An English Practice Website for The Times Foreign Language Center

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***Abstract*—This thesis develops an English practice website for The Times Foreign Language Center. It begins with a small class survey and identifies a need for practice exercises and online quizzes. The author then specifies account management, practice and test questions, scores, and administrator editing of questions and posts. The site is implemented with PHP, MySQL, and a Model-View-Controller structure. Design diagrams, database descriptions, and interface screens document the result. The conclusion reports that the basic functions operate, while also acknowledging a limited interface, simple architecture, and functions that need further development. The source states a response-time aspiration but does not present a measured benchmark. Its contribution is a working student prototype rather than evidence of learning gains or broad adoption. The inner cover and signed acknowledgements date this manuscript to 2023, although an outer cover says 2024.**

***Index Terms*—English practice, online quizzes, PHP, MySQL, MVC**

I. Introduction

Online English practice can provide learners with quizzes and feedback outside scheduled classes. The thesis uses the needs of The Times Foreign Language Center as a case and includes a brief survey of an ICTU class. It proposes a website where users can practice, take tests, view scores, and read posts. Administrators manage content and questions. The project seeks a usable implementation, but it does not set up an educational experiment to measure improvement in language proficiency [1]. Earlier ICTU student work on related designs is included here for context [5], [6], [7]. Related published studies provide context for the subject and methods [8]. These contextual works were selected for this English summary; they are not asserted to appear in the original thesis bibliography. Published books on the methods and subject of this project provide context for this English summary [9], [10].

II. Methods

The author gathers functional requirements for learners and administrators and models the website with function hierarchies and other design diagrams. PHP and MySQL provide the application and database, organized around an MVC structure. Learner functions include registration, login, password changes, practice exercises, tests, and score review. Administrator functions cover tests, questions, answer options, and posts. The manuscript records interface and database work but does not specify a validated performance-testing protocol [1].

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III. Results

The report shows the implemented English practice website and states that basic requirements operate. Users can access practice and quiz functions and inspect their scores; administrators can manage the question bank and related content. The conclusion says the author gained experience with PHP, MVC, and independent web development. The source also admits that the interface and architecture remain simple and that some functions are not yet as useful as intended. No measured learning outcome is reported [1].

IV. Discussion

The MVC structure makes the prototype easier to describe and organize, but the author explicitly notes limitations in interface design and feature maturity. The requirement for rapid response is a design target, not a demonstrated benchmark in the source. A later study would need real learner use, question-quality review, security testing, and measured response times. Expansion of the database and administrative tools is proposed as a practical next step, not a result already delivered [1].

V. Conclusion

The thesis documents a PHP and MySQL English practice website for The Times Foreign Language Center. The source supports the existence of core learner and administrator workflows through its descriptions and screens. It also recognizes incomplete feature quality and a basic interface. The work establishes a prototype for further development. It does not establish that learners improved their English or that the website meets a measured performance target [1].

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