

CHAPTER 9

THE ROLE OF TEACHER FEEDBACK IN STUDENTS' REVISION OF TEXTS

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Introduction to My Classroom

I teach English, French, and social studies at Drammen Upper-Secondary School in Drammen, Norway. The school serves students aged 15-19 and prepares them for university studies. This research project was carried out in my second-year English 1 class during the spring term of 2024. The students were 17-18 years old and all enrolled in the school's bilingual programme, Drammen International. In this course, I taught five 45-minute lessons per week, amounting to 140 lessons of 60 minutes each over the 2023-2024 school year.

The class consisted of 25 students. One student was diagnosed with dyslexia; otherwise, there were no special educational needs. Instruction was based on a textbook designed for English, but supplemented with additional material, such as films, articles, and literary texts. As part of the course requirements, students also read and worked with an English-language novel. Laptops were used as an integrated part of learning, and I employed a task-based approach using several techniques in my teaching.

At the end of the school year, English 1 students receive two grades for their coursework: one for written and one for oral English. They may also be required to take a national written examination or a locally organised oral examination. Because my students had selected the Drammen International programme, they were all motivated to improve their English proficiency. However, as in any class, their level of motivation varied. Although the students were quite proficient in English, they still needed to work systematically to improve their written skills, particularly in developing an academic writing style – an important element of the curriculum and a skill they will need to master at university. Despite having

studied English for more than 10 years by the time they reached English 1, many continued to make relatively basic mistakes in their syntax and grammar. Furthermore, all students needed to develop a greater awareness of the differences between formal written English and the colloquial style they were used to using. There was also room for some improvement in the coherence and fluency of their texts. Moreover, most students needed to work on constructing a persuasive and precise line of argument, including the correct use and citation of sources. Throughout the school year, students submitted written assignments regularly, and I provided feedback on content, structure, and language.

In my teaching practice, I emphasise the importance of students engaging with my feedback by producing revised versions of their texts. I consider it vital to be available throughout this process to provide guidance and clarity. For this reason, I allocate time during lessons for students to work on revisions. While they revise various aspects of their texts, I remain accessible to answer any questions and offer support as needed.

Reflecting on My Overall Research

In preparing for the first workshop of the TREL project, we were asked to propose research topics based on issues in our teaching that were causing concern (that is, what was “bugging us”). For some time, I had been concerned that the feedback I provided on students’ essays might not be as comprehensible or as motivating as I intended. Consequently, I decided to investigate the role my feedback played in students’ learning. This led me to formulate the following research question: How useful and motivating is my feedback for my students when revising their texts?

In my professional opinion, the most effective method to help students address their challenges is by providing tailored feedback on their texts. This process requires a lot of time and effort on my part, and I must carefully balance the depth of my feedback with the time available. Importantly, my focus is not solely on identifying weaknesses or inadequacies in their writing but also on guiding students toward improving their texts and their language. In this sense, my approach covers not only feedback but also feedforward, thereby aiming to support future development and current revision.

Like any other skill, developing one’s writing requires systematic practice and sustained effort. For students to improve their written English, it is important that

they understand why certain aspects of their texts require correction or refinement, and that they are sufficiently motivated to determine how to make these improvements. This is a cognitively challenging and complex process. As I only occasionally provide explicit suggestions for how a text might be revised, students need both motivation and persistence to engage productively with my comments and take responsibility for their part in the feedback process. After all, it takes two to tango! Even though I highlight areas for improvement in my written feedback and provide students with dedicated class time to revise their texts, my method will only succeed if my students are sufficiently motivated to engage in this demanding work.

Another challenge is that my comments are intentionally brief and make use of disciplinary terminology that some students may not fully understand or may struggle to retain from one assignment to the next. While I make myself available and offer support during revision periods, the number of students present means that it is impossible for me to address all students' needs and questions equally well. Consequently, I fear that there is a systematic imbalance between the time and the attention each student requires and what I am realistically able to provide. Some students are a lot more proactive in the revision process than others, asking for help and clearly wanting to improve. Others, however, are more withdrawn. I assume that these students may benefit less from my current approach, which I find concerning; in fact, the main reason why I wished to investigate more closely how my method of supporting students' writing development actually functions in practice.

In my teaching practice, I have often combined quantitative and qualitative methods to gather feedback on both my instruction and my students' learning and motivation. For this project, however, I was inspired by a remark made by one of the lecturers at the first TREL workshop in January 2024, who emphasised the importance of "hearing the students' voices" as an important aspect of teachers doing research on their own practice. Motivated by this, I opted to rely exclusively on open-ended questions. My project started in mid-March, shortly after I had provided feedback on my students' essays. By this point in the semester, my students were already familiar with my feedback practices and with the revision routines I had used in class. After reviewing what they had done well, what required further improvement, and, not least, the grade they had received, students were instructed to produce a revised version of their texts, drawing actively on my feedback and feedforward. What was new this time, however, was that I asked students to reflect on the process itself. I informed them that their

reflections were important for developing my future teaching practices and that their responses would constitute data for the teacher research literacy project in which I was participating. Data collection took place in three stages. First, students responded to a set of questions about the feedback they had received and how they intended to use it before beginning revision. The second stage consisted of the text-revision process itself. In the third and final stage, students answered a second set of questions.

Below are the questions I presented to the students:

Before revising my text

Read the feedback you were given on your text carefully. Then respond to the questions below:

- To what extent was the feedback understandable? Give examples and explain your reasoning.
- To what extent did the feedback motivate you to revise your text? Give reasons for your answer.
- What was the most useful part of the feedback? Provide examples and explain.

After having revised my text

- 1) To what extent did you receive support in understanding the feedback and suggestions for improving your text? Give reasons for your answer.
- 2) How do you feel about having revised your text? Give reasons for your answer.
- 3) Sum up your key takeaways from the overall process of receiving feedback and revising your text.

To obtain an overview of my data, I classified my students' responses into relatively broad thematic categories and summarised the number of responses within each (see Tables 1 and 2). I chose to include many student quotations, as I wanted to listen carefully to how students articulated their experiences and feelings about the ways I support their development as writers of English. Their reflections are not only valuable for my own understanding; I also believe that students themselves benefit from the process of verbalising such reflections. Even if the data were ultimately to prove less insightful than expected, the metacognitive work involved in responding to these questions remains an important and meaningful part of their learning.

Table 1 Coded results from the pre-revision questions (Number of respondents: 21)

Question	Completely understandable		Mostly understandable		Not understandable	
To what extent was the feedback understandable? Give examples and explain.	13		8		0	
To what extent did the feedback make me want to revise my text? Give reasons for your answer.	Highly motivating (wanted to revise text)		Somewhat motivating		Not motivating	
	12		7		2	
What was the most useful part of the feedback.? Give examples and explain.	Content	Color codes	Structure	Rubric	Language or mostly language	Comments in their text
	1	2	0	2	10 + 3 = 13	2

Table 2 Selected student quotes from the pre-revision questions

Question	Selected student quotes
To what extent was the feedback understandable? Give examples and explain.	I did not ask many questions, but when I did, you were very helpful.
To what extent did the feedback make me want to revise my text? Give reasons for your answer	<p>The feedback makes me want to revise my text to some extent. However, it is a bit hard to actually get better at it because I do not really know how.</p> <p>The feedback makes me excited to see what I missed or wrote incorrectly. I strive to make progress in my language, so I am always eager to see what mistakes I have made, so that I can make it right and learn.</p> <p>Often one is 'blind' by the mistakes I make myself and when another person points them out, the mistakes are more visual to me.</p> <p>The feedback makes me want to revise my text to put into effect and fix the aspects of the essay so that I can use them in future endeavours.</p> <p>I want to revise my text because I know there are things I need to improve to get a better mark, and I will know how to write my text better once I have seen it in the text.</p> <p>The feedback is well structured and clear as you use different colour to highlight mistakes, as well as short comments, which makes it easy to identify and alter the mistakes.</p> <p>I guess it makes me want to change at least some parts of my text, on one hand to get it right, but on the other hand also to try to learn what could have been better.</p>

Your feedback, and particularly the comments, makes me wish to revise my text. I find it encouraging that you write what is wrong and what can be done to improve.

For me, it is very motivating and I want to revise the text. I do not like to make mistakes and having mistakes underlined and with an explanation to explain what was wrong makes it easy to change.

The feedback gives me another perspective on my text, and it helped with realizing that I have some things that I can work on in order to improve my texts.

It motivates me to revise and fix my text, especially when I am given precise and direct feedback.

It does not exactly prompt me to revise my text, simply because I believe there was one particular flaw in the text that ended up dragging it down, the flaw being the very relaxed and informal style.

Not that much, since it was written that I write good English and it was well structured, but I wrote too much informal language. However, it does make me wonder why I got the grade I did, if I have good English.

What was the most useful part of the feedback? Give examples and explain.

The most useful part of the feedback was the comment about how I took the reader's knowledge for granted. That is something I usually do and something I need to fix.

Sometimes I find myself inventing new idioms and ways of expressing myself that do not actually exist in English. For this reason, the purple comments, which point out that these should be changed, are most useful.

The most useful part of the feedback might have been the sentences marked in purple, mostly because it is mistakes or things that sound wrong when you say them out loud.

Definitely the most useful part of the feedback are the comments which you write next to the marked sentences or words. These comments help us understand what is wrong and can be improved.

Personally, I find the comments in the margin most useful. The comments help me understand to a greater extent what you mean when you use colour codes.

For me the most useful part was the matrix. I really like to see how my text scored on the criteria because then it is easier to understand why I got that grade.

The most useful part was the part about adverbs.

I think the colour codes are really smart because then I can see exactly what is wrong with the text.

The most useful part is the general feedback where the reoccurring mistakes are highlighted. This makes it easy to remember and make a note of what to not do next time.

I found it useful when you commented on my use of the personal pronoun 'you'. When I write, especially when time is limited, I tend to use the wrong writing style. I also appreciate longer comments.

The feedback highlighted all of my flaws as well as it made me realize what style my future texts should have.

Table 3 Coded results from the post-revision questions (Number of respondents: 11)

Question	Did get necessary help	Did not get necessary help	Did not need any help
To what extent did you get help understanding the feedback and suggestions for improving your text? Give reasons for your answer.	6	1	2
How do you feel about having revised your text? Give reasons for your answer.	Happy or pleased	Indifferent	Looking ahead/what to remember next time
	6	1	4

Table 4: Selected student quotes from the post-revision questions

Question	Selected student quotes
To what extent did you get help understanding the feedback and suggestions for improving your text? Give reasons for your answer.	Based on the different comments and reading the sentences again it was a huge help because in most cases I saw what mistakes I had. I probably should have asked a little more about what I should have done different, but other than that I got quite a lot of help.
How do you feel about having revised your text? Give reasons for your answer.	<p>I feel good after having revised my text. It is always interesting to see what mistakes I made, and to correct them. I feel a bit frustrated that I made so many stupid grammar mistakes and forgot words here and there, but in conclusion, I believe it went well.</p> <p>I see clearly why some of the parts of the text was incorrect, and remember these things the next time I write.</p> <p>I was already satisfied with my original text (except for some genitive and punctuation mistakes that could easily have been avoided), so improving it didn't change much for me personally.</p> <p>I don't think my revised text is that good, but I think it was important for me to see what mistakes I made so that I understand what mistakes I make.</p> <p>It was okay, I did not necessarily learn a lot of new stuff. But I do like doing it because I can look back at my text later and see what I have messed up before and see what I need to practice.</p> <p>I feel that my text looks much better than before because it is more precise.</p> <p>It felt somewhat good, based on seeing my mistakes and correcting them. Of course it is hard seeing the mistakes and not always agreeing with them, but once I understand them, it can be a relief.</p> <p>I am very happy with my text after the revision process. After having revised the text I feel as though I have become a better writer, and that I have a better understanding of my own mistakes.</p>

**Sum up your takeaways
from the process of
feedback and text revision**

I feel like I've improved my text quite a lot, however I feel like I could've written it better when we first wrote the texts.

I am embarrassed to some extent. I usually don't have problems with the style of my text. This is something new to me so I have finally got some real work to do in English.

After this process, I realize that I need to work on syntax, and that I make many mistakes when I am short on time.

Mistakes I will not make again:

Informal language

Incomplete sentences

Be more careful when using "must".

I should pay more attention to syntax and awkward phrasing. I need to learn how to cite my sources in a better way.

My takeaways from this process is a multitude of lessons and though I can learn more from the feedback on my text I have learnt some obvious flaws such Middle Ages and the Bible (capital letters).

My takeaway from this process is that it went how it usually goes. My content is good, but I have some grammatical mistakes here and there that I believe I could have avoided if I had more time. There was a recurring problem with imprecise language, so that is something I have to keep in mind. I also have to remember to be formal and be aware of commas.

The take-away is to use linking words more actively and be wary of influence from Norwegian in my English.

My first set of questions yielded unexpectedly positive responses. I was pleased to learn that my feedback was largely perceived as understandable. The results concerning my ability to motivate students to use the feedback when revising their texts were somewhat less positive, though generally encouraging. One student articulated the challenge of using feedback quite well: "The feedback makes me want to revise my text to some extent. However, it is a bit hard to actually get better at it because I do not really know how." This highlights an important pedagogical challenge for me as a teacher: to provide clearer and more concrete guidance on how students can revise their texts effectively.

Another student described their experience as follows: "Often one is 'blind' by [sic] the mistakes I make myself and when another person points them out, the mistakes are more visual to me." This comment reflects the first step of what I aim to achieve – helping students become aware of how their written English can be improved. The ultimate goal, however, is considerably more ambitious and one that most students are unlikely to achieve during upper-secondary school.

Ideally, I want my students to develop the ability to adopt a critical distance from their own texts and, at least to some extent, revise their texts independently, without relying on teacher input. Two responses in my material are almost too good to be true, as they articulate my pedagogical ambition with remarkable precision:

The feedback makes me excited to see what I missed or wrote incorrectly. I strive to make progress in my language, so I am always eager to see what mistakes I have made, so that I can make it right and learn.

and “Your feedback, and particularly the comments, makes me wish to revise my text. I find it encouraging that you write what is wrong and what can be done to improve.” Comments such as these serve as important incentives for me as they reinforce the value of the time and the care, I put into offering detailed feedback.

The final question was the most demanding for the students, and the most interesting for me. In asking students to pinpoint which part of my feedback they found the most useful and to explain why, I was essentially inviting them to give me feedback on my own practice. The purpose of this question was twofold: to help students improve their revision skills by reflecting on which aspects of my feedback supported their learning, and to help me refine the ways in which I provide feedback. To analyse the responses, I classified them according to the categories I give feedback on – content, structure, and language. It was not surprising that most students highlighted the feedback on language as the most useful. This is, after all, the area where most students need the greatest support, and I estimate that roughly 80 % of my comments concern language-related issues. However, a few responses stood out for different reasons. Two of the responses could almost have been written by me, as they reflect the reasoning behind my approach to teaching writing: “Definitely the most useful part of the feedback are the comments which you write next to the marked sentences or words. These comments help us understand what is wrong and can be improved” and “Personally, I find the comments in the margin most useful. The comments help me understand to a greater extent what you mean when you use colour codes.”

What I was after here, however, was not so much a confirmation of my methods, but rather insights into what students had learnt from my feedback in concrete terms. A couple of responses were quite precise in this respect: “I found it useful when you commented on my use of the personal pronoun ‘you’. When I write,

especially when time is limited, I tend to use the wrong writing style. I also appreciate longer comments.” Another student emphasised the value of pattern-focused feedback: “The most useful part is the general feedback where the reoccurring mistakes are highlighted. This makes it easy to remember and make a note of what to not do next time.”

In class, I repeatedly emphasise that genuine learning requires students to act as agents in their own learning process. Their efforts should not be directed towards pleasing me, but towards supporting their own development. My role is to act as a facilitator. This question also provided insight into my students’ grasp of metalanguage. This was even more evident in the final set of questions, which students completed after revising their texts. I will discuss those results in greater detail below.

The post-revision questions were designed to elicit students’ experiences during the revision process and their feelings about it. Unfortunately, only 11 students responded to this second set of questions, as opposed to 21 who answered the initial set. As a result, the post-revision data are less comprehensive. The most likely reason for the lower response rate is that I failed to allocate sufficient class time for students to complete both the revision of their texts and the accompanying questions. Most students spent the better part of the lesson revising their texts, and those who did finish early may not have understood the importance of responding to the second set of questions or may simply have chosen not to do so.

In retrospect, I realise that I should have ensured that nearly all my students had responded to the full set of questions. The students who did provide answers were largely those who were more independent and mature learners, which means that the results are somewhat biased; specifically, the results are more positive than those the broader student population could have reflected. It is reasonable to assume that, had more students completed the post-revision questions, more of them would have indicated that they did not get the support that they needed during the in-class revision session. As my aim was to determine how many students did not, in fact, benefit adequately from my feedback and the revision process, it is unfortunate that I did not succeed in collecting sufficient data to assess this fully. Nevertheless, I am pleased to see that the students who did respond reported that they, on the whole, received the support they needed from me. As noted earlier, writing is a skill developed through practice and feedback, a process that requires both motivation and perseverance. The benefits of this

effort often become apparent only after the work is completed, and my students' responses reflect this. After producing a revised version of their essays, only one student expressed indifference. The remaining responses reported feeling satisfied and believed that their work would be rewarded when they next produce a text. In the words of one student, "I am very happy with my text after the revision process. After having revised the text, I feel as though I have become a better writer, and that I have a better understanding of my own mistakes."

In the final question, students are asked to adopt a bird's-eye perspective on their efforts to improve their written English. This question allowed me to examine the extent to which they acquired the metalanguage introduced during the course. I was quite pleased with the level of precision and the use of precise terminology in these responses. The takeaways are quite diverse, ranging from issues related to informal style, incorrect syntax, awkward or imprecise language to the increased use of linking words and a heightened awareness of potential Norwegian influence on their English.

I did not investigate the extent to which my students applied what they claimed to have learned from my feedback. To strengthen the completeness of the data, I could have selected a sample of revised texts and analysed them for concrete evidence of revision. There is an important distinction between students reporting they have learned something and demonstrating that learning through observable changes in their writing.

Appendix

Colour Codes for Text Revision

Problem	Typical examples	Solutions/corrections
Yellow – grammar (e.g. concord, verb tenses, it/there, the genitive, pronouns)	Everybody are stupid. It's a lot of people outside the building. The student's computers are on the tables. (Many students)	Everybody is stupid. There are a lot of people outside the building. The students' computers are on the tables.
Blue – vocabulary , informal words and expressions, wrong choice of word or expressions, unidiomatic expressions, influence from native language	You (when referring to people in general) Kid, mum, dad	They Child, mother, father
Green – P (punctuation)	Use more full stops or commas. Questions should be followed by question marks.	
Purple – sentence or phrase structure: incomplete sentence awkward language unclear phrase or sentence	Every sentence has to contain at least a subject and a finite verb. (They talk.) Please note that infinitives and ing-forms (talk, talking) are not finite verbs.	1) Attach the incomplete sentence to the preceding sentence, using a comma 2) Attach the incomplete sentence to the sentence coming after. 3) Expand the sentence so that it contains the necessary elements to constitute a complete sentence on its own.
Red – spelling	Use the "help" functions in word Look up the word(s) in a dictionary	Titles of books and films in italics. (The Fault in Our Stars). Titles of short stories, poems, songs and articles in inverted commas. "Vossy Bop" Remember to capitalize all the major words in the title.

Assessment Criteria

Criteria	2	3	4	5-6
Structure	<p>The text lacks proper structure.</p> <p>Some parts are not clear or coherent.</p> <p>The paragraph structure is most often not clear.</p> <p>No or hardly any use of linking words.</p>	<p>The overall structure is uneven, and the text is not coherent throughout.</p> <p>Some parts may not be clear or coherent.</p> <p>The paragraph structure is sometimes correct.</p> <p>Linking words are sometimes used.</p>	<p>The overall structure is mostly clear, and the text is quite coherent.</p> <p>The paragraph structure is mostly correct.</p> <p>Linking words are used.</p>	<p>The overall structure is clear, and the text is coherent (introduction, main body, conclusion).</p> <p>The paragraph structure is correct (topic sentence, supporting sentences, concluding sentence).</p> <p>An appropriate use of linking words.</p>
Langue, style and terminology, grammar and syntax	<p>Mostly informal language and very little use of relevant terminology.</p> <p>Many basic mistakes in gramamr and syntax.</p>	<p>Some use of academic language and relevant terminology.</p> <p>Some basic mistakes in grammar and syntax.</p>	<p>Academic language and relevant terminology are used in the greater part of the text.</p> <p>Mostly correct grammar and syntax.</p>	<p>Consistent use of academic language and relevant terminology.</p> <p>Correct and advanced syntax and grammar.</p>
Content	<p>A small part of the essay is on task.</p> <p>Most of the essay content is irrelevant and/or unclear.</p>	<p>The essay is on task.</p> <p>Some of the content is irrelevant and/or unclear.</p>	<p>The essay is on task.</p> <p>It is a complete answer but may be superficial.</p>	<p>The essay is precise and comprehensive.</p> <p>It is a complete answer.</p>
Use of sources and citation	<p>No relevant sources are used, or sources are used incorrectly.</p> <p>There is no in-text citation and/or no list of sources.</p>	<p>Some relevant sources are used.</p> <p>There is some correct in-text citation and list of sources.</p>	<p>A satisfactory number of relevant sources.</p> <p>Mostly correct in-text citation and list of sources.</p>	<p>Many relevant sources.</p> <p>Correct in-text citation and list of sources.</p>

Example Feedback

Is religion a force for good in society?

Religion is an important aspect of many people's lives. It serves as a source of inspiration and an ideal, no matter what people believe in. In many countries it is difficult to distinguish religion, politics and culture. Governments and terrorist groups use religion as a pretext for unpardonable deeds such as suppression and acts of violence. In secularized societies, however, religious faith has become a personal choice which may not affect society as a whole that much. The question, however, remains whether religion is a force for good in society.

Many governments and terrorist groups abuse faith to allow acts of violence and suppression. Religious fanatic groups such as ISIS or Al-Qaeda are well known for their Islamic faith and how they misuse the words of the Quran to commit horrendous acts against innocent people. Al-Qaeda claimed themselves responsible for the 9/11 plane attacks on civilians in Manhattan, New York. This goes to show how some religious fanatics believe their horrendous acts are excused simply because of their faith in God, and in what way their religious books tell them to act. These types of fanatic groups are spreading propaganda to the media, they are torturing and killing innocent people simply because of their faith. This is a perfect example of when religion has gone too far, and sanctions need to be applied.

Countries like Iran, Palestine, Israel, and Afghanistan are prime examples of states where politics, religion and culture have been mixed in a negative way. The ongoing war between Israel and Palestine is driven by the two countries' sheer inability to cooperate, and the fact that both countries are unwilling to give up territory or make a conclusion. The conflict has been going on for many years and seems to have no end. The political decisions of both the Israelis and the Palestinians are ruled by their religious beliefs, and the state of the war goes to show how this is a horrible way of leading a war. Many civilians are being killed in daily bombings, mostly by the Israelis. The rage of the Israeli government has clearly impacted their decisions. This shows how in extreme cases, religion may just have negative effects on society. When war-torn countries refuse to cooperate on common land because of religion, there is not much a 3rd party country like the U.S. can do. "Because the parties of God have a veto on it, and everybody knows that this is true" (Edge, p. 197). The quote shows the reasoning behind why Palestine and Israel can't cooperate. The American support of the Israeli government has created a dilemma for most western countries; should we support a country committing horrible acts of violence against civilians, simply because of their faith? The European cooperation with the U.S. has created dilemmas inside many European countries and will continue to do so for years to come. The youth of the ongoing conflict in the Middle East are fleeing to western

countries; to countries supporting Israel in the conflict. Will this have consequences for European countries in the coming years?

There are a lot of horrible acts being committed by religious groups and governments in the word of religious faith, but there are also many positive doings of religion in society today. In the Middle Ages, religion and state were often one, but in almost all countries of the world today, this is not the case. Countries such as Norway, France, the UK, and Germany have all been able to divide politics and religion. Norway was an official Christian country for a thousand years but have recently separated state and church. This opened for the more religion-diverse country that Norway is today. There are many different religions in today's Europe, and Norway is a prime example of this. In this way people are more open to religious cooperation, with many organizations being Christian, Muslim, and Jewish faith. Many organizations in today's world are faith-based. An example of this is the Red Cross in Norway (Røde kors). This shows how religion separated from politics can do greater goods for the society. Religion gives people hope and is a common motivation for many people to do good. Religion provides support for civilians in secularized societies and religious societies, cooperation between people, and it creates a common good in all people who have faith in God.

Although religion mixed with politics may destroy societies and create wars, religion in secularized countries normally creates greater goods for society. Religious fanatic groups such as ISIS and Al-Qaeda have misused the word of the Quran and use their faith as an excuse for horrible acts of violence. In my opinion, this is a cowardly attempt to blame insane acts upon a religion made to bring people together and create peace in the name of God. I am a Christian myself, and I was raised in a secularized country. This helped me accept and understand other viewpoints on the world and has provided me with the correct and moral faith in God. I think religion is for a greater good in society and can only do good once other people's viewpoints are valued and respected. In countries where politics and religion are mixed in a non-secularized society, other viewpoints on religion are discouraged and disrespected. In some cases, like ISIS and Al-Qaeda, religion does in my opinion only horrible acts. In the conflict between Israel and Palestine, religion and state cooperate on a basis which can only be destructive upon people with different beliefs. To conclude, religion is a force for good in society if it is included in a secularized society. As soon as religion becomes a force for politics, it may have destructive consequences on civilians and people with a different faith.

Sources

Hitchens, C. (2010, November 27). Edge Engelsk 1 (p. 197, 2021).|

SH Siri Hunstadbråten ...

Awkward. Pls rephrase

Reply

SH Siri Hunstadbråten ...

Incorrect syntax. Pls rephrase

Reply

SH Siri Hunstadbråten ...

Awkward. Pls rephrase. Use e.g. the expression "to wage war".

Reply

SH Siri Hunstadbråten ...

Use a more idiomatic expression

Reply

SH Siri Hunstadbråten ...

concord mistake

Reply

SH Siri Hunstadbråten ...

Vary your English. You have used this expression above.

Reply

SH Siri Hunstadbråten ...

In your conclusion go back to the thesis question whether religion is a positive force in society. By using the same phrasing, your text becomes better structured and more coherent.

Reply

SH Siri Hunstadbråten ...

Not clear.

Reply

SH Siri Hunstadbråten ...

Your list of sources should be written differently. I'll explain.

Reply