirrell in black forest. In fact he met Voldemort during his voyage of the world, joined the dark side and become the slave of Voldemort. Because of his master's order he remained confuse and stammers. **Reply to enigma 66, 67, 109, 110&**

111Harry felt pain in his scar as he entered for the first time in great hall because of Quirrel's look.Snape is not on the side of Voldemort and rather he tried to threaten Quirrell in the forest. Professional jealousy did not exist between both of them. He was not interested to know how to trespass Fluffy but he just wanted to know the knowledge level of Quirrell about the ways to access the stone. **Reply to HER Enigma 73** Professor Quirrell tells Harry "He was at Hogwarts with your father, didn't you know? They loathed each other. But he never wanted you dead."(p.210)Then why Snape used counter-chant to protect the life of Harry and became referee of Quiddich match? HER (Enigma: 143)

Reply to Enigma 124Quirrell was talking to Voldemort in the classroom. It was Quirrell who tried to steal the package from Gringotts. Quirrell tells Harry to see in the mirror of Erised and help him to get the stone. Why Quirrell cannot see the stone in the mirror? HER (Enigma: 144). Will Harry tell Quirrell about the stone? HER (Enigma: 145) **Reply to Enigma 145:** Harry tells lie to Quirrell "I -- I'vewon the house cup for Gryffindor."(p.212) **Reply to Enigma 142:** Then Quirrell turban falls and on the back of his head was the face of Voldemort. The face tells Harry "Mere shadow and vapor ... I have form only when I can share another's body... but there have always been those willing to let me into their hearts and minds.... Unicorn blood has strengthened me, these past weeks... you saw faithful Quirrell drinking it for me in the forest.."(p.213) It was not Voldemort who was sucking the blood of Voldemort. He used Quirrell body to suck the blood of unicorn. Harry feels sever pain in his scar. **Reply to HER Enigma 66,127 & 30:** It was the look of Quirrell that hurt Harry's scar in great hall. When Harry came in front of Voldemort in forest he felt pain in the scar. When Dumbledore left Hogwarts, it was the time when Voldemort was around Harry so he felt pain in scar and it was warning that Voldemort was around Harry. Harry's apprehension was true that it was a warning.

Voldemort tells Harry “but your mother needn't have died... she was trying to protect you...”(p.213) Why Voldemort wanted to keep Harry’s mother alive? HER (Enigma: 146)

Reply to enigma 69: Voldemort tells Harry ‘Don’t be a fool,’ snarled the face. ‘Better save your own life and join me” (p.213). It is the interpretation of the dream of Harry in which he saw himself wearing Quirrel’s turban talking to him and forcing him to join Slytherin. The dream was true and Voldemort was speaking to Harry to join him as Slytherin was the house of Voldemort at Hogwarts. The presence of Malfoy and Snape in the dream has not yet clarified by the narrative.

Reply to Enigma 130 & 132: Harry’s apprehension was true about the approaching danger. Voldemort was ready to steal the stone and to kill him. **Reply to Enigma 128:** Quirrell tries to kill Harry but he cannot touch his body and feels pain in his hands. Harry catches Quirrell by arm and Harry can hear his shrieks. Why Quirrell is unable to touch Harry’s body? HER (Enigma: 147) Then Harry finds himself in hospital. **Reply to Enigma 132& 140:** Dumbledore tells him that he received the message sent by Hermione. He reached in time and did not allow Professor Quirrel to get hold of the stone. **Reply to Enigma 12&147** Professor Quirrell could not touch Harry as he was protected by her mother’s shield of love. Probably this is the reason which safeguarded Harry against Voldemort attack in his childhood. **Reply to enigma 134:** Harry succeeded to protect stone from Voldemort. Dumbledore tells him that the stone has been destroyed with the consent of Nicolas Flamel.

Reply to Enigma 97, 103& 129: Dumbledore sent invisibility cloak to Harry and it was with him. Dumbledore placed the cloak on Harry’s bed. Harry’s father used it for taking things from the kitchen of Hogwarts. **Reply to Enigma 143:** Harry’s father saved Snape’s life so by protecting Harry Snape was trying to settle score with his father. **Reply to Enigma 144:**

Dumbledore told Harry “You see, only one who wanted to find the Stone -- find it, but not use it -- would be able to get it, otherwise they'd just see themselves making gold or drinking Elixir of Life.”(p.217)

The narrator is so fond of employing enigma that even at the end of the narrative, a last enigma is employed. At the end of year, Dumbledore announces points for all the houses. Gryffindor is at the fourth position with **312 points**, Hufflepuff at the third position with **352 points**, Ravenclaw **426** points and Slytherin at the top with **472 points**. Will the narrative end with the failure of Harry and Gryffindor? HER (Enigma:148) Dumbledore says there are few last minutes changes in the point table due to certain developments. Then Dumbledore announces 50 points for Ron for his performance in chess, 50 points to Hermione for using cool logic in the face of fire and 60 points to Harry for his courage and pure nerves. Even after getting **160 points** Gryffindor is equal to Slytherin as $312 + 160 = 472$. Will both the houses share the first position? HER (Enigma: 149)

Reply to Enigma 65, 148 & 149: But Dumbledore give 10 points to Neville for his courage to stand against his enemies and Gryffindor wins the house cup of the year. **Reply to Enigma 123:** Harry, Hermione and Neville got all the points they lost for the rule-breaking.

Reply to Enigma 70: Voldemort needed a body to bring back to life and regained life by incarnated in the body of Quirrell. Voldemort appears in the last chapter on the back side of the Quirrel's head. It was the only reason to cover his head with the turban. He told a lie to his students that the turban was given to him by an African prince.

Reply to enigma 50, 53& 56: Harry has shown excellent performance in Quidditch. He controlled the troll and protected the philosopher's stone. His house got 60 points because of his extraordinary performance.

4.17.3 Action Codes

The last chapter of the narrative is full of actions and resolution of enigmas and has many occurrences of action codes. The chapter has VVD (347), VV0 (152), VVG (126) and VVN (94).

Table 4.44 Occurrence of the Verb 'seem'

6 occurrences.	
in to the Mirror . But Snape always	seemed to hate me so much . Oh , he does
, a voice answered , and the voice	seemed to come from Quirrell himself . U
y breathed in the funny smell that	seemed to come from Quirrell's turban . H
e instead anyway , got yeh this It	seemed to be a handsome , leather-cover
tched ceiling ; the stars overhead	seemed to quiver . Percy could be heard
got . This did nt worry Harry . It	seemed as though life would be back to

The narrative code is evident in the above table. The first sentence is about Harry assumption about Snape. The rest of the sentences are the part of narrative tense like voice seemed to come from Quirrell and it seemed as though life would be back.

4.17.4 Symbolic Code

The binary of good and bad is clearly visible in the whole narrative and it is a war between the forces of good and evil. Voldemort is on one side of the binary with the greed for power and Harry is on the other side with goodness of his heart. Voldemort has incarnated himself in the body of Professor Quirrell and on the other side a first year student but his power is the love shield of his mother. The narrator aptly shows the difference between the love of a mother and love of a father for their babies. Harry's father was killed by Voldemort and apparently without showing any concern for his son but Harry's mother tried to protect her son and was killed by Voldemort for protecting the baby.

4.17.5 Cultural Codes

Mother is considered as the symbol of love and care for her children in all the cultures of the world. The narrator aptly integrates world culture in the narrative as mothers are considered more concerned for their babies than the fathers.

4.19 Narrative Structure of Harry Potter Series

The writer has skilfully developed the narrative structure of the series. The overall narrative structure of the series is presented below in the light of Barthes Narrative codes.

4.19.1 Semantic (connotative) Codes in Harry Potter Series

The first book of the series orients the readers with the setting, characters, protagonist and antagonist of the narrative. The narrative is divided into the world of muggles and the world of wizards. The boarding school settings and the teaching/learning of magic is the major thread of the story. Hogwarts School of Witchcrafts and Wizardry is built in the form of a castle in countryside.

The writer presented characters having different traits. Harry's early life at Privet Drive is miserable. Dursleys are shown as snobbish family. Dudley is a spoiled and mischievous boy. Harry is a good-natured boy who has surrounded by his friends Hermione, Ron and Hagrid. The protagonist with his friends is prone to violate the rules of the school to unveil the mysteries buried in the school. Harry is shown as a curious and brave boy. Hermione is a book-worm and a bossy girl who always wants to be dominant. Ron is a boy from poor family and victim of inferiority complex due to extraordinary performance of his siblings at Hogwarts. George and Fred are carefree students of Hogwarts. They also love to break the rules of schools they gave the magical map to Harry Potter. Weasleys are like the real family members of Harry Potter.

Hagrid is a sincere but careless wizard and his neck is suitable for all kinds of traps. The teachers at Hogwarts are also different in their approach towards discipline and teaching. Snape and McGonagall are highly professional and strict teacher. Professor Quirrell is a mysterious and confused teacher. Dumbledore is a strict but kind teacher and a true well-wisher of Harry. Professor Gilderoy Lockhart is a show-off wizard. He has written many books and earned a lot of money from them. He is not a very competent wizard but he pretends to be a most knowledgeable teacher of the wizards' world. Professor Slughorn and Professor Lupin are the competent teacher. Slughorn is a student friendly teacher in the school. He usually invites his students at his residence for dinner.

Sirius Black, Remus Lupin and Peter Pettigrew were the friends of Potters at Hogwarts. Pettigrew betrayed Potters and aligned himself with Voldemort. Sirius Black is shown as the God-father of Harry Potter. He gave his house to Harry Potter. Professor Lupin teaches Harry the spell to protect himself from Dementors. He remains the protector of Harry till the end of the narrative. Dobby and Sirius Black are the symbol of friendship. Both of them sacrificed their lives for Harry Potter.

Malfoys being a rich wizard family hates poor Weasleys. They are extremely snobbish and being the heirs of Slytherin hate mudblood. Bellatrix is the major character on the Voldemort side. She is cousin of Sirius Black. She is a bad-mannered witch and the murderer of Dobby and Sirius Black.

The author used anagrams 'Mirror of Erised' and '**Erised stra ehru oyt ube cafru oyt on wohsi**'. In the first anagram, She rearranges a single sentence and in second anagrams she rearranges a complete sentence 'I show not your face but your hearts' desire'

J.K. Rowling wrote the series after reading many classical books and it could be inferred that she has interaction with the Eastern or Eastern works. The use of word “nagini” for the Voldemort’ snake clearly shows that J.K. Rowling had idea about Indian words and stories. Keeping the tradition of coinage she adds “i” with the Urdu language word “nagin” for the female snake.

Harry is a parselmouth and can talk to snakes. At the end of the book-II, Dumbledore tells Harry about the reasons behind similarities between Harry and Voldemort. Voldemort unintentionally transferred his magical power into Harry Potter during his attempt to kill Harry Potter. Voldemort is the embodiment of evil and hungry for gaining more and more power. He is the most powerful wizard of his time. He can kill anybody without any reason. He is the symbol of terror in the wizards’ world. The non-existent (virtual) appearance of Voldemort is an innovative idea of the writing.

The series symbolises the war between good and bad. Book V to VII of the series are published after 9/11. Book VII of the series was published after 7/7. The series symbolises the rise of extremists in the world and efforts to save the world from terrorism. The series can be seen as a criticism on the traditional education system and the teacher-centred approach in academics. It also condemns the orthodox rules in education system.

The difference between pure-blood and mudblood starts in book-II. Luscious Malfoy shows hatred for the mud-blood. Salazar Slytherin wanted to be more selective regarding admission of students at Hogwarts. But other founders of Hogwarts did not agree with him and he left Hogwarts. He insisted to only give admission to the pureblood. Tom Riddle tells Harry that he does not want to keep mudblood name so he has changed it. It symbolises the difference on the basis of ethnicity and discourages globalisation and internationalism. It indicates the

hatred in the UK and the USA about the immigrants who are different from them. It also discourages the theme of globalisation. The author implicitly gives hint toward these two subcultures black and white in the narrative. It also indicates and shows the reservations of fundamentalists who are against multiculturalism and globalisation. They want to keep themselves isolated from the people who have different ethnicity and blood-lineage. The author has implicitly predicted the Brexit and the rise of nationalism in the USA.

4.19.2 Hermeneutic Codes in Harry Potter Series

The series has many enigmas from book-I till Book-VII. The titles of all the books of the series are enigmatic. In book-I the major enigmas are about the identity of Harry Potter, the reason behind the murder of Harry's Parents, Harry's ability to speak with snake, Harry's survival, importance of Philosopher's stone, Malfoy's allegiance with Dumbledore, Snape's hatred for Harry and mysterious personality of Professor Quirrell.

The major enigmas of book-II are regarding the opening of the chamber of secrets, reasons behind the re-opening of the chamber of secrets, dementors, entry of Dobby in the narrative, Harry's ability to speak with snake, previous opening of the chamber of secrets. However in book-III presents only one major enigma about the Sirius Black allegiance with Potters. Book-IV also has the one major enigma about the placement of wrong port key in the cup. Book-V has two major enigmas about the allegiance of Ministry of Magic with Voldemort and the restoration of Dumbledore as the Headmaster of Hogwarts.

J.K. Rowling employed many major enigmas in Book-VI of the series. The concept of Horcruxes introduced in the book and seven horcruxes of Voldemort are highly enigmatic. Other major enigmas are the identity of the half-blood prince, loyalty of professor Snape, love affairs of Harry Potter and his friends. Book-VII of the series has one major enigma about the sign of

deathly hallows, a symbol having elder wand, invisibility cloak and a triangle. All the enigmas presented in the previous books are revealed in book-VII.

4.19.2.1 Snares in the Series

The writer uses misleading discourse in the form of snares in the series. Snape is shown as the enemy of Potters and loyal to Voldemort. Professor Quirrell is presented as an innocent person and loyal to Dumbledore. Neville is shown as a coward boy in the initial books of the series. Hagrid and Sirius Black are presented as criminals. Fake Moody is shown as the supporter of Harry Potter. Dobby is presented as the enemy of Harry Potter. Goblins are shown as innocent creatures. Draco is shown as an enemy of Harry Potter. The revelation of the enigmas is delayed throughout the series through snares and partial answers.

4.19.2.2 Revelation of Enigmas

Most of the enigmas revealed at the end of the book by Dumbledore. Answer to the Harry's ability to speak with snakes is delayed till book-II. The reason behind the expulsion of Hagrid from Hogwarts is revealed in Book-II. Malfoys allegiance with Voldemort is kept hidden by the narrator in Book-II. Five horcruxes of Voldemort are being revealed and destroyed in Book-VII. Relationship status of Harry and Hermione is revealed in Book-VI. It is revealed in the last book of the series that Snape was never been with Voldemort and he killed Dumbledore on the instructions of Dumbledore. He was a betrayed lover of Harry's mother. So his love for Harry's mother impelled him to protect Harry from Voldemort. His hatred for Harry's father is reflected in his attitude towards Harry Potter.

4.19.3 Proairetic Codes in Harry Potter Series

The plot revolves around Harry Potter, Voldemort and Hogwarts. Most of the actions deal with the life of Harry Potter at Hogwarts and challenges face by him. The action of the narrative is

fast in the first, second, third and fourth book. But the author delayed the action in the fifth and sixth book of the series. The life of Harry Potter at Hogwarts and outside the Hogwarts is challenging. Harry struggles for survival throughout the series. Harry is always present in the most important actions of the narrative. The narrator used verbs seem, want, realise, think, expect to create expectations of the readers.

4.19.4 Symbolic Codes in Harry Potter Series

Binary opposition is the hallmark of the series. All the titles of the books have binary opposition on the one side of the binary is Harry Potter and on the other side of the binary are (1) The Philosopher's Stone (2) Chambers of Secrets (3) The Prisoner of Azkaban (4) The Goblet of Fire (5) The Order of Phoenix (6) The Half-blood Prince (7) The Deathly Hallows. There is binary opposition between good wizards and bad wizards, muggles' world and wizards' world, Harry and Ron, Dumbledore and Voldemort, Professor Snape and Professor McGonagall, Hagrid and Flitch, Dursleys and Potters, Weasleys and Malfoys, Professor Slughorn and Professor Snape, Smeltings and Stonewall, Quidditch and football, wizards sports and muggles' sports, illusion and reality, existence and virtual existence, bewitched environment and real environment, real face and pretentious face, aggressive spells/defensive spells, Dumbledore Army and Death Eaters, Ministry of magic and order of the phoenix, Gryffindor and Slytherin, conformity to the rules and non-conformity to the rules, rags and riches, brave and coward. All these binaries played a vital role in the grand structure and plot of the narrative.

4.19.5 Cultural Codes in Harry Potter Series

The series is Eurocentric and presents the British culture as the representative of global culture. The names of the characters, settings, cuisine, sports, festivals, attires, education system, major magical devices are westernised. Mars Bars, pasties, beans, chocolate, gum, cake, candies

sandwiches and sneakers (shoes used for sports or with informal dress) are the part of modern British and modern global culture as well. Christmas, Halloween, opera and Valentine's Day are the significant part of Western hemisphere.

Use of train for long distance and short distance journey is common in the UK and the USA. London and its underground (railway in London) are places of attract for the tourists.. Hamburger, restaurants, pubs, book shops, music stores, and cinemas are the integral part of the modern living style.

Trolls, flying horses, unicorns and centaurs are taken from Greek mythology. Dragons are also associated with magic in West. Robes are important part of academic in modern education system. Castles are important part of British architecture and it has link with fairy tales. Therefore, Hogwarts School of Witchcrafts and Wizardry is built in the form of a castle.

The next chapter covers the intertextual parallels of magical devices, magical beings, themes, characters and settings in *Harry Potter series* and two texts selected from Eastern fantasy tradition.

CHAPTER 5

INTERTEXTUAL ALLUSIONS IN HARRY POTTER SERIES

The chapter discusses the intertextual allusions in Harry Potter Series by drawing parallels with Hoshrubah and The Adventures from the Dastan of Amir Hamza. These parallels are discussed under the headings of magical devices, characters, themes and settings with examples from the texts.

Harry Potter series has many intertextual allusions from the Greek mythology and British fables. But the major thrust of the thesis is to trace out the allusions which were derived in intertextual fashion from Eastern folktale tradition i.e. Hoshrubah and Adventures from the Dastan of Amir Hamza. .

5.1 Parallels in Magical Devices

Many direct parallels in terms of magical devices and their usage can be drawn between Harry Potter Series and the two texts from the Eastern tradition in fantasy literature.

5.1.1 Hermione's Bag and Amar's Zambil

The analysis has shown that there exist some parallels between Amar Ayaar's Zambil and Hermione's bag. For instance, Amar Ayaar has a bag "zambil" that could contain whole world in it. Likewise, Hermione has a magical bag and inside the bag she carries Harry's invisibility cloak, and Perkins's tent. She used the bag to help Harry and Ron during their search for the Voldemort's Horcruxes. In Harry Potter and Deathly Hallows when Dobby was attacked by

Bellatrix Lestrange, Harry asked Hermione to find something in her bag. So both the bags have one common function of containing things which are many times bigger than the sizes of the bags.

5.1.2 Invisibility Cloak of Harry Potter and Invisibility Cape of Amar Ayaar

Another important device which is used by J.K. Rowling in her text is the invisibility cloak.

Harry used the cloak to find books in the library, to access the mirror of 'erised' and to handover Norbert to the friends of Ron's brother. Surprisingly, Harry got it as a gift from his father at the occasion of Christmas and the written message with the cloak was "Your father left this in my possession before he died. It is time it was returned to you. Use it well." Harry Potter and the Philosopher's stone (p.148). Harry Potter used the same cloak in the Harry Potter and the Chamber of Secrets to break the rule at night when the students were not allowed to roam around. He and his friends went to Hagrid's hut and overheard the discussion between minister, Lucious Malfoy and Hagrid. The invisibility cape of Amar Ayaar also had the same function of hiding him from others but he can see others by wearing it. Amar Ayyar used the cape to approach enemies and for the spying purpose as well.

5.1.3 Harry's Parseltongue and Amar's Language Acquisition of Other Creatures

Another important parallel that can be traced in Harry Potter and Hoshruha is the gift of language for the protagonist. In Dastan of Amir Hamza, Amar was taught the language of all creatures by Gabriel (p. 418). Harry Potter could speak the parseltongue which was the language of snakes and he demonstrated it during his visit to zoo in "*Harry Potter and the Philosopher's Stone*". He could hear and understand the words of Basilisk in the second book "*Harry Potter and the Chamber of Secret*" as he is a parselmouth who can speak and understand the parsel language. He has got this magical ability when Voldemort attacked him. In "*Harry Potter and the*

Chamber of Secrets” Dumbledore tells Harry “You can speak Parseltongue, Harry,” said Dumbledore calmly, “because Lord Voldemort -- who is the last remaining ancestor of Salazar Slytherin -- can speak Parseltongue. Unless I'm much mistaken, he transferred some of his own powers to you the night he gave you that scar” (pp. 285-286). In “*Harry Potter and the Half-Blood Prince*” Voldemort could speak parseltongue as he inherited it and as a young boy he told Dumbledore that he could talk to Snake “I can speak to snakes. I found out when we've been to the country on trips” (p. 345).

5.1.4 Musical Instruments as a Magical Device

Musical instruments are also used as magical device to enchant enemies. Amar Ayaar got a gift from Prophet David which is called ‘do-tara’. Whenever he plays music on it, the listeners are enraptured. He also received a gift of singing from the prophet David. People who hear it got enamoured. In the same way, Fluffy in Harry Potter and Philosopher’s stone slept by listening to flute. The function of the music to divert the enemies’ attention is used in both the narratives.

5.1.5 Philosopher’s Stone and the Gift of Immortality

Prophet Muhammad (Peace be Upon Him) gave Amar the gift to evade death unless he will call for death three times. Philosopher’s stone in the first book of Harry Potter series has the same function. Nicolas Flamel made the stone as an elixir of life whoever drinks it, will become immortal. There is a method to avoid death in Hoshruha as well “Emperor Afrasiab was among the seven immortal sorcerers of Hoshruha who could not be killed while their doppelgangers (magic double) lived” (p.xxxvvi). Voldemort made seven Horcruxes to save himself from death. So the function of these Horcruxes is to eschew the death. Voldemort can only be killed after destroying these Horcruxes. It is also worth mentioning that in Eastern stories usually the soul of

a person or a magician resides within a bird and the only way to kill him is to kill the bird. So the intertextuality can be found in the above examples as well.

5.1.6 Use of Birds as Messengers

The birds have important functions in fantasy stories and in Hoshruha magic bird was made to act as a spy and it was also used to send messages/letters. Heryat sent a letter through a magic bird to Mahrukh Magic-Eye. In Eastern stories, pigeons are used as messenger. In Harry Potter owls are messenger in the wizard world. Their function was not only to deliver the letters to the addressee but also act as spy for them. In Harry Potter and Philosopher's Stone the owl kept an eye on Dursleys and they delivered the post wherever they moved. An important bird phoenix gave sorting hat to Harry in the chamber of secrets.

In Book VII Harry Potter and the Deathly Hallows, the concept of immortality is introduced and three objects, invisibility cloak, Resurrection stone and elder wand are the assurance of immortality. Death cannot touch the one who has all these three objects

5.1.7 Magical Double

In Hoshruha, the emperor Afrasyab had a magical double as mentioned above. He used his magical double when he had to go away or when he had to disappear in imminent danger (p.xxxvii). In Harry Potter and Deathly Hallows, six well-wishers and the supporters of Harry Potter were disguised as Harry Potter to deceive the Death Eaters and it was the time when Harry Potter's life was in danger. In tilism e hoshruha Amar uses trickster's lotions and changes his face like the girl.

5.1.8 Bewitched Gardens and Buildings

In Hoshruha, the sorcerers created bewitched splendid and beautiful gardens but with their death the place changed into a deserted place with dry trees. In the same manner, J.K. Rowling showed

the Hogwarts roof bewitched as sky. In Hoshrbua, the sorcerers made a river with the help of magic and that was not real (p. 111). As soon as Amar kills the Sorceress Sharara, all the enchanted buildings and trees disappear and the only real trees and building remain there (p.25).

5.1.9 The Devices for Foreknowledge

Magical devices for foreknowledge are also common in Hoshrubu and Harry Potter Series.

Heryat used her occult foreknowledge and come to know about the future of tilism and Prince Asad would conquer the tilism (p. 281). In eastern stories “fallnama” is used for foreknowledge. In Harry Potter Series crystal balls tell about the future and guide or warn Harry Potter about the future.

5.1.10 Magical Wands

In Hoshrubu, magic wand or cane is used to attack on enemies. A sorceress Bahar used magic cane in the narrative “After being with Bahar’s magic cane, Shadeed became oblivious to every consideration. His senses were completely lost to Bahar’s spell”(p.200). In the story of Moses and Pharaoh, Moses uses his ‘Assah’ (stick) to make the way for him in the river Nile. Hermione used magic wand to make Neville Longbottom unconscious in Harry Potter and the Philosopher’s stone. Magic wands were extensively used in the whole Harry Potter series to attack the enemies and even sometimes wizards were killed due to the wands’ attacks. In the last book of the series Harry Potter killed Voldemort by using his magic wand.

5.1.11 Book of Sameri and Tom’s Diary

Another important parallel can be traced regarding knowledge of the present situation through magical objects. In Harry Potter and the Prisoner of Azkaban, Harry got a magical map from Fred and George. It was used by Harry to know the secret passages of Hogwarts. The map also shows the movement of the people around Harry with their names. Through the same map

Scabbers was labelled as Peter Pettigrew. Tom's Diary shows Harry the incidents that resulted in the closure of the chamber of secrets. In Hoshruha, Emperor Afrasiab always consults the book of Sameri to know the situation of his allies and sorcerers (p.xxxvii) . He opened the book and saw that Amar was not dead and pretending himself as dead. So he ordered not carry away the corpses (p.250). Afrasiab look at the Book of Sameri and come to know what passed with his allies. He learns through the book that Amar sat with Mehtab Moon-Maker in the disguise of a woman (p.100).

5.1.12 Love Potions

The parallel about the love potion/spell can be identified in Harry Potter Series and Hoshruha. In Harry Potter Series, Ron under the influence of love potion has become indifferent to the surroundings and almost become mad for Lavender Brown. The love potion was given to Harry by Romilda but mistakenly Harry gave the same chocolates having love potion to Ron as a birthday gift. In Hoshruha, sorcerer Dukhan recited a spell on Princess Mahjabeen Diamond Robe that made her to fall in love with him (p.89).

5.1.13 Light-based Magic

Another important magical device that can be traced in both the text is the use of light-based magic. In Hoshruha, Heyrat ordered to light the magic torches (p. 272). In Harry Potter Series Wand-lighting charms were used. In Harry Potter and the Goblet of Fire, Hermione, Ron and Dumbledore used their wands for lighting. Dumbledore used his wand for lighting in Harry Potter and the Half-blood Prince as well.

5.1.14 Defence against Dark Art and Magic

The parallels can be traced in Harry Potter Series and Hoshruha for the defence against magic or dark art. In Hoshruha, Naad-e-Ali, an amulet is used to protect its wearer from the magic. In the

camp of non-believers, the mantle of Jamshaid is used for the protection against magic. Burq can cross over the river of flowing blood as he was in the position of Jamshaid's mantle. In Harry Potter Series the charms and chants are used as a defence against enemies and dark art. In Harry Potter and the Prisoner of Azkaban Professor Lupin taught Harry Potter the chant "Expecto Patronum" to protect him from dementors.

Sorcerer Sandal put a magic Cordon around the chamber of Princess Mahjabeen Diamond-Robe so that no stranger could enter in it. In Harry Potter and Deathly Hallows, the order of the phoenix protects the house through magic so that Voldemort and Death Eaters could not enter in it.

5.1.15 Magical Keys

Magical keys have great importance in both the narratives for crossing a hurdle to conquer a particular part of the magical world. In Harry Potter and Philosopher's Stone, Harry identifies a key with wings from the thousands key to move forward and access the philosopher's stone. In tilism e Hoshruha, the tilism can be conquered by the one who will have the key of it and he can unravelled the tilism. The key contains the direction for its unravelling (p.xxxvii).

5.1.16 Avada Kedavra and Deadly Spells

The famous and deadly spell 'Avada Kerdavra' is used by Voldemort and Death Eaters to kill Harry Potter series. Whenever Voldemort and his followers utter these words with the wands in their hands it means they have decided to kill the person standing in front of them. In Hoshruha, "the sorcerers recited spells that made their opponents vomit blood and die" (p.362). Others invoked magic that killed their opponents with great agony. In Harry Potter and the Chamber of Secrets, Ron vomit slugs when he uses magic against Malfoy during the Quidditch practice

section. In Hoshruba, the sorcerers summon black serpents who came out of the ground and bit the enemies targeted by the spell. In the same way Voldemort orders his snake Nagini to kill his enemies. In the same way, Sorcerer Naag the serpent recites a spell and a black snake comes out of the ground and coiled around Mehran (p.353).

5.2 Parallels in Theme

Harry Potter series has many parallels of themes with Hoshruba. These parallels are direct and could be traced through the close intertextual reading of both the selected texts.

5.2.1 Two Different Worlds (Magical and Non Magical)

The theme of two different worlds can be investigated as a very important parallel between both the texts. In Hoshruba, Tilism was a magical world of the sorcerers and it was away from the world of common people. In tilism no one can enter and if he enters Emperor Afrasiab with the help of his sorcerers can trace the alien in their land. In the magical world, sorcerers exercised power that defied the laws of God and the physical world .They created illusion, transferred spirits between bodies, made talismans and exploited Earth's inherent physical forces to create extraordinary marvels. The sorcerers gave the name 'hosruba' to the tilism. Harry Potter Series, also have the theme of two different worlds: the wizards' world that is a magical, and the muggles' world that is the place of common (muggle) people. The wizards were different from the muggles. Wizards were not allowed to practice their magic in the muggles' world. In Hoshruba, the sorcerers practice their magic in the Tilism. Even in tilism there was a difference between the sorcerers and non sorcerers (119). Even there was the further division of magical world and Emperor Afrasiab divided his tilism into Zahir (Apparent) and Batin (hidden). Ordinary citizen of Hoshruba lived in the region of the Zahir.

5.2.2 Different Money in Magical World

The theme of different money for the wizarding world is also common in Hoshruha and Harry Potter Series. When Prince Asad entered in tilism he tried to use gold coins to buy something to eat but no one was willing to take the coins as in tilism they had paper money. Their currency is named as knuts and Galleons. The invention is introduced by J.K. Rowling as modern life style has the concept of banking. The wizards have their own bank which is called Gringotts. The vault of Gringotts has different types of passwords.

5.2.3 Transfiguration

Transfiguration is also an important parallel between both the texts. In Hoshruha Sorcerers transfigure themselves into living and non-living things. The sorcerers could change a non-living thing into a living thing. Burban made a lion by using spell on the paper cut out in the shape of lion (p. 145). Dil Aram transfigured herself into a hill (p. 81). Lightning Bolt is a sorceress who transfigures herself into the lightning in a cloud. Whenever she wants she could untransfigure herself as a beautiful golden-skinned woman. In the same way In Harry Potter Series Professor McGonagall transfigured herself into a cat and then untransfigured into a woman. Professor McGonagall transfigured a bird into a goblet and in the same class Ron transfigured a mouse into a goblet. There are numerous examples of transfiguration of wizards into animal: Peter Pettigrew transfigured into a rat, Draco Malfoy transfigured into a ferret by Moody, Sirius Black transfigured into a black dog and James Potter transfigured into a stag.

5.2.4 Desire for Immortality

The desire to have a long life is an important theme in both the selected texts. Amar Ayar was given gift by the Prophet Muhammad (Peace be Upon Him) to ward off death. The sorcerers and sorceress enjoyed life span of centuries due to their ability to ward off death. Sorceress Sandal was seven-hundred years old. A demon emerges seven times and that could be killed

seven times (p.31). In Harry Potter series the concept of immortality is the hallmark of the narrative. The first book of the series has been titled as “Harry Potter and the Philosopher’s stone”. It shows the importance of immortality and the desire for the philosopher’s stone which is an elixir for life. Voldemort made seven horcruxes and divided his soul into seven parts for the soul purpose of gaining immortality. In Harry Potter Series, Fwakes is a bird own by Professor Dumbledore turned into ashes and then regains life. Nicolas Flamel, the inventor of the Philosopher’s stone, was in the 7th century of his life and celebrated his birthday (p.161). It is not a new concept and desire for immortality can be traced in many earlier works. In Gulliver’s Travels, Jonathan Swift mentions about the people who have attained immortality in the third voyage to Laputa.

5.2.5 Exile From the Magical World

Sirius Black was sent to Azkaban for betraying and not defending them against the attack of Voldemort. The Ministry of Magic also wants to send Dumbledore to Azkaban. In Hoshruha, those who act against the will of Afrasiab are sent to exile (p.263).

5.2.6 The War between Good and Evil

Theme of good forces and evil forces can clearly be traced in Hoshruha and Harry Potter Series. In hoshruha there is an army of believers under the leadership of Amir Hamza. On the other hand, Emperor Afrasiab is standing with his army of Sorcerers and sorceress to defend his world of tilism. Both sides are determined to defeat their enemies and to increase the number of their followers. Amir Hamza and his army can offer embracement to the faith to the new comers in their camp. Emperor Afrasiab could offer power, pleasures and women to ordinary human beings in his land. In Harry Potter Series, Dumbledore is the head of the good forces and he made the order of Phoenix to stop Voldemort from conquering the wizards’ world. Order of Phoenix and

Dumbledore's army are the representative of the good wizards. On the other side, Voldemort and Death Eaters represent the evil. Lupin, Mad Eye, Weasleys and Harry Potter are at the forefront against the evil powers. They actively participate in the war against Death Eaters.

In the last war between Voldemort and Dumbledore's followers, both sides were arranged in a war-like fashion. They use their magic wands to break the defence system created by the teachers of the Hogwarts through magic. In the same way, the wars in Hoshrubah, the blades of the warriors are clashed. The death eaters gather themselves under the leadership of Voldemort in front of Hogwarts. Suleiman al-Hair's armies, sorcerers' armies, Prince Asad's armies and Amir Hamza's armies positioned themselves in the arena to fight against their enemies.

5.2.7 Foreknowledge

The direct parallels can be traced regarding the theme of prophecy or foreknowledge in both the narratives. Buzurjmehr predicted from occult foreknowledge that Muqabil and Amar would be Hamza's trusted companions. He foretold that Amar would become a devious trickster and Muqbil a matchless archer. Emperor Afrasaib uses Book of Sameri to see the real situation and to act according to the knowledge given by the book. A sorceress Heryat came to know through his magical knowledge that Prince Asad will defeat the emperor of tilism so she showed her allegiance with prince Asad. In Harry Potter and the Order of Phoenix, Harry Potter comes to know through a crystal ball that he should have possessed some power that Dark Lord does not know. In Harry Potter and the Prisoner of Azkaban, through a crystal ball Professor Trelawney tells Harry that the prisoner of Azkaban would set free tonight. The Dark Lord will come again

and would be more powerful. The servant would be united with the master and with the help of servants and followers the Dark Lord would do terrible things.

5.2.8 The Bond of Friendship

The bond of friendship is also important in Harry Potter Series and Adventures from Dastan of Amir Hamza. Amar Ayar and Muqabil are two faithful friends of Amir Hamza. They could be considered the arms of Amir Hamza in the literal and metaphorical and in all associated meaning of the word 'arms'. They are always there to help Amir Hamza and his descendants during all the wars and specially the most important war which was fought in tilism. In Harry Potter series, Ron and Hermione are the best and most trusted friends of Harry Potter. They are his 'arms' from the first book 'Harry Potter and the Philosopher's Stone' of the series when they go inside the trapdoor till the last book 'Harry Potter and the Deathly Hallows' during the last decisive war against Lord Voldemort. Dobby is the most trusted friend of Harry Potter and he saved Harry Potter from the clutches of Death Eaters. He sacrificed his life for Harry Potter and his friends.

5.3 Characters

The characters in both texts have parallels in term of their appearance, qualities and traits. The characters in Harry Potter series are in a way replica of some characters in Hoshruha and The Adventues From the Dastan of Amir Hamza. .

5.3.1 Afrasiab and Voldemort

There are parallels between the villains of both the narratives. The wizards could not utter the name Voldemort and they talk about him as "you know who" or "who must not be named". Whenever anyone calls the name of Voldemort with the blink of eye Death Eaters and Voldemort appear. Wizards use "you know who" for him as it was common belief that he could appear as you utter his name. In Book- VII even Harry Potter uses "you know who" for

Voldemort. As soon as Mr. Lovegood utters the word Voldemort, Death Eaters appear to capture Harry Potter. In the same way, if any one calls Afrsaib name in tilism the magic alerted him to the call (p.xxxvii).

5.3.2 Animals with Human Heads

The animals with the human heads or humans with the animal heads are the parallels in both the texts. In Hoshruha “they have changed from by magic into animals with human heads and humans with elephant, dragon and lion heads”(p.70). In Harry Potter series the Centaurs are the creatures with human heads and the body of a horse. The narrator describes a centaur as “To the waist, a man, with red hair and beard, but below that was a horse’s gleaming chestnut body with a long, reddish tail” Harry Potter and the Philosopher’s stone (p.184). Hermione gets a cat head and the body of human after drinking poly juice potion in Harry Potter and the Chamber of Secrets.

5.3.3 Fwakes and Magical Birds

Fwakes is an important bird own by Dumbledore and it protects Dumbledore from his enemies. In Harry Potter Series, the fwakes burns into ashes. In the same way in Hoshruha, a bird appears before Afrasiab gives him a message and its feathers caught fire and it burned to cinder.

5.3.4 Statue Guards Magic Slaves, Magic Troopers

In Harry Potter and Deathly Hallows, during the last war between the followers of Dumbledore and Voldemort, professor McGonagall uses a spell “Piertotum Locomotor” and orders the statue guard to safe Hogwarts. Resultantly, the statues jumped from all parts of the Hogwarts and start marching to guard the school. In the same fashion, magic slaves in Hoshruha are created through magic and they can be made from paper, wax, steel, clay or brass. They are employed by the sorcerers in the battlefield to fight against their enemies. Magic troopers are also created by

sorcerers to fight against their enemies in the war. When Faulad needs help of the soliders “Afrasiab clapped and twelve magic steel magic slaves wielding swords sprang out of the ground and he said to them , “Accompany Faulad and obey his commands” (p.148).

5.3.5 Ghosts

The dead bodies in the form of ghosts and spirits are the important parallels in Hoshruha and Harry Potter Series. In Hoshruha, sorcerers and sorceresses command the the spirit of a dead person and is called magic spirit. The spirit is set free at the death of the sorcerer who commands it. Dementors are the spirits which are used by the ministry of magic to find Sirius Black in Harry Potter and the Prisoner of Azkaban. In Harry Potter and the Deathly Hollows Harry explains the origin of the inferi “which means dead bodies enchanted by a Dark wizard” (p.35) There are parallels about protection against magic. In “Harry Potter and the Deathly Hallow” the number 12 house where Harry was living protected by the spells of the members of the order. Professor McGonagall used her spells to protect Hogwarts from the attack of Lord Voldemort and death eater in the last battle between the Dumbledore army and the Voldemort army.

5.3.6 Hippogriff, Thestral and Flying Horses

Hippogriffs are the creatures that have body, tail and legs like horses but they have head and beak of birds. They are the blend of a horse and a huge bird. Buckbeak is the hippogriff of Hagrid which is being sentenced to death by the ministry of magic. Thestrals are the flying horse with the large wings like bats. Prince Asad owns a flying horse in Hoshruha and he rides the horse twice in the narrative.

5.4 Parallels in Settings

Hogwarts is a school in the mountains and the building is made in the form of a fort. When the students reach at the Hogwarts railway station, they are being taken on the boats to approach the

school. In tilism e Hoshruha, the fortress city of Mount Agate is closed to the setting of Hogwarts. Towers are also important part of magical world in both the texts. Hogwarts has different towers and there is a three tier tower called the dome of light in tilism. The magical world is created away from the populated urban centres in both the narratives.

The next chapter reports the results of the narrative structure of Harry Potter Series with the special emphasis on Harry Potter and The Philosopher's Stone. It discusses the results in the tabular form and summarises the narrative codes of the narrative.

CHAPTER 6

DISCUSSION

This chapter reports the findings of the study based on the narrative analysis of the Harry Potter series by applying Barthes Narrative codes. Apart from presenting the results in tabular form, it also gives a summary description of them.

6.1 Findings of the Study

The narrative is spread over seventeen chapters and it is the most common way to divide the literary narratives. The title of the chapter orients the reader(s) about it and it is the completion of one episode. The narrative can be divided in five parts.

Part-I (Chapter 1 to 3): Harry's life as a deprived boy at Privet Drive.

Part-II (Chapter 4 to 6): Revelation of Harry's identity and journey from Privet Drive to Hogwarts.

Part-III Chapter (7 to 11): Harry's stay at Hogwarts and his emergence as a hero

Part-IV (Chapter 12 to 14): Harry's gets invisibility cloak and his quest for Nicolas Flamel and philosopher's stone

Part-V (Chapter 15 to 17): Harry's journey in the forbidden forest, emergence of Voldemort and revelation of reality.

The chapter 1 till 3 orients the reader (s) about the setting and the major characters of the setting. These chapters cover eleven years. Chapter 4 to 6 cover the arrival of Hagrid in the

world of muggles. In this chapter Harry comes to know that he is a wizard. It also covers his journey from Privet Drive to Hogwarts and has many enigmas in it.

The Chapters 7 to 11 are the rise of Harry Potter as the hero of the narrative and narrator introduces Hagrid, Ron and Hermione as his helpers. According to Proppian character theory, Professor Quirrell as a false hero but the narrator aptly introduced Snape as a false villain. False villain is the concept that can be observed in almost all the books of Harry Potter series. It also shows the narrator's belief that appearance is usually deceiving. At the end of the narrative reader (s) understand the reality and they keep on wandering in the world of illusions.

The chapters from 12 to 14 are important but a kind of buffer between the most decisive chapters and the previous chapters. The narrator aptly delays the end of the narrative by adding these three chapters before the most important chapters. It is a narrative technique of delaying the action and raising the curiosity and prediction level of the reader (s). The chapter 12 of the narrative is the most magical and Harry gets an invisibility cloak which is sent to him by a donor who is none other than the Professor Dumbledore. The next chapter is about the quest of Harry Potter and his friends about the reality of Professor Nicolas Flamel. The fifteenth chapter is about the dragon of Hagrid and the way Harry and his friends get rid of Norbert.

The decisive chapters of the narrative are 15 to 17. In the 15 chapters the Voldemort, the villain of the narrative, appears in the forbidden forest and it is being revealed to Harry that now his life and philosopher's stone are at risk. Chapter 16 is consisted of the adventures of the Harry Potter to access the philosopher's stone. Chapter 17 of the narrative resolves almost all the

leftover enigmas and Harry is succeeded in rescuing philosopher's stone from the access of Voldemort and at the end Gryffindors win the house cup of the year.

6.2 Enigmas in Book-I

The narrator has employed 112 enigmas in the 17 chapters of the narrative.

Enigmas in part-I:

The first part of the narrative has 27 enigmas. The first chapter has 14 enigmas and the second chapter is consisted of 7 enigmas. The narrator whets the curiosity of the reader (s) by employing 6 enigmas in third chapter. The most important enigmas are about the identity of Harry and the real reason of the death of his parents. The link of Harry Potter with strange happenings and reason behind his magical power he exercised in the zoo.

Enigmas in part-II:

The second part of the narrative raises the curiosity of the reader (s) with 20 enigmas. There are 4 enigmas in the fourth chapter which are the lowest in any chapter. The chapter 5 has 6 enigmas and chapter 6 of the narrative has 10 enigmas. These chapters do not have core enigmas but they are about Hagrid, Hogwarts and about the people at Diagon Alley. This part also has enigmas about the greatness of Harry Potter and whether he would be able to show excellent performance at Hogwarts.

Enigmas in Part-III:

The third part has 28 enigmas of the narrative. Chapter 7 has 6 enigmas, chapter 8 has 3 enigmas, chapter 9 has 6 enigmas, chapter 10 has 6 enigmas and the chapter 11 has 7 enigmas. The enigmas are about sorting hat, reasons behind Snape hatred for Harry and Quirrel's turban. This part also raises questions; Why Snape casted spell on Harry during Quidditch match and who brought or sent troll in Hogwarts?

Enigmas in Part-IV: The narrator employs 17 enigmas in the fourth part of the narrative. Chapter 12 has 5 enigmas, chapter 13 has 5 enigmas and chapter 14 has 7 enigmas. The enigmas are; what is the meaning of the mirror of Erised? Who sent invisibility cloak to Harry? Does the mirror tell future or fortune? Why Snape want to referee the match? Does Malfoy know about Norbert? Will Harry and his friends be able to safely handover Norbert to the Charlie's friend?

Enigmas in Part-V:

The last part of the narrative has 20 enigmas. The chapter 15 has 7 enigmas, chapter 16 has 6 enigmas and chapter 17 has 7 enigmas. The important enigmas of the last part are (1) Is Harry safe in the forest? (2) Will Voldemort kill Harry in Hogwarts? (3) Will Voldemort or Snape try to steal philosopher's stone in the absence of Professor Dumbledore? (4) Why Quirrell could not touch Harry's body? (5) Which house will win the house cup of the year?

The narrator employs different enigmas to raise the curiosity level of the reader (s) throughout the text. The semantic tagging of the narrative shows following table in the category of 'unexpected' has 41 occurrences. The semantic category of "Open; Finding; Showing" has 263 occurrences.

Table 6.1 Unexpected 41 Occurrences

WordSemtagFrequency		
surprise	X2.6-	9
surprised	X2.6-	7
wonder	X2.6-	5
amazement	X2.6-	4
amazed	X2.6-	4
astonishing	X2.6-	3
out of the air	X2.6-	2
surprises	X2.6-	2
astounding	X2.6-	1
astonishment	X2.6-	1
surprising	X2.6-	1
unexpected	X2.6-	1
astonishingly	X2.6-	1

Table 6.2 Open, finding, showing 263 Occurrences

WordSemtagFrequency		
open	A10+	53
found	A10+	47
find	A10+	41
pointing	A10+	18
showed	A10+	16
pointed	A10+	14
show	A10+	12
shows	A10+	8
showing	A10+	7
finding	A10+	6
unwrapped	A10+	5
reflected	A10+	4
points	A10+	4
ajar	A10+	4
point	A10+	3
finds	A10+	3
appearance	A10+	2
parted	A10+	2
discovery	A10+	2
shown	A10+	2
reveal	A10+	2
Discoveries	A10+	2
come across	A10+	2
discover	A10+	1
lifted the lid		1
discovered		.1
drawing attention		1

The table clearly shows that the narrator has used words that show that something is unexpected and unbelievable. The concordance of these words shows that the narrator aptly whets the curiosity of the reader (s). The extensive use of words related to opening, finding and showing also show that they characters are trying to find or explore certain secret things in the narrative.

6.3 Revelation of Enigmas

The enigmas are employed in such a fashion to compel the reader (s) to stick to the narrative. The first part of the narrative has 27 enigmas and there reply appears in the next parts. Few enigmas are resolved in the middle part of the narrative. The others are resolved at the end of the narrative. There are few enigmas which are not being resolved in the narrative. They are left for the curiosity of the reader or for the marketing purpose as well. Those enigmas are not resolved so that the reader (s) can find the resolutions in the coming books of the series. The details of all the enigmas and their resolutions are given chapter wise in the table 6.3

Table 6.3 Enigmas in Book-II

Enigma No.	Enigmas	Reply to Enigmas
CHAPTER I		
1	Who is Harry Potter and what is the link of philosopher's stone with him?	Partial Answer Chapter 4 & 9. Chapter 15
2	The title of the first chapter 'The boy who lived' suggests what?	Chapter-4
3	What is the secret which Dursley want to hide?	Chapter-4
4	How a cat can read a map?	Chapter-1 (Partial Answer) Chapter-4
5	Who is you-know-who?	Chapter-4
6	What is the meaning of word muggles?	Chapter-4
7	Why are the shooting stars all over the Britain?	Chapter-4

8	Could these things be associated with Potters? Has Dursley done any harm to Potters? Why Mr Dursley worried about these things?	Chapter-4
9	Why Voldemort killed James and Lily?	Chapter-4
10	Why was he unable to kill Harry and How his power broke?	Chapter-17
11	Who is Professor Dumbledore? How he knows about the parents of Harry? Who is Professor McGonagall? Are they working in a university or a college?	Chapter-4
12	What are the reasons behind Harry's fame	Chapter-4
13	How the scar appeared on the Harry's forehead?	Chapter-4
14	Why Dumbledore was going to join celebrations? What is the reason behind the celebrations?	Chapter-4
Partial Answer(s)		
	Enigma1: Harry Potter is an orphan baby who survived the attack of Voldemort. But the reader does not know Harry's link with the philosopher's stone	
	Enigma2: The boy in the title was Harry and he survived but how he survived it has not yet been revealed to the reader.	
	Enigma 3 & 8: They potters are not Dursleyish. But how are they different?	
	Enigma 7: Dedalus Diggle is behind shooting star. Why Owl are behaving unusual is not yet revealed?	
Ambiguities		
	Enigma4: A creature outside the nature changed from cat to a woman	
	Enigma 7: How can common men achieve super natural ability?	
	Enigma 12: Who are these strange people including Professor McGonagall and Professor Dumbledore who seem creatures out of nature.	
Jamming of the Answer		
	Enigma 12: Dumbledore words about the reason behind the survival of Harry "We can guess... we never know"	
CHAPTER 2		
15	What is the importance of the title "The Vanishing Glass"?	Chapter-2
16	Snare: Why Harry's aunt is not telling the real cause of his parents' death? Harry parents were not died in a car crash.	Chapter-4
17	How Harry hair grown up again in one night? What are the reasons behind it?	Chapter-4
18	Harry said "I had a dream about a motorbike," What is the significance of the dream? Is it allusion towards the motorbike of Hagrid?	Chapter-4
19	How Harry can talk with a snake? How he learned the language of snake? Whether he has got this ability by birth or he learned it as a result of any incident during his childhood?	Chapter-4
20	Where did the glass of the snake's cage go?	Chapter-4
21	Why Harry dreamed of some unknown relation coming to take him	Chapter-4

	away?	
	Jamming of the Answer	
	Enigma 13: How scar appeared on the Harry's forehead	
	Ambiguity	
	Enigma 20: The vanishing of glass helps the snake to achieve freedom. But How the glass vanished?	
	Disclosure of Enigma :15	
	The title of the chapter "The Vanishing Glass" is linked with the escape of the snake. The vanishing of the glass is the most important event in the chapter.	
	CHAPTER 3	
22	What is the importance of the title "The Letters from No One"? What type of letters they are? Who are the senders and recipients of those letters?	Chapter-4
23	How the sender of the letter knows that Harry lives in the cupboard under stairs?	Chapter-4
24	Why is there no stamp on the envelope?	Chapter-4
25	Why Uncle Vernon does not want Harry to read the letter?	Chapter-4
26	Who is sending these letters and why in such an unconventional way on Sunday?	Chapter-4
27	How the sender of the letter knew about the movement of Dursleys?	Chapter-4

	CHAPTER 4	
28	Who is the keeper? What is the importance of the keys?	Chapter-4
29	What does it mean, "they await my owl?"	Chapter-4
30	Where is Voldemort? Will he come back again?	Chapter-15
31	Why was Hagrid expelled from Hogwarts?	Unresolved
	Jamming of Answer	
	Enigma 10: It is not yet clear How Harry escaped the attack of Voldemort?	
	Enigma 19: How Harry learned the language of snake? Whether he has got this ability by birth or he learned it as a result of any incident during his childhood? There is no indication in the text about the Harry's ability to speak with snakes. It cannot be established how he learned the language of snakes.	
	Partial Answer	
	Enigma 1: Harry Potter is an extraordinary wizard. But Harry's link with the Philosopher's Stone is not yet established through discourse.	
	Disclosure of Enigmas	
	Enigma 2: Harry Potter is the boy who lived and survived after the life-taking attack on him by Voldemort. He is the only one who survived after the attack of the Voldemort as he has already killed best witches and Wizards of the age but he could not kill Harry.	

	Enigma 3 & 8: Dursleys were afraid of the parents of Harry Potter as they knew they were wizards. They did not want to have any relation with them. Arrival of Hagrid in the fourth chapter has revealed this secret.	
	Enigma 4: Being a witch, it was not a big deal for her to shape her body in any form and being a cat she can read a map. Those people who brought Harry to Privet Drive were from the World of Wizards and Witches.	
	Enigma 5: Wizards and witches use the name you-know-who for Voldemort. They cannot use the word "Voldemort" due the fear of the wizard.	
	Enigma 6: 'Muggle' is the name given to the non-magic people by the wizards and witches.	
	Enigma 13: When Voldemort killed Potters he also tried to kill Harry but could not kill him and Harry got a scar on his forehead.	
	Enigma 12: The books will be written about Harry and he would be a legend. He is the only one in the world who survived after the attack of Voldemort.	
	Enigma 9: Voldemort wanted to kill all the people who were not on his side. In other words who were not ready to be the part of his dark plans.	
	Enigma 11: James and Lily were favourite students of Dumbledore. So he was concerned about their child. Secondly, He was the real enemy of Voldemort and it was his moral responsibility to safeguard those who were the victims of Voldemort.	
	Enigma 7 and 14: Dalus Diggle is a magician who was behind shooting star. Wizards' world was celebrating the disappearance of Voldemort. Therefore, shooting of stars and celebrations were connected to the deliverance of magical world from the presence of Voldemort.	
	Enigma 15: Harry is a wizard and because of his magical powers glass vanished in the zoo.	
	Enigma 16: Harry parents were not normal human being. They were from the world of magic. Secondly, Dursleys do not know the actual cause of their death. They do not want to tell Harry that he was handed over to them by Professor Dumbledore. So they have fabricated a story of Car accident to satisfy the inquisitive nature of Harry Potter.	
	Enigma 17: Harry was not a muggles and belongs to the world of magic and magical things could happen with this extraordinary boy.	
	Enigma 18: It was in the subconscious of Harry that he does not belong to this world and he has a link with another world where magical things happened.	
	Enigma 20: It was because of the magical powers of Harry potter that the glass vanished and the snake escaped from the Zoo.	
	Enigma 21: The dream was about his identity. He belongs to the	

	world of magic.	
	Enigma 22, 23, 24, 26 & 27: The letters were sent by the wizards.	
	Enigma 25: Uncle Vernon does not want to orient Harry to the world of magic.	
	Enigma 28: Hagrid is the keeper of the keys at Hogwarts School of Witchcraft and Wizardry.	
	Enigma 29: In the world of magic, Wizard and witches communicate with each other through owl post.	
	CHAPTER 5	
32	What type of Alley it is? Does it exist in the world of muggles or in the world of wizards?	Chapter-5
33	Who is the owner of the owl and who will get the money given by Harry to the owl?	Unresolved
34	Formulation of Enigma: Whether Hagrid would get a dragon or not in the future?	Chapter-14
35	Snare: What happened with Quirrell in Black Forest? What was such a horrible thing that changed his whole personality?	Chapter-17
36	What is the importance of this package? Why is it placed in such a high security vault?	Chapter-13
37	Would Harry be able to do great things and come up to the expectations of Mr Ollivander and other well-wishers?	Chapter-9 10,11,13,14 & 17
	Chapter 6	
38	Ambiguity: What type of platform number is it? Its unusual number of platform in the form of fraction.	Chapter-6
39	How Harry will find this platform?	Chapter-6
40	With such a great legacy and low motivation, would Ron Weasley be able to perform extraordinarily at Hogwarts or not?	Chapter 10,16 & 17
41	Whether Dumbledore and Nicholas Flamel worked on making gold or was there any other motive behind the research?	Chapter-13
42	Formulation of Enigma: What is the importance of introducing Nicolas Flamel at this point of narrative	Chapter-13
43	Would Harry and Hermione be placed in same house or in different houses at Hogwarts?	Chapter-7
44	Why Voldemort could not succeed to rob the vault? Is it the same vault which was emptied by Hagrid?	Chapter-13
45	Malfoy tells Harry to avoid Ron and Hagrid for his good. Will Harry act on the advice of Malfoy or not?	Chapter-8
46	Is this fight over with this episode or in future Malfoy and his gang would be a troublemaker for Harry?	Chapter 9,13 & 14
47	Whether Malfoys will remain sincere with Dumbledore or not?	Unresolved
	Disclosure of Enigmas	
	Enigma 38 & 39: Platform number Nine and Three-quarters is between the platform number nine and ten. A plump woman guides Harry Potter to access the platform Nine and Three-quarters.	

	Chapter 7	
48	What sort of hat is it? What will be sorted by it? Who will wear it?	Chapter-7
49	Whether Neville would perform efficiently in Hogwarts or not?	Chapter-17
50	Harry feels pain on her forehead as Snape have a look on him along with Quirrell. Does Snape has any link with Voldemort?	Chapter-17
51	Percy tells Harry there is a professional jealousy between Snape and Quirrell. What is the reason behind it?	Chapter-17
52	Dumbledore always tell reason behind notice he issues. What is the secret/mystery behind not telling the reason behind his decision to make a floor out of bound for the students?	Partial Answer Chapter-9, Chapter 13
53	Harry tried to put off the turban but he could not do it. Malfoy changed into the shape of Snape and laughing at him. What is the significant of this dream?	Half-resolved Chapter-17 Book-IV
	Disclosure of Enigmas	
	Enigma 43: Harry Potter is placed in Gryffindors and opposite to the expectations of Ron he was also placed in the same house with Hermione.	
	Enigma 48: The sorting hat is used for placing first year students in their respective houses by reading their minds and analyzing their abilities and capabilities.	
	Chapter 8	
54	Why Quirrell always wearing his turban? What is the origin of this garlic smell? Is the tale told by the Quirrell is true or not?	Chapter-17
55	Why Snape hates Harry too much?	Chapter-17
56	Had Hagrid collected that package just in time? Where was it now? And did Hagrid know something about Snape that he didn't want to tell Harry?"	Chapter-14
	Disclosure of Enigma	
	Enigma 37: Harry is relieved after taking classes that many students of his class come from muggle families and they have no idea about witches and wizards.	
	Chapter 9	
57	What type of duel it is? Who are the participants of the duel?	Chapter-9
58	Will Professor McGonagall take Harry to Dumbledore? Will Harry be expelled from the Hogwarts?	Chapter-9
59	Will Hogwarts' administration bend the rule for Harry?	Chapter-10
60	Will induction of Harry Potter in Quiddich team make difference for Gryffindor?	Chapter -11 & 13
61	Who will win this duel?	Chapter-9
62	Whether Harry guess about the package is true or not?	Chapter-13
	Partial Answer	

	Enigma 52: Three headed dog safeguarding something. It is the only reason that Professor Dumbledore did not give logic to make the third floor out of bound for the students.	
	Disclosure of Enigmas	
	Enigma 46: The irritating and mean attitude of Draco clearly makes him a trouble for Harry and he is at par with Dudley in meanness.	
	Enigma 58: Professor McGonagall takes Harry and Ron to a classroom and meets Gryffindor captain Wood. She tells him that she have found seeker for him.	
	Enigma 57: Draco Malfoy challenged a midnight wizard duel to Harry at the third floor in trophy room.	
	Enigma 61: When Harry and party reaches third floor Malfoy was not there.	
	Enigma 37: Harry flown on the broomstick with such a skill that it surprised his classmates and Professor McGonagall.	
	Chapter 10	
63	Will there be any risk to the life of Harry on the night of Halloween?	Chapter-10
64	Will Ron and Harry approach Hermione for reconciliation?	Chapter-10
65	Who brought or sent the troll in Hogwarts?	Chapter-17
66	Why is Snape going towards third floor? Does Snape want to get hold of the package placed in third floor?	Half resolved in Chapter-11 Chapter-17
67	Will Harry and Ron rescue Hermione from the troll? Will they be able to control the troll?	Chapter-10
68	Will they be penalized or rewarded for controlling and defeating a troll?	Chapter-10
	Disclosure of Enigmas	
	Enigma 59: Harry gets Nimbus two thousand by mail from Professor McGonagall and a letter in which she instructs her to meet Wood for the practice session. It clearly shows that Dumbledore bent the rules for the first year regarding their participation in Quidditch team.	
	Enigma 63 & 64: There was risk to Harry's life on Halloween night. Harry and Ron were worried about Hermione and asked about her and come to know that she is weeping and in washroom.	
	Enigma 67: Harry successfully rescues Hermione from the troll and control the troll as well	
	Enigma: 68 Five points are taken from Gryffindors for the rule-breaking of Hermione. Ron and Harry get five points for tackling the troll.	
	Enigma 37 & 40: Ron and Harry have shown his bravery and excellence by controlling the troll	
	Chapter 11	
69	What happened to Snape?	Chapter-11

		False Reply Chapter-11 Actual Reply Chapter-17
70	Who is casting the spell on the Harry's broomstick?	
71	Who will stop this spell? Will Harry be able to play rest of the game?	Chapter-11
72	What will Hermione do to distract the Snape's look from the broomstick?	Chapter-11
73	Is Snape casting spell on Harry to favour his Slytherin team?	Chapter-17
74	Will they stop to know all the secrets or not?	Chapter-11 & 13
75	What is the link between Nicolas Flamel and the package?	Chapter-13
	False Replies	
	Enigma 70: Snape's look is responsible for the trick with the Harry's broomstick.	
	Enigma 72 & 73: Hermione cast a spell that set a fire in his robe and he loses his eye-contact with the broomstick and Harry becomes stable on the broom stick	
	Enigma 69: Snape tried to enter the trapdoor under the three-headed dog and was bitten by the dog.	
	Enigma 66: At Halloween Snape was trying to get whatever was guarding by the dog	
	Disclosure of Enigmas	
	Enigma 37 & 60: Harry's induction in the quidditch team of Gryffindor was a blessing for them. Gryffindor wins the match against Slytherin just because of Harry.	
	Chapter 12	
76	What type of mirror is it? What is the meaning of 'erised'?	Chapter-12
77	Who sent Harry the invisibility cloak?	Chapter-17
78	What is ' <i>Erised straehruoytubecafruoyt on wohsi</i> '? Is it a warning or description of the mirror?	Chapter-12
79	Why Harry's mom crying and smiling at the same time?	Interpretation upto the reader (s). No reply in narrative.
80	Does the mirror tell fortune or future?	Chapter-12
	Disclosure of Enigmas	
	Enigma 76, 78 & 80: The narrator gives the word in a reverse order. Erised is the backward form of 'desire'. So, it is the mirror of desire. If one applies the same technique on the inscription ' <i>Erised stra ehru oyt ube cafru oyt on wohsi</i> '. The result is "I show not your face but your heart's desire. The mirror shows us nothing more or less than the	

	deepest, most desperate desire of our hearts.	
	Enigma 94: Harry's curious nature did not allow him to stop exploring secrets at Hogwarts and he kept on exploring new things.	
	Chapter 13	
81	Is Snape refereeing the match to kill Harry? Is he refereeing to give tough time to Gryffindors through unfair handling of the match?	Chapter-17
82	Would Gryffindors be able to win the match in the presence of such a hostile, partial, biased, and mean referee?	Chapter-13
83	Will Quirrell tell Snape the secret to pass three-headed beast? Does Quirrell know how to dodge the three-headed beast?	Chapter-17
84	Is the fear or prediction of Hermione true?	Chapter-17
85	Will philosopher's stone be not there by next Tuesday?	Unresolved
	Partial Answer	
	Enigma 1: The importance of Philosopher's stone is being revealed by the narrator but its link with Harry Potter is still enigmatic for the readers.	
	Disclosure of Enigmas	
	Reply to Enigma 41 & 42: The philosopher stone has power to convert any metal into pure gold. It can be used to make someone immoral as it produces the Elixir of life. Nicolas Flamel and Professor Dumbledore worked together on the making of the philosopher's stone. .	
	Enigma: 37, 60 and 82 Harry's performance was extraordinary in the match against Hufflepuff. Gryffindors wins the match	
	Enigma 36, 44, 52, 62, 74 & 75: The package was taken by Hagrid. So Voldemort could not steal it. Harry's guess about the stone was perfect. Harry and his friends continue their search about the secrets. Nicolas Flamel is the inventor of Philosopher's Stone.	
	Chapter 14	
86	What is Norbert The Norwegian Ridgeback?	Chapter-14
87	Harry and his friends meet Hagrid and he is hiding something from them. What is he hiding from them?	Chapter-14
88	Snare: Is it true that there is no one knows how to access the stone?	Chapter-16
89	Is Malfoy gets the gist of their conversation?	Chapter-14
90	Who is watching them from the curtain?	Chapter-14
91	Will Harry and his friends be able to send Norbert safely? Will they be able to do it successfully on Saturday night?	Chapter-14
92	Will Filch take them to Professor Snape or Professor McGonagall? Will they be able to fabricate a story to satisfy their teacher?	Chapter-15
	Partial Answer	
	Enigma 86: Hagrid show them the egg of Dragon. Ron tells him that it is the egg of Norwegian Ridgeback.	

	Disclosure of Enigmas	
	Enigma 74: Harry and his friends are not willing to stop their curiosity about the stone and secrets at Hogwarts	
	Enigma 87: When they reach in the Hagrid's hut he tells them that he has got a dragon egg.	
	Enigma: 86: Hagrid gives name Norbert to the baby dragon.	
	Enigma 34: Hagrid gets a chance to own a dragon. But it is very difficult for him to keep it for long time as it is not allowed in England.	
	Reply to Enigma, 46, 89, 90 and 91: Malfoy got the gist of their conversation and he saw hatching in the hut. They could not hand over the Norbert safely and were caught by Filch on the way back in the corridor	
	Enigma 37: Harry has proved himself as a brave boy and shown himself as the best friend of Hagrid.	
	Chapter 15	
93	Will Harry and his friends bring back their integrity and the points for their house?	Chapter-17
94	With whom Quirrell was talking in submissive manner	Chapter-17
95	Will Harry be safe in the forest?	Chapter-15
96	Who will rescue Harry now?	Chapter-15
97	What is the reason behind the extreme pain in the Harry's scar?	Chapter-15 & 17
98	Will Voldemort succeed to kill Harry in Hogwarts?	Chapter-17
99	Who placed the invisibility cloak under his sheet?	Chapter-17
	Disclosure of Enigmas	
	Enigma 92: Filch takes them to Professor McGonagall.	
	Enigma 95 & 96: The cloaked figure attacks Harry but he is rescued by a Centaur	
	Enigma 97: He also tells Harry that Unicorn blood gives life to even those who are at the verge of death. And it was the Voldemort who was sucking blood of the unicorn.	
	Reply to Enigma 1: Voldemort needs philosopher's stone to restore his powers. So Harry has a link with the philosopher's stone and Harry would try to keep it away from Voldemort.	

	Chapter 16	
100	Will Voldemort or Snape try to steal philosopher's stone in the absence of Dumbledore?	Chapter-16 & 17
101	Will they be able to get past Fluffy?	Chapter-16
102	Will they stop Snape or Voldemort to access the stone?	Chapter-17
103	Will they be able to break all the obstacles and enchantments used by their teachers and Dumbledore to protect the stone?	Chapter-16

104	Will Dumbledore come back and rescue him? Will Dumbledore protect the stone?	Chapter-17
105	Who is there in the Chamber?	Chapter-17
	Disclosure of Enigmas	
	Enigma 88: Hagrid told the stranger about the way to pass Fluffy.	
	Enigma 100: Dumbledore was not present at Hogwarts.	
	Enigma 101 & 102: As they reach in front of the Fluffy, the door is unlocked. It means someone has already got past Fluffy. They play harp and flute and successfully enter the trapdoor.	
	Enigma 103: With their bravery, knowledge and trust on each other, they have broken all the chants and traps employed by their teachers.	
	Chapter 17	
106	How a man can have two faces. Who is the man with two faces?	Chapter-17
107	Why Snape used counter-chant to protect the life of Harry and became referee of Quiddich match?	Chapter-17 Book-VII
108	Why Quirrell cannot see the stone in the mirror?	Chapter-17
109	Why Voldemort wanted to keep Harry's mother alive?	Unresolved
110	Why Quirrell is unable to touch Harry's body?	Chapter-17
111	Will the narrative end with the failure of Harry and Gryffindor?	Chapter-17
112	Will both the houses share the first position?	Chapter-17
	Snare	
	Enigma 107: Harry's father saved Snape's life so by protecting Harry Snape was trying to settle the score with his father.. The answer of the enigma revealed in the last book of Harry Potter Series. Firstly, Snape was a love of Harry's mother and that love impelled Snape to safeguard Harry. Secondly, Snape was on the side of Dumbledore.	
	Disclosure of Enigmas	
	Enigma 105: When Harry reaches chamber he finds Professor Quirrell.	
	Enigma 70 & 73: It was not Snape who was casting spell on Harry during Quiddich match.	
	Enigma 81: Snape decided to be the match referee not to kill Harry but to protect him.	
	Enigma 65 & 66: It was Professor Quirrell who brought the troll in Hogwarts. Quirrell told Harry that Snape already suspected him. Resultantly on Halloween night, Snape went straight to the third floor to protect the stone.	
	Enigma 35: Nothing happened with Quirrell in black forest. In fact he met Voldemort during his voyage of the world, joined the dark side and become the slave of Voldemort.	
	Enigma 50, 51, 83 & 84 Harry felt pain in his scar as he entered for the first time in great hall because of Quirrel's look. Snape is not on the side of Voldemort and rather he tried to threaten Quirrell in the	

	forest. Professional jealousy did not exist between both of them. He was not interested to know how to trespass Fluffy but he just wanted to know the knowledge level of Quirrell about the ways to access the stone.	
	Quirrell was talking to Voldemort in the classroom.	
	Enigma 106: Then Quirrell turban falls and on the back of his head was the face of Voldemort.	
	Enigma 50 & 97: It was the look of Quirrell that hurt Harry's scar in great hall. When Harry came in front of Voldemort in forest he felt pain in the scar.	
	Enigma 53: The dream was true and Voldemort was speaking to Harry to join him as Slytherin was the house of Voldemort at Hogwarts.	
	Enigma 100: Harry's apprehension was true about the approaching danger. Voldemort was ready to steal the stone and to kill him.	
	Enigma 98: Quirrell tries to kill Harry but he cannot touch his body and feels pain in his hands.	
	Enigma 104: Dumbledore reached in time and did not allow Professor Quirrell to get hold of the stone.	
	Enigma 10 & 110: Professor Quirrell could not touch Harry as he was protected by her mother's shield of love. Probably this is the reason which safeguarded Harry against Voldemort attack in his childhood.	
	Enigma 102: Harry and his friend succeeded to protect stone from Voldemort.	
	Enigma 77 & 99: Dumbledore sent invisibility cloak to Harry and it was with him. Dumbledore placed the cloak on Harry's bed.	
	Enigma 108: Dumbledore told Harry "You see, only one who wanted to find the Stone -- find it, but not use it -- would be able to get it, otherwise they'd just see themselves making gold or drinking Elixir of Life." (p.217)	
	Enigma 49, 111 & 112: But Dumbledore give 10 points to Neville for his courage to stand against his enemies and Gryffindor wins the house cup of the year.	
	Enigma 93: Harry, Hermione and Neville got all the points they lost for the rule-breaking.	
	Enigma 54: Voldemort needed a body to bring back to life and regained life by incarnation in the body of Quirrell.	
	Enigma 37 & 40: Harry and Ron showed excellent performance at Hogwarts.	

The narrator employs many enigmas and they are all resolved in the different parts of the narrative. The replies to 88% of the enigmas employed in first chapter are given in the chapter-4.

It is worth mentioning that all the enigmas introduced in second and third chapter are resolved in chapter-4. The enigmas of first three chapters has been delayed and revealed in fourth chapter.

The enigmas of fourth chapter are resolved in the same chapter. This chapter is important in the revelation of enigma. The narrator gives replies to 26 (23%) enigmas of the narrative in this chapter. In other words one fourth of the total enigmas are resolved in this chapter. One of the enigmas remains unresolved throughout the narrator.

The enigmas in chapter-5 are also delayed and only one enigma is revealed in the same chapter. The rest of the enigmas are resolved in chapter 6, 7, 9, 13, 14 and 17. In this chapter, narrator leaves an enigma unresolved and even after the whole narrative reader (s) do not know the reply to it.

The similar approach is adopted by the narrator in chapter six. Only two enigmas are resolved in the same chapter. The replies to other enigmas have been delayed till chapter 6, 7, 8, 9, 13 and 17. The narrator employs an enigma which remains unresolved. In this chapter one enigma has never been resolved throughout the narrative.

The seventh chapter of the narrative has 8 enigmas. The narrator delayed the replies to 66% of the enigmas of this chapter till chapter 17. The eighth chapter has 3 enigmas and resolution of 2 enigmas is delayed till 17th chapter. The enigmas of Chapter 9 are resolved in tenth and thirteenth chapter. Enigmas introduced in chapter 10 are resolved in the same chapter except 2 enigmas which are resolved at the end of the narrative. The same approach is adopted by the narrator in the chapter 11 and 2 enigmas are delayed till chapter 17.

The narrator leaves one enigma of the chapter 12 unresolved till the end of the narrative. Half of the enigmas of chapter 13 resolved in chapter 14 and rest of the replies to the rest of the enigmas delayed till chapter 17 but one enigma has never been resolved. Chapter 14 has 7 enigmas and 70% are resolved in the same chapter and rest of the enigmas resolved in chapter 15 and 16.

The last part of the narrative has instant replies to enigmas. The narrator delayed the resolution of 5 enigmas in chapter 15 and 16 consecutively. These ten enigmas are resolved in the 17th chapter.

The last chapter of the narrator gives replies to almost all the major enigmas employed in the previous part of the narrative. The narrator unveiled 31 enigmas in it and concludes the narrative. The delay in the resolution of enigmas is an important way to keep the reader (s) stick to the narrative. This is the hallmark of the narrative and an important aspect which makes it a popular narrative among the world wide audience.

The enigmas about the abilities and greatness of protagonist has employed continuously and resolved in different chapters and even delayed till the last part of the narrative. The enigma 37: Would Harry be able to do great things and come up to the expectations of Mr.Ollivander and other well-wishers? Is employed in chapter 5 and is resolved in chapter 9,10,11,13,14 and 17. In the same fashion enigma 53: With such a great legacy and low motivation, would he be able to perform extraordinarily at Hogwarts or not?and enigma.

Few enigmas remained unresolved to compel reader (s) to find their replies in the upcoming novels of the series. The unresolved enigmas are given in table 6.4.

Table-6.4 Unresolved Enigmas of Book-I

Enigma number	Enigma	Chapter Number	Status
40	Why was Hagrid expelled from Hogwarts?	4	Unresolved Revealed in Book-II
42	Who is the owner of the owl and who will get the money given by Harry to the owl?	5	Unresolved.
61	Whether Malfoys will remain sincere with Dumbledore or not?	6	Unresolved Revealed in Book-II
112	Will philosopher's stone be not there by next Tuesday?	13	Unresolved
146	Why Voldemort wanted to keep Harry's mother alive?	17	Unresolved

The narrator does not unveil the reasons behind the expulsion of Hagrid from Hogwarts. It is not yet clear that whether Malfoy are at Dumbledore's side or not. Why Voldemort wanted to keep Harry's mother alive. These could be resolved in the other books of the series.

6.4 Cultural Codes in Book-I

The narrative has many cultural codes are consisted of British culture, magical, supernatural and global culture. The following table is generated in Wmatrix by using semantic tagging under the category of religion and supernatural.

Table 6.5 Religion and Supernatural 392 Occurrences

<u>WordSentagFrequency</u>		
magic	S9	46
troll	S9	30
dragon	S9	29
wizard	S9	26
wizards	S9	23
unicorn	S9	22
christmas	S9	18
dragons	S9	18
hell	S9	17

ghost	S9	15
witch	S9	12
magical	S9	11
goblin	S9	10
witches	S9	8
trolls	S9	8
goblins	S9	7
centaur	S9	7
ghosts	S9	6
enchantments	S9	5
werewolf	S9	5
devils	S9	5
phoenix	S9	4
unicorns	S9	4
friar	S9	4
centaurs	S9	4
WITCHCRAFT	S9	3
prophet	S9	3
soul	S9	3
vampires	S9	3
heavens	S9	3
bishop	S9	3
poltergeist	S9	2
spirits	S9	2
christmas_dinner	S9	2
heaven	S9	1
legend	S9	1
angel	S9	1
warlock	S9	1
gorgons	S9	1
sorcerer	S9	1
bless	S9	1
infernal	S9	1
phoenixes	S9	1
Circe	S9	1
monk	S9	1
vampire	S9	1
dragons.	S9	1
griffin	S9	1
praying	S9	1
saints	S9	1
christmas_present	S9	1
christmas_cake	S9	1
hocus_pocus	S9	1
inferno	S9	1
Warlocks	S9	1
werewolves	S9	1
omen	S9	1
sacrifices	S9	1

It is evident from the table above that all the words are taken from Christian tradition and western concept of supernatural. These cultural codes show the setting of the narrative and it is also worth mentioning here that J.K. Rowling tried her level best to make it as British novel as possible. When Warner Brothers started to plan for the movie of Harry Potter and Philosopher's

stone she insisted for British actors for the movie and she did not want to erase the cultural grounding of the narrative. She wanted to maintain British identity of the narrative.

The setting of the narrative is highly influenced by the British schooling system and particularly boarding schools with strict rules and strict teachers for the implementation of those rules.

6.5 Semantic Codes in Book-I

The narrative has many symbolic codes and the most important symbols are Voldemort, Hogwarts, Professor Dumbledore, Philosopher's Stone, knowledge, good, evil, Professor Snape, Professor Quirrell, Filch, Professor McGonagall, Hagrid, Harry, Hermione, Ron and Malfoy.

Voldemort is the symbol of power and the word Lord is used with his name as well. He is such a powerful wizard that the people in the wizard's world fear to utter his name. He is the one who gave option to all the wizards to be on his side. He is the most powerful wizard and the head of dark side. Those who refused to be on side they were killed by him. When he has decided to kill someone there is no possibility of the survival of the prey. He is the antagonist of the narrative and killer of the parent of Harry.

Hogwarts is the symbol of learning in the wizard's world and a seat of learning for the prospective wizards. It is the place where teachers transfer knowledge of wizardry to the young wizards and prepare them for the practical life. Hogwarts is a magical place where magic rules and affluence is also a hallmark of the school. Professor Dumbledore is the head of Hogwarts. He is not only the head of Hogwarts but he is also the patron of the good wizards. He is the

protector of Harry and all the good wizards. He is so powerful that even Voldemort fear to face him.

Philosopher's stone is the most important symbol in the narrative. It is an elixir for life and Voldemort want it badly to regain power. Professor Quirrell on the instructions of Voldemort wants to steal it. Professor Dumbledore and all the teachers of Hogwarts are protectors of the stone. The stone is the centre of interest in the narrative. Harry, Ron and Hermione are trying to protect it.

Professor Snape is the symbol of knowledge and highly disciplined teacher. He is very strict and harsh towards his students and he is biased as well. He is fond of taking points from the students of Gryffindor. His biased attitude towards Harry shows his partiality and injustice towards the student of Gryffindor.

Filch is the symbol of imposition of discipline. He is the one who is a watchdog of Hogwarts. He is always present in the restricted areas of Hogwarts to observe the students. It is not possible to avoid him or to move in the out of bounds areas of Hogwarts. He is everywhere and could appear anytime.

Professor McGonagall is the emblem of fair play and justice. She is always fair and just in handling the students of all the houses. She does not show any biased or enmity towards the students of other houses. When Filch presents Harry, Hermione and Neville for the rule breaking she takes a just decision and her own house Gryffindor loses 150 points.

Harry is the symbol of bravery and a staunch believer of going to any extent for the sake of friendship and companionship. He prefers a poor boy Ron on snobbish Malfoy. He fights with troll to protect Hermione. He is a source of encouragement and support for Neville. He is not

only helpful for his classmates but he is also a great friend of Hagrid. Harry helps Hagrid to get rid of Norbert. Harry faces all the dangers with bravery and even in front of Voldemort he is not willing to give philosopher's stone to him.

Knowledge and intelligence are two important symbols in the narrative. Hermione rescues Harry with his knowledge of magic. She also helps Harry to access the philosopher's stone. She breaks all the chants of her teachers while accompanying Harry to reach to the stone. She is a very good student knowledge and cleverness. She herself clearly gives her opinion about Harry and herself *"Me!" said Hermione. 'Books! And cleverness! There are more important things – friendship and bravery and – oh Harry – be careful!'"*(p.208)

Hagrid is an important character of the narrative and a real symbol of rule-breaking and freewill. He has expelled from Hogwarts and then he is given the responsibilities of gamekeeper at Hogwarts. He is not a very careful and rule-abiding person but Professor Voldemort trusts him in all the important matters. The only reason is his goodness of heart and sincerity.

Dursleys are real snobs and typical muggles. They do not want to get into magical things and their attitude toward Harry and his parents is negative. They are a source of foolishness and stupidity in the narrative. Malofys are also like snobbish and they hate muggles and even poor people. Draco Malfoy is a mean and cheap boy and always there to encounter Harry in the narrative.

The forces of goodness are visible and noticeable in the narrative and are striving for the betterment of the world. But there is dark side also present in the narrative to overcome the world.

6.6 Symbolic Codes in Book-I

The narrative is replete with binary oppositions and have significant role in the overall structure of the narrative. The major binaries are given in table 6.6.

Table 6.6 Symbolic Codes in Book-I

Potters	Dursleys
Harry	Dudley
Weasleys	Malfoys
McGonagall	Snape
Wizards	Muggles
Good wizards	Bad wizards
Victims	Killer
Dumbledore	Voldemort
Weasleys	Malfoys
Wizards	Half-blood wizards
World of wizards	World of muggles
Hogwarts	Wallstone
Kunts and Galeons	Muggle's money
Gringotts	muggle's bank
Quidditch	Muggle's sports
Hagrid	Filch
Gryffindor	Slytherin
Sir Nicholas	Bloody Baron
Rules abiding students at Hogwarts	The students who break rules at Hogwarts
Wood	Weasley twin
The students who spent holidays at Hogwarts	The students who spent holidays at home with their families
Defenders of philosopher's stone	Voldemort
Knowledge	Ignorance
Brave	Coward
Hagrid's desire to keep Norbert	Rules about dragons in wizards' world
Firenze	Bane
Illusion	Reality

Snape (false villain)	Quirrell (false hero)
Love of Harry's mother for him	Love of Harry's father for him

James Potter and Lilly Potter were wizards and different from Dursleys. This is the only reason that Dursleys do not want to have any link the potters. Mrs Dursley is the sister of Lilly Potter but different from her. When Harry is brought at Privet Drive, he is different from Dudley. Harry is a brave and sensible boy on the other hand Dudley is a spoiled and mean child.

Professor McGonagall is the Deputy Headmistress of Hogwarts School of Witchcrafts and Wizardry. She is very strict and always shows concerned about the discipline of the students at Hogwarts. However, she does not use his position for personal revenge. She believes in fair play, equality and justice. Professor Snape is the strictest teacher at Hogwarts. His personality is not familiarized with the words like love, affection and kindness. He is a biased and prejudice teacher. He is fond of taking points from other houses and he take unfair advantage of his position for the personal revenge.

Wizards and witches belong to the world of magic. In the narrative they use world 'muggle' for the non-magical folks. Some wizards are good and the others are bad. The bad wizards are on the dark side and want to gain more and more power. The bad wizards are headed by Voldemort who is a symbol of power. Once he has decided to kill someone then no one can rescue or protects his prey. He has killed best wizards and witches of his time who stood against him. Harry parents are among the victims who denied to be the part of dark side and eventually killed by Voldemort. On the other side of the binary, Professor Dumbledore is the patron of the forces of peace, goodwill, justice and fair play. Weasleys are poor wizards but they are staunch ally of Dumbledore. Malfoys are rich and snobbish wizards and apparently they are with Dumbledore. But yet it is not clear till the end of the novel are they really on the good side or

dark side. Weasleys have never been the part of Voldemort team but Malfoys were on dark side before the disappearance of Voldemort.

There is another dichotomy in the wizard world about the blood lineage. There are two types of wizards; the one who have wizard parents and the others whose father or mother is a muggle. There is another category which is closed to half-blood but lowest in ranking. They are the wizards or witches who have muggles parents.

The narrative presents two worlds; one the world of muggles and the world of wizards. The world of muggles has its own tradition and norms. The world of wizards has its own traditions and norms. The wizards are only allowed to practice magic in their own world. They have their own schooling system and Hogwarts is the best school of Witchcraft and wizardry. Though it is different from the muggles' schools but has some similarities as well. Their school also has strict rules, classes and examinations. The wizards have their own bank which is called Gringotts. The vault of Gringotts has different types of passwords. Their currency is named as knuts and Galleons. They have a game called Quidditch which is being played in the air and the players fly on their broomsticks. In short, the world of wizards is opposite to the world of muggles.

There are many employees working in Hogwarts. Hagrid is a lenient and carefree gamekeeper of the school. He is the one who is impulsive and much closed to Harry and his friends. On contrary to Hagrid's attitude, there is another employee Filch who is very strict about rules and no one can expect any leniency from him.

Gryffindor and Slytherin are two different houses of the students at Hogwarts. Chivalry and bravery are the important attributes of the Gryffindors. Slytherins are considered as cunning

wizards who can go to any extent to achieve their aims, targets and ambitions. Professor Dumbledore, Professor McGonagall, Weasleys and Potters are associated with Gryffindors. Lord Voldemort, Malfoys and Professor Snape are the pride of Slytherins. Sir Nicholas is the ghost of Gryffindor while Bloody Baron is the ghost of Slytherin.

Most of the students at Hogwarts abide by the rules set by the administration of the school. Harry and his friends are the one who break rules of the school. Wood is a serious player of Quidditch and want his team to excel in the game but Weasley twin are funny and even do silly things during the practice of Quidditch. Some students like Harry and Weasley who prefer to spend their Christmas holidays at Hogwarts but many other students go to their homes for the holiday.

The binary of knowledge and ignorance is present in the narrative. Dumbledore and Hagrid only know how to get past Fluffy. Harry, Hermione and Ron are aware of the philosopher's stone. Hermione is the most talented and knowledgeable girl in the school. She is extremely good in studies and her knowledge about magic is extraordinary.

There are good wizards are protecting philosopher's stone. Voldemort is the one who want to steal the philosopher's stone and is desirous to gain power through it. All the teachers at Hogwarts use different chants to stop intruders accessing the stone. Harry is a brave boy but Malfoy is a coward boy who runs away when Harry is being attacked by Voldemort in the forbidden forest.

Hagrid is a free soul and want to fulfil is childhood desire to keep a dragon but in the wizards' world it is not allowed to have a dragon. He is so obsessed with the dragon that calls

himself as his mummy. He does not want to be parted from Norbert but Harry and his friends convince him not to keep it in his hut.

Firenze is a unicorn who saves Harry from Voldemort. He believes in action and has goodness of heart. While another unicorn bane believes in stars and think that whatever is written should be executed and Firenze should not have rescued Harry as it is written that Voldemort would gain power again.

There is a binary of reality and illusion in the narrative. Whatever Harry and Ron see in the mirror of erised is an illusion and reality is different from it. Snape is apparently a villain but in reality he is the supporter of Harry Potter. Professor Quirrel superficially a good teacher and wizard but he is the slave of Voldemort.

Another binary is employed by the narrator implicitly. The difference between the love of a mother for her child and the amount of love a father has for his child. Harry's mother sacrifices her life to protect his son but Harry's father apparently did nothing to protect his son.

6.7 Action Codes in Book-I

The action codes have been discussed earlier chapter wise in the analysis. The purpose of the analysis was to see the action codes which give clues to the upcoming events. They can be termed as signposts in the narrative. The macro structure of the action codes is given in the table 6.7.

Table 6.7 Proairetic Codes in Book-I

Chapter Number	Proairetic Codes	Major Actions (Narrative Progression)
1	<ul style="list-style-type: none"> To arrive To transfigure To bring To place To place 	<ul style="list-style-type: none"> Albus Dumbledore arrived in Privet Drive A cat is transfigured into a woman (Professor McGonagall) A giant (Hagrid) brought a baby on his flying bike Dumbledore placed a letter in the blanket of the baby They placed the baby on the steps of Privet drive

	<ul style="list-style-type: none"> • Killing • To open 	<ul style="list-style-type: none"> • Voldemort killed James and Lilly Potters but could not kill Harry • Next morning, Mrs Dursleys opened the door
2	<ul style="list-style-type: none"> • To go • Conversation • Vanishing • To get freedom 	<ul style="list-style-type: none"> • After ten years Harry went to Zoo with Dursleys • Harry talked to a snake • The cage glass vanished • The snake got freedom
3	<ul style="list-style-type: none"> • Picking • Grabbing • Receiving • Nailing • Arrival • Arrival • Pouring • Holding • Driving • To receive • To leave • To get • Kicking 	<ul style="list-style-type: none"> • Harry picked a letter which is addressed to him • Uncle Vernon grabbed the letter from Harry • Another letter for Harry received • Uncle Vernon nailed up the letterbox • Twelve letters arrived for Harry pushed through doors and windows • Twenty four letters arrived on Saturday • On Sunday, Letters are started to pour in from chimney • Uncle Vernon held Harry to keep him away from the letters. • They drove towards a hotel • They received letters there as well • They left hotel and drive towards the sea. • Got a hut on the rock in the sea. • Someone knocked the door of the hut
4	<ul style="list-style-type: none"> • Breaking • To bent • Giving • To get • To know • Revelation • Revelation 	<ul style="list-style-type: none"> • A giant broke the door and enters • The giant bent the gun of Uncle Vernon • The giant gave birthday cake to Harry • Harry got the letter • Harry come to know about his identity and the letters • Hagrid told Harry about the death of his parents • Hagrid told Harry that Voldemort killed his parents
5	<ul style="list-style-type: none"> • Going • To meet • Going • Picking • To meet • To buy • Giving 	<ul style="list-style-type: none"> • Hagrid and Harry went to Diagon Alley • Harry met Professor Quirrell • Harry and Hagrid went to Gringotts and Harry got his money • Hagrid picked a package from Vault number 713 • Harry met a prospective student of Hogwarts • Harry bought wand and books • Hagrid gave ticket to Harry for Hogwarts
6	<ul style="list-style-type: none"> • To meet • Running • To meet • To meet • Reading • To meet • Reaching 	<ul style="list-style-type: none"> • Harry met a woman at King Cross • Harry ran into the barrier between platform number 9 and 10 • Harry met Ron in the train • Harry met Hermione in the train • Harry read about the Albus Dumbledore • Harry and Ron met Draco Malfoy • Through a boat Harry reached at Hogwarts
7	<ul style="list-style-type: none"> • Putting • To place • To feel 	<ul style="list-style-type: none"> • Harry put on the sorting Hat • Harry was placed in Gryffindor • Harry felt pain in his forehead with the glance of Professor Snape
8	<ul style="list-style-type: none"> • To treat • Taking • To meet 	<ul style="list-style-type: none"> • Snape treated badly Harry in potions class • Snape took points from Gryffindors • Harry and Ron meet Hagrid in his hut

	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Harry read news that nothing has been stolen from Gringotts.
9	<ul style="list-style-type: none"> • To get • To get • Flying • Following • To catch • To take • Entering • To see 	<ul style="list-style-type: none"> • Neville got a remembrall from her grandmother • Malfoy got the remembrall and flown away on broomstick • Harry followed Malfoy and caught the remembrall in the air • Professor McGonagall took Harry to Wood (Captain of Gryffindor's quidditch team) • Harry and his friends entered in third floor and saw three headed dog
10	<ul style="list-style-type: none"> • To get • Entering • To control 	<ul style="list-style-type: none"> • Harry got Nimbus Two Thousand broomstick • A troll entered in the dungeons of Hogwarts • Harry controlled the troll and rescued Hermione
11	<ul style="list-style-type: none"> • To see • Finding • Biting • To behave • To set • To stable • To catch 	<ul style="list-style-type: none"> • Harry saw wound on Snape's leg while finding a book in library • Snape was bitten by three headed dog • Harry broomstick was behaving in an unusual way during the match with Slytherin • Hermione set Snape's gown in fire through a chant • Harry broomstick become stable • Harry caught the snitch and Gryffindor won the match
12	<ul style="list-style-type: none"> • To get • Receiving • To go • To see • Noticing • Conversation 	<ul style="list-style-type: none"> • Harry got a sweater by Mrs Weasley as a Christmas present. • Harry received an invisibility cloak sent by someone. • Harry went to a room and saw his family in a big mirror • Ron saw himself as House captain in the mirror • Harry noticed the presence of Dumbledore in the room of the mirror • Dumbledore told Harry that the mirror showed deepest desire of your heart.
13	<ul style="list-style-type: none"> • To recall • Finding • Revelation • To know • wining • To see • To make a request 	<ul style="list-style-type: none"> • Harry recalled that he read the name of Nicolas Flamel with Dumbledore on the chocolate card • Hermione found a book • The book reveals that Dumbledore and Flamel worked on the Philosopher's stone • Harry and his friends come to know that Fluffy was guarding the philosopher's stone • Gryffindor won the quidditch match against Hufflepuff • Harry saw Snape in the forest • requesting Quirrel to tell the way to get pass three headed dog (Fluffy)
14	<ul style="list-style-type: none"> • Getting • To visit • Cracking • Seeing 	<ul style="list-style-type: none"> • Hagrid got a baby dragon from a stranger • Harry and his friends visited Hagrid • The egg cracked and a baby dragon come out of it • Someone saw the baby dragon from the window

	<ul style="list-style-type: none"> • Writing • To go • To handover • To forget • To loose 	<ul style="list-style-type: none"> • Ron wrote a letter to Charlie to take away the dragon. • Harry and Hermione went to Gryffindor tower • to hand over the dragon to the Charlie's friend • Harry forgot invisibility cloak at the tower and were being caught by Filch • Gryffindor lost 150 points in one night
15	<ul style="list-style-type: none"> • To go • To attack • To rescue • Revelation • Finding 	<ul style="list-style-type: none"> • Harry went to Forbiddn Forest • A figure attacked Harry • But Harry was being rescued by a centaur • The centaur told Harry that the figure was Voldemort • Harry found invisibility cloak under his bed sheet
16	<ul style="list-style-type: none"> • Revelation • Revelation • To leave • Entering • To get • Picking • To move • To sacrifice • To move 	<ul style="list-style-type: none"> • Hagrid told Harry and his friends that he told the stranger how to get past fluffy • Harry and his friends met McGonagall and told her that some one would try to steal the philosopher's stone • Dumbledore left for Ministry of Magic • Harry, Ron and Hermione entered the trapdoor • They reached to next chamber and got the key of next door from the bird • Hermione picked the right bottles and • they moved to the next stage • At the Chessboard Ron sacrificed himself • Harry moved forward and sent Hermione back to rescue Ron and inform Dumbledore about the development taking place at Hogwarts
17	<ul style="list-style-type: none"> • Finding • To incarnate • To see • To hand over • To deny • To attempt • To burn • To know • To know • Finding • To rescue • To win 	<ul style="list-style-type: none"> • Harry found Quirrell in the chamber • Voldemort used Quirrell body to enter in Hogwarts • Harry saw Voldemort face on the back of Quirrell's head • Quirrell and Voldemort told Harry to hand them over the stone • Harry denied • Quirrell tried to kill Harry • but burnt his hand • Harry come to know about the Snape as his well wisher • Harry come to know that he was protected from Voldemort due to the love shield of his mother • Harry found himself in hospital • Dumbledore told Harry how they rescued him? • Gryffindor won the house cup

The above table shows all the major Proairetic acts of the narrative and shows the sequence of the actions. It shows the delays in the action and the motives and will behind the actions.

The next chapter presents the findings of the present study and concludes the thesis. The chapter also covers the research arrears for future work on Harry Potter Series.

CHAPTER 7

CONCLUSION

'Begin the beginning,' the king said, gravely, 'and go on till you come to the end: then stop'

(Lewis Carroll, Alice in Wonderland)

This chapter presents a summary of the important findings regarding narrative structure of Harry Potter Series. It also presents the summary of parallels in Harry Potter Series and *Hoshruba*. Towards the close of the chapter, the researcher also gives recommendations to future researchers in the area of narratology.

The narrative analysis of the text clearly demonstrates that J. K. Rowling employed extensive enigmas in Harry Potter Series to whet the curiosity of the readers. Major enigmas were employed and revealed in the same book but the narrator used delaying techniques. There are enigmas which were employed in the early books of the series and revealed in the later books of the series. The narrator gave misleading answers to enigma in the form of snares. She also used delaying techniques for the disclosure of enigmas by employing partial answers, jamming of enigmas and ambiguities. The narrator aptly delayed major enigmas till the last chapter to hone the curiosity of the reader in the first book of the series.

The narrator employed snare, and through misleading discourse, Snape is shown as the villain of the narrative. At the end of the book-I, his image of villain changed into the helper and well-wisher of Harry Potter. However, the real face and intentions of Professor Quirrell is delayed till the end of the first book. The narrator used an anagram and rearranged words like *'Erised straehruoytubecafruoyt on wohsi'* in reverse order to make the message difficult for the reader and needs IQ (Intelligent Quotient) to understand the message.

In the second book of the series, through the Tom Riddle's diary, the narrator presented a snare. The readers were informed that fifty years ago Hagrid opened the chamber of secrets. He was expelled from the school and sent to Azkaban prison. In Book-II, Hagrid was again accused of opening the chamber and sent to Azkaban. At the end of the book, it was revealed that Voldemort opened the chamber of secrets fifty years ago. He again opened the chamber of secrets with the help of Lucius Malfoy. Only a parselmouth and true heir of Salazar Slytherin can open the chamber of secrets. It was Lucius who placed the Tom's diary in the bag of Ginny Weasley. The name of Lord Voldemort derived after rearranging alphabets from his family name Tom Marvolo Riddle. Lord Voldemort did not like his muggle-blood mix family name so he changed his name. Three unresolved enigmas of Book-I are resolved in the second book of the Series. Harry can speak with snakes as he is a parselmouth. Harry got this ability when he was attacked by Voldemort. Hagrid was expelled from Hogwarts as he was accused of opening the chamber of secrets. Malfoys are sided with Dark Lord and are against Dumbledore. At the end of the book-II Harry Potter comes to know that Dobby is the house elf of Malfoys. It is revealed that Dobby was sent to Harry Potter to stop him from joining Hogwarts.

The third book of the series also has enigmas and snares. Sirius Black is presented as a criminal who betrayed James Potter and Lilly Potter. But in the middle of the narrative, he appeared and proved himself innocent in the matter. Professor Trelawney predicted that the one who betrayed his friends twelve years ago would come back tonight. Dark Lord would come back again and become more powerful. The discourse is misleading and gives a hint towards Sirius Black but it was Pettigrew who aligned himself with the Dark Lord and betrayed Potters. It is a surprised twist in the narrative that Pettigrew was with Harry Potter in the form of Ron's rat. The identity of the inventor of the magical map is also enigmatic. Who were Moony,

Wormtail, Padfoot, and Prongs? Professor Lupin tells Harry that the map was signed by four wizards, Sirius, James, Pettigrew and Lupin. Marauder's Map, and Sirius is Padfoot. Peter is Wormtail. James was Prongs and Moony was the nick name of Lupin. Snape remains hostile towards Harry and his friends. It is the major enigma of the narrative.

Harry Potter and the Goblet of Fire has one major enigma. Who placed the wrong port key during the tri-wizard cup? The reality of fake Moody Mad eye was delayed till the end of the book. Barty Crouch, Junior actually appeared in the shape of Moody by drinking polypotion juice after every hour. He tells that Harry's selection for the tri-wizard cup competition is pre-planned. He changed the cup into a port key that took Harry and Cedric to the graveyard.

Harry Potter and Half Blood Prince has one major enigma about the identity of the half-blood prince. The discourse is misleading as Snape kills Dumbledore in front of Harry Potter. At the end of the narrative, it is revealed that Snape is the half-blood prince. The search for the horcruxes starts from this books.

Ginny Weasley shows interest in Dean but the long awaited enigma has been revealed and Harry finds love in Ginny opposite to his apparent emotional attachment and friendship with Hermione. Hermione feels true love for Ron and takes Harry as a true friend.

In the last book of the Harry Potter Series, the major enigmas are about the horcruxes. Harry Potter finds all the horcruxes and destroys them one by one but the last horcrux nagini is being killed by Neville Longbottom. All the enigmas of the series are being resolved in the last book.

Professor Snape remains an enigma for the readers till the last book of the series and his real-self was presented towards the end of the last book at the time of his death. Professor Snape's love-hate relationship with Harry Potter remains enigmatic for the audience till the end

of the last book of the series. In the last book of the series it is revealed that Snape was a die-hard lover of Lily. It was the reason behind his love for Harry. Lily was his friend since childhood but later Lily became inclined towards James Potter. Finally, she got married to James Potter but Snape did not like James Potter and his friends. His love for Lily and hatred for James is reflected in his attitude towards Harry Potter. He remained loyal to Dumbledore and the killing of Dumbledore by Snape was the plan of Dumbledore.

There are many minor enigmas which are near to the narrative possibilities but they also create suspense and curiosity in the mind of the readers. Roland Barthes in his analysis of *S/Z* considers the major enigmas. However present research along with the major enigma also focuses on the minor ones; how did Harry's scar appear? Why Hagrid was expelled from Hogwarts? What are the reasons behind Harry's fame? How a cat can read a map? The present study also analysed the narrative possibilities. The expectations of the readers are being created by giving different clues from the narrator. The futuristic enigmas regarding narrative possibilities and expectations of the readers were also analysed. The enigmas like Will Harry do great things at Hogwarts? Will Harry stop Voldemort to access the Philosopher's stone? Malfoy tells Harry to avoid Ron and Hagrid for his good. Will Harry act on the advice of Malfoy or not? Would Harry and Hermione be placed in same house or in different houses at Hogwarts? All these enigmas whet the curiosity of the readers and made the narrative spell-binding.

The narrator used jammed answer to many enigmas and revealed them at the end of a particular book or delayed them till the end of the series. The narrator tries to establish a phenomenon that appearance is usually deceptive. The narrative moves against the expectations of the reader in most of the cases. The narrator employed snare or misleading discourse to show a positive character as a negative one.

The binary opposition in characters and their traits, settings and concepts run throughout the narrative. The binaries of good and evil, good wizards and bad wizards, Harry and Dudley, Harry and Malfoy, Harry and Ginny, Harry and Ron, Wizards' world and muggles' world, reality and illusion, the motherly love and fatherly love, muggles' money and the wizard's money, Potters and Dursleys, Weasleys and Malfoys, Dumbledore and Voldemort, Kingsley Shacklebolt and Fudge, Lupin and Pettigrew, McGonagall and Snape, Slughorn and Umbridge, Dobby and Kreacher, Sirius and Bellatrix, death eaters and order of the phoenix, Flitch and Hagrid, rich and poor, pureblood and mudblood, Hogsmead and Surrey, Wizards' bus and muggle's bus, flying car and ordinary car are presented by the author to bifurcate the opposite concepts and parallels in the text for the mega structure of the narrative. Even all the titles of the eight books in the Harry Potter Series have binaries. In all the books on one side of the binary is Harry Potter and on the other side of the binary the author respectively presented the philosopher's stone, the chamber of secrets, the prisoner of Azkaban, the goblet of fire, the order of phoenix, the half-blood prince and the Deathly Hallows.

The Semantic codes also show the character traits and symbolism associated with the semes. Symbolism is the hallmark of the narrative. Lord Voldemort was shown as an embodiment of evil. His lust for power is evident in the Harry Potter series. Malfoy family was also shown as snobbish wizards. Weasleys are shown as poor but loyal in the series. Dumbledore is shown as wise and able wizard. Death eaters were shown as the representative of the evil forces. Professor Snape and Professor McGonagall were shown as the strict and disciplined teachers. Remus Lupin and Professor Slughorn were shown as highly capable and friendly teachers. However, Hagrid was presented as a careless but faithful person. The concept of pureblood and mudblood is symbolic and represents difference of blood lineage. Black and white

are two important subcultures in the United Kingdom and the United States of America. The author implicitly gives hint toward these two subcultures in the narrative. It also indicates and shows the reservations of fundamentalists who are against multiculturalism and globalisation. They want to keep themselves isolated from the people who have different ethnicity and blood-lineage. The author has implicitly predicted the Brexit and the rise of nationalism in the USA.

It is also worth mentioning that J.K. Rowling used her influence and did not allow the directors of Harry Potter movies to cast non-English characters. She insisted that the character of Harry Potter should be played by the actor of British origin.

The plot revolves around Harry Potter, Voldemort and Hogwarts. Most of the actions deal with the life of Harry Potter at Hogwarts and challenges faced by him. The action of the narrative is fast in the first, second, third and fourth book. But the author delayed the action in the fifth and sixth book of the series. The life of Harry Potter at Hogwarts and outside Hogwarts is challenging. Harry struggles for survival throughout the series. Harry is always present in the most important actions of the narrative. The author used Proairetic codes in the form of verbs seem, want, realise, think and expect to create expectations of the readers.

The cultural codes were also aptly applied by the author in the narrative. The narrative is purely westernised and it primarily presents English culture and then the global culture. But the global culture is also Eurocentric. Internationalism is integrated in the narrative by introducing characters like Kingsley Shacklebolt from Africa and Parvati Patil from India. But they were just introduced to fill the gap and for the marketing purposes. Tri-wizard world cup is also a reflection of globalisation. The buildings, cuisine, celebrations, Halloween, birthday parties, Ministry of Magic, grand dinner, prison in Azkaban, Valentine's Days, Christmas, troll,

broomsticks, Quidditch as alternative to football, names of characters and settings, are Eurocentric. The author aptly integrated western and post-modern culture in the narrative.

Both the research questions have been addressed in the research. It is evident from the research that Barthes narrative codes can be applied on the big data by using corpus tools with the exception of Proairetic codes. Word frequency is useful for identifying semantic codes, characters and the setting of a narrative. Parts of Speech tagging gives the list of all the adjectives used in a text with the concordance. It also provides the list of verbs that creates expectation of the reader in a narrative. However, it also establishes that to identify the Proairetic codes as used by Barthes by making *lexia* is not possible. Barthes analysed cultural codes in *S/Z* as the cultural knowledge of the audience. However cultural codes can be identified in a text as integration of a culture in a narrative. Semantic tagging is a unique feature of Wmatrix and it categorises the lexical items in terms of semantic field. Semantic tagging can be used to identify cultural codes in a literary text.

Extensive parallels were identified in the magical devices, magical beings and themes in Harry Potter Series and the two representative works in Eastern fantasy literature. The parallels in magical devices and being are Ammar's zambil and Hermione's bag, invisibility cloak of Harry and invisibility cape of Ammar, Harry's parseltongue (ability to speak snake's language) and Amir Hamza's ability to speak with the language all the creatures, use of music to make fluffy sleep and Amar's singing ability to make his enemies spell-bound, the use of owl as messenger in Harry Potter series and use of magical birds as messenger in the *Adventures From the Dastan of Amir Hamza*. , Polypotion juice in Harry Potter series to make magical double of a person and magical double of Emperor Afrasiab, bewitched Hogwarts sky and bewitched river and gardens, Harry Potter's map that tells about the people around him and the Book of Sammeri that tells

Afrasiab about the present situation, love potion, animals with human heads and human with animal heads, use of wands, foreknowledge, transfiguration, use of magical light, ghosts, protective devices against magic are identified in the present study.

The parallels in the theme of immortality, good and evil, magical world and common people world, non-sorcerers and the sorcerers, different money for magical worlds and concept of friendship are identified in both the texts.

The research clearly demonstrates that the narrative has all the ingredients to attract a global audience through its appealing narrative structure and intertextual allusions from the earlier sources. It was a commercial project and word 'Kathleen' has been added in the name of the author for commercial purposes. The author started the novel keeping in mind a division of the narrative into different books. Extensive enigmas, delays in action, symbolism, binary opposition from title to the text, integration of western culture, boarding school settings and magic made the series a hot cake for the worldwide audience. The research also indicates many parallels in magical device, magical beings and themes in Harry Potter Series, Hoshruha and The Adventures From the Dastan of Amir Hamza.

7.2 Future Work

The present study paves the way for the future research work on Harry Potter Novels. Barthes Narrative Codes can be applied on the other six books of the series by using corpus tool. Other models of narratology can be applied on the series by using corpus tools according to the requirement of the research design.

The researcher is of the view that academic setting of the series is a good ground for the researchers to analyse the teachers' discourse in Harry Potter Series. Harry Potter Series

symbolism can be analysed from the different perspectives like war against terror and anti-globalisation.

References

- Abbate, C. (1989). What the Sorcerer Said. *19th-Century Music* (12), 221-30.
- Abbot, H. (2002). *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Adolphs, s., & Carter, R. (2003). Corpus stylistics: point of view and semantic prosodies in *To The Lighthouse*. *Poetica* (58), 7-20.
- Allen, G. (2000). *Intertextuality: The New Critical Idiom*. London and New York: Routledge.
- Bal, M. (1991). *Reading Rembrandt: Beyond the Word-Image Opposition*. New York: Cambridge University Press.
- Bal, M. (1997). *Narratology Introduction to the Theory of Narrative*. Toronto: University of Toronto Press.
- Barthes, R. (1974). *S/Z*. New York: Hill and Wang.
- Barthes, R. (1977). *Image, Music, Text*. London: Fontana.
- Baynham, M. (1996). Direct speech: What's it doing in non-narrative Discourse? *Journal of Pragmatics* (25), 61-81.
- Behr, K. E. (2005). "Same-as-Difference": Narrative Transformations and Intersecting Cultures in Harry Potter. *Journal of Narrative Theory*, 35(1), 112-132.
- Biber, D. (2011). Corpus linguistics and the study of literature: Back to the future? *Scientific Study of Literature* 1.1, 15-23.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Biber, D., Conrad, S., Finegan, E., Johansson, S., & Leech, G. (1999). *Longman Grammar of Spoken and Written English*. Harlow: Longman.

- Bloom, H. (2001). Can 35 Million Book Buyers Be Wrong? Yes. *The San Francisco Jung Institute Library Journal* 19:4, 49-51.
- Bordwell, D. (1985). *Narrative in the Fiction Film*. Madison: University of Wisconsin Press.
- Carter Roland, A., & McCarthy Michael, J. (1995). Grammar and the Spoken Language. *Applied Linguistics* 16 (2), 141-158.
- Carter, R. (1997). 'Grammar, the spoken language and ELT', in .: Rome: . In D. Hill, *English Language Teaching* (pp. 26-32). Rome: The British Council: .
- Carter, R. (1997). *Investigating English Discourse: Language, Literacy and Literature* . London: Routledge.
- Carter, R. (1997). Speaking Englishes, speaking cultures, using CANCODE. *Prospect* 12 (2), 4-11.
- Carter, R. (1999). Common language: corpus, creativity and cognition. *Language and Literature* 8, 3, 1-21.
- Carter, R. A., & McCarthy., M. J. (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press.
- Carter, R., & Adolphs, S. (2003). And she's like 'it's terrible like': Spoken discourse, grammar and corpus analysis. *International Journal of English Studies* 3,1, 45–56.
- Chatman, S. (1980). *Story and Discourse Narrative Structure in Fiction and Film*. London: Cornell University Press.
- Christoph, R. (2008). A Register Approach to Teaching Conversation: Farewell to Standard English. *Applied Linguistics*, 1-22.
- Colbert, D. (2001). *The Magical Worlds of Harry Potter: A Treasury of Myth, Legends and Fascinating Facts* . London: Penguin Books.

- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. 2nd edn. Cambridge: Cambridge University Press.
- Culler, J. (2002). *Barthes: A very short introduction*. Oxford: OUP.
- Dammann, G. (2008, June 18). *Harry Potter breaks 400m in sales*. Retrieved January 15, 2016, from The Guardian: <https://www.theguardian.com/books/2008/jun/18/harrypotter.news>
- Farooqi, M. A. (2009). *Hoshruba: the Land and the Tilism (Translation of Hoshruba)*. London: Randon House Group Limited.
- Fenske, C. (2008). *Muggles, monsters and magicians: A literary analysis of the Harry Potter series* (Vol. 2). Peter Lang.
- Ferrara, F. (Winter, 1974). Theory and Model for the Structural Analysis of Fiction. *New Literary History*, Vol. 5, No. 2, *Changing Views of Character*, 245-268.
- Gavioli, L. (2005). *Exploring Corpora for ESP Learning*. Amestardam & Philadelphia: John Benjamins Publishing Company.
- Genette, G. (1983). *Narrative Discourse An Essay in Method*. London: Cornell University Press.
- Gimneze, J. C. (2010). Narrative Analysis in Linguistics Research. In L. Litosseliti, *Research Methods in Linguistics* (pp. 198-213). London: continuum.
- Greimas, A. J. (1983). *Structural Semantics: An Attempt at a Method*. Lincoln: University of Nebraska Press.
- Guy, D. (2008, June 18). *Harry Potter breaks 400m in sales*. Retrieved May 21, 2012, from The Guardian: <https://www.theguardian.com/books/2008/jun/18/harrypotter.news>
- Herman, D. (2002). *Story Logic*. Lincoln: University of Nebraska Press.
- Hirsch, M. (1997). *Family Frames: Photography, Narrative, and Postmemory*. Cambridge: Harvard University Press.

- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Hutcheo, L., & Hutcheon, M. (1999). *Opera: Desire, Disease, Death*. Lincoln: University of Nebraska Press.
- Jaén, S. O., & Landa, J. A. (1996). *Narratology: An Introduction Critical Readers Series*. London: Longman.
- Jah, M. H. (1883). *Tilisim-e-Hoshruha*. Lucknow: Naval Kishore Press.
- Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. New York: Columbia University Press.
- Labov, W. (1972). *Language in the Inner City. Studies in the Black English Vernacular*. Philadelphia: University of Pennsylvania Press.
- Lacoss, J. (2002). Of Magicals and Muggles Reversals and Revulsions at Hogwarts. In L. A. White, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon* (pp. 67-88). Missouri: University of Missouri Press.
- Lakhnavi, M. G. (1855). *Trjoram-e-Dastan-e-Sahbiqira Giti-sita Aaal-e-Paighmabar-e-Aakhiruz Zaman Amir Hamza Bin Abdul-Muttalib bin Hashim bin Abdul Munaf*. Calcutta: Hakim Sahib Press.
- Leech, G. (2000). Grammars of spoken English: new outcomes of corpusoriented research. *Language Learning* 50, 4, 675–724.
- Leitch, V. B. (1982). *Deconstructive Criticism: An Advanced Introduction*. New York: Columbia University Press.
- Lerer, S. (2008). *Children's Literature: A Reader's History, From Aesop to Harry Potter*. Chicago and London: The University of Chicago Press.
- Mahlberg, M. (2012). *Corpus Stylistics and Dickens's Fiction*. London: Routledge.

- Mauranen, A. (2004). Spoken corpus for an ordinary learner. In M. J. Sinclair, *How to Use Corpora in Language Teaching*. (pp. 89–105). Amsterdam: John Benjamins.
- McCloud, S. (1994). *Understanding Comics*. New York: Harper Perennials.
- McEnery, T., & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.
- McQuillan, M. (2000). *The Narrative Reader*. London and New York: Routledge.
- Mendlesohn, F. (2002). Crowning the King Harry Potter and the Construction of Authority. In L. a. Whited, *The Ivory Tower and Harry Potter : Perspectives on a Literary Phenomenon* (pp. 159-181). Missouri: University of Missouri Press.
- Meyer, C. (2002). *English Corpus Linguistics*. Cambridge: Cambridge University Press.
- Michael, W., & Judith, S. (1990). *Intertextuality: Theory and Practice*. Manchester and New York: Manchester University Press.
- Nikolajeva, M. (2009). Harry Potter and the Secrets of Children's Literature . In E. E. Heliman, *Critical Perspectives on Harry Potter* (pp. 225-242). London and New York: Routledge.
- O'Keeffe, A., McCarthy, M. J., & Carter, R. (2007). *From Corpus to Classroom. Language Use and Language Teaching*. Cambridge: Cambridge University Press.
- Onega, S., & Landa, J. A. (1996). *Narratology: An Introduction*. London and New York: Longman.
- Oziewicz, M. (2010). Representations of Eastern Europe in Philip Pullman's His Dark Materials, Jonathan Stroud's The Bartimaeus Trilogy, and JK Rowling's Harry Potter Series. *International Research in Children's Literature*, 3(1), 1-14.
- Prince, G. (1982). *Narratology: The Form and Functioning of Narrative*. Berlin: Mouton Publishers.

- Prince, G. (1987). *A Dictionary of Narratology*. Lincoln and London: University of Nebraska Press.
- Pritchett, F. W. (1991). *The Romance Tradition in Urdu: Adventues from the Dastan of Amir Hamza*. New York: Columbia Univeristy Press.
- Propp, V. (1968). *Morphology of the Folktale*. Austin: University of Texas Press.
- Rimmon-Kenan, S. (2005). *Narrative Fiction Contemporary Poetics*. London and New York: Routledge.
- Rowling, J. (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury Publishing Plc.
- Rowling, J. (1998). *Harry Potter and the Chamber of Secrets*. London: Bloomsbury Publishing Plc.
- Rowling, J. (1999). *Harry Potter and the Prisoner of Azkaban*. London: Bloomsbury Publishing Plc.
- Rowling, J. (2000). *Harry Potter and the Goblet of Fire*. London: Bloomsbury Publishing Plc.
- Rowling, J. (2003). *Harry Potter and the Order of Phoenix*. London: Bloomsbury Publishing Inc.
- Rowling, J. (2005). *Harry Potter and the Half-Blood Prince*. London: Bloomsbury Publishing Plc.
- Rowling, J. (2007). *Harry Potter and the Deathly Hallows*. London: Bloomsbury Publishing Plc.
- Ryan, M.-L. (2009). Narration in various media. In *Handbook of Narratology* (pp. 263-281). Berlin: Walter de Gruyter GmbH & Co.

- Safire, W. (2000, January 27). *Essay; Besotted With Potter*. Retrieved February 14, 2016, from The New York Times: <http://www.nytimes.com/2000/01/27/opinion/essay-besotted-with-potter.html>
- Saif, S. u. (1992). *Kham-e-kakul*. Lahore: Al-Hamd Publications.
- Semino, E., & Short, M. (2004). *Corpus stylistics: Speech, writing and thought presentation in a corpus of English writing..* London: Routledge.
- Sinclair, J. (2004). *Trust the Text: Language, corpus and discourse*. London & New York: Routledge.
- Steege, D. K. (2002). Harry Potter, Tom Brown, and the British School Story Lost in Transit? In L. A. Whited, *The Ivory Tower and Harry Potter : Perspectives on a Literary Phenomenon* (pp. 140-156). Missouri: University of Missouri Press.
- Thompson, K. (2003). *Storytelling in Film and Television*. . Cambridge: Harvard University Press.
- Toolan, M. (2001). *Narrative A critical Linguistic Introduction* . London: Routledge.
- Toolan, M. (2009). *Narrative Progression in the Short Story: A Corpus Stylistic Approach*. Amsterdam: John Benjamins Publishing Company.
- Valero Garcés, C. (2003). Translating the imaginary world in the Harry Potter series or how Muggles, Quaffles, Snitches, and Nickles travel to other cultures. *Quaderns: revista de traducció*, (9), 0121-134.
- Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. *Journal of Applied Social Psychology*, 45(2), 105-121.
- Wahid, R. (2011). The Use of Corpus-based Techniques in Literary Analysis: Exploring Learners' Perceptions. *Asiatic (5)1*, 104-128.

Worton, M & Still J (1990) *Intertextuality: Theories and Practices*. Manchester:

Manchester University Press.

Wichmann, A., S. Fligelstone, M., & Knowles, G. (1997). *Teaching and Language Corpora*.

London: Longman.

Wilkie, C. (1999) 'intertextuality', in P. Hunt (ed) *Understanding Children's Literature*

London: Routledge, pp. 130-137.

Winther, P., Trussler, M., Toolan, M., May, E. C., & Susan, L. (2012). Introduction. *Narrative*

Volume 20, 135-170.