

## Sample of thesis English editing

Field of research: Education and web-based learning

### CHAPTER 5: Findings and Discussions

The initial ~~is~~ ~~were~~ ~~empirically~~ ~~examined~~ ~~for~~ ~~to~~ ~~ascertain~~ the relationship between the use of Web-based learning systems and academic performance. ~~—~~ ~~\_~~ This study represents a second step in highlighting specific constructs that appear to promote usage of the Web-based learning system ~~use~~. ~~—~~ ~~\_~~ In summary, some relationships between the constructs specified in the research framework of Figure 4.1 were partially supported.

This section first discusses the impact of ~~use of~~ the Web-based learning system on the students' academic performance. ~~—~~ ~~\_~~ ~~This research found that the Web-based learning system usage was~~ ~~it~~ proved to be the important research variable affecting ~~that affects~~ academic performance. ~~—~~ ~~\_~~ ~~The Web-based learning system usage had a positive effect on academic performance.~~ ~~The reasons behind this may be explained as below.~~ ~~The use of Web-based learning system correlated positively with academic performance,~~ ~~which may~~ The positive correlation suggests the greater usage of ~~Web-based learning system~~ in a university study could result in better academic performance. ~~—~~ ~~\_~~ ~~The use of Web-based learning system~~ Such initiatives may support and enhance comprehensive learning activities for students. ~~—~~ ~~\_~~ Consequently, the use of Web-based learning system was helpful in terms of enhancing students' motivation to learn, increasing their communication skills, stimulating thought and enhancing their creative ~~thinking~~ ~~and~~ thinking and skills. ~~—~~ ~~\_~~ Further, the ~~research~~ findings ~~also~~ suggest the use of a Web-based learning system in university education could enhance students' ability to understand and solve problems ~~academic performance in problem solving skill and understanding ability~~.

The perceived technological characteristics of Web-based learning ~~themselves~~ are sufficient to increase usage ~~use~~ of Web-based learning systems. ~~—~~ ~~\_~~ Apparently, learners feel that perceived technology is a positive aspects of Web-based learning. The reasons ~~behind this~~ will ~~may~~ be explained in what follows ~~as~~

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below. –Perceived quality consists of three major types of the quality: information quality, system quality, and service quality. First, information quality in e-learning depends on how well the learning environment is designed and managed. –Learners place great value on regard information as valuable whenever it where a quality information is sufficient information, completeness, and relevance of to the Web-based course materials. –Secondly, the focus of system quality is mainly on characteristics of the Web-based learning environment such as availability, response time, and user friendliness. –Finally, service quality emphasizes overall support, including reliable service and an appropriate proper level of on-line assistance and explanation. –Students thus perceive that consistent technology quality will spend with their effort to the Web-based learning system for learning. –As mentioned, the Web-based learning system should be designed to match the students' needs, and comfort with the system, and The software has to have requires a supportive technical staff who has a good control of the technology and who is able to perform basic troubleshooting tasks. –Beside, Given the increasing usage use of Web-based learning systems, a better understanding and design of effective e-learning will enhance the use and educational value of such systems. –The findings of this study have significant implications on the appropriateness of relying on the Web-based learning system. –I suggest that instructors and universities should focus on technological quality the Web-based learning systems' technology quality because they form the higher predictive effect on the Web-based learning system usage from of its influence on a students' perceptions.

# Final text

## CHAPTER 5: Findings and Discussions

The initial were examined to ascertain the relationship between the use of Web-based learning systems and academic performance. This study represents a second step in highlighting specific constructs that appear to promote usage of the Web-based learning system. In summary, some relationships between the constructs specified in the research framework of Figure 4.1 were partially supported.

This section first discusses the impact of the Web-based learning system on the students' academic performance. It proved to be the important research variable affecting academic performance. The positive correlation suggests the greater usage in a university study could result in better academic performance. Such initiatives may support and enhance comprehensive learning activities for students. Consequently, the use of Web-based learning system was helpful in terms of enhancing students' motivation to learn, increasing their communication skills, stimulating thought and enhancing their creative thinking and skills. Further, the findings suggest the use of a Web-based learning system in university education could enhance students' ability to understand and solve problems.

The perceived technological characteristics of Web-based learning are sufficient to increase usage of Web-based learning systems. Apparently, learners feel that perceived technology is a positive aspect of Web-based learning. The reasons will be explained in what follows . Perceived quality consists of three major types of quality: information , system, and service. Information quality in e-learning depends on how well the learning environment is designed and managed. Learners regard information as valuable whenever it is sufficient, complete, and relevant to the Web-based course materials. Secondly, the focus of system quality is availability, response time, and user friendliness. Finally, service quality emphasizes overall support, including reliable service and an appropriate level of online assistance and explanation. As mentioned, the Web-based learning system should be designed to match the

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students' needs and comfort with the system. The software requires a supportive technical staff able to perform basic troubleshooting tasks. Given the increasing usage of Web-based learning systems, a better understanding and design of effective e-learning will enhance the educational value of such systems. The findings of this study suggest that instructors should focus on technological quality because of its influence on students' perceptions.