HIGHER SCHOOL OF ECONOMICS: INTERNAL EXAM AS PREPARATION STAGE TO HSE EXTERNAL EXAM

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Abstract. This article reports on the correlation between the internal (the so-called achievement) and the external (independent) exams at one of the leading educational institutions in the Russian Federation, the Higher School of Economics. The study addresses the question whether our HSE internal English language exam is actually needed in order to assist the HSE students succeed in their external English language assessment. According to the definition, external examination is an exam arranged by people outside a student's own school, college, or university (electronic source,Cambridge dictionary, URL:www.dictionary.cambridge.org) and internal examination is the one existing or happening inside a school, college, or university (Cambridge dictionary, URL:www.dictionary.cambridge.org). Thus, the main focus here is on the location, not on the exam itself. Obviously, other things are important as well: the assessment body, which certainly has to be independent and reliable enough, the procedural regulations, which should not allow any kind of cheating, and the test materials themselves, which must be authentic and provide the opportunity of getting valid results. This article describes how all the components mentioned above are realized in the HSE and concludes whether the internal exam accomplishes its purpose.

Background. In large educational institutions all over the world, achievement tests, addressed here as internal ones, are designed by trustworthy testing offices, which in our case is the School of Foreign Languages, led by a prominent Russian professor, a PhD holder, an author of numerous books on English language UNE (unified national exams) materials, Solovova E.N., to ensure standardization. When dealing with the independent external HSE exam, the priority of working out the authentic international format materials, which are renewed every single year, the process of conducting the examination itself, the assessment procedure with awarding the scores is given to the board of internationally certified experts who do not work for the Higher School of Economics to ensure objectivity. Being consistently ranked as one of Russia's top university bodies and having a permanent membership in Russian Excellence Project, the Higher School of Economics is driven by the idea of 'good qualities' of tests (Bachman and Palmer, 1996:38). Having rapidly grown into a well-renowned research university over two decades, HSE sets itself apart with its international presence and cooperation and thus is dedicated to maintaining the highest academic standards (electronic source, official HSE website, URL:www.hse.ru). Due to this, the HSE keeps an eye on both the quality of teaching and assessing English language knowledge on a regular basis. As this institution does its best to combine Russian traditions in the field of education with modern international teaching as well as leading research practices, validating the tests used in the HSE cannot be overestimated. In order to accomplish this task, empirical data together with any other type of relevant information is collected by the HSE managers regularly enough to make the whole picture of the validity estimation process.

Introduction. This article has its aim to report on a recent cross English language exams study in a non EFL higher education institution, focusing on the validity and reliability of tests administered by internal and external exams authorities. The presented study is based upon the discovery of the correlation between these two types of EL exams, in which the understanding of how face validity reflects such objective measures as predictive validity and reliability has drastically changed the authorities' perception of the whole concept of the exams. In accordance with some earlier research works, face validity that is primarily focusing on either the surface credibility or public acceptability of any test actually has no theoretical bases. Such judgement has its roots in the idea that face validity is totally based on some subjective perceptions of teachers and students, who act as stakeholders here. In contrast, language practitioners tend to rely on the EL tests 'appeal', which might arise from the lack of time or resources and lead to the need for further advancement in the field via collecting empirical data evidence. This article gains major insight into certain ways of evaluating both achievement, i.e. internal, and final, i.e. external EL tests, comparing their format and content in order to shed light on what particular measures are recommended to be taken to ensure these tests present a reliable outcome.

Some scholars have emphasized that in large educational institutions EL tests are to be designed by reliable testing structures to guarantee standardization. In order to make such tests effective enough to provide a high level of accuracy which truly reflects learners' language knowledge and skills, experts like Bachman and Palmer (1996: 38) lead the way in making sense of tests reliability, validity, authenticity, interactiveness, wash-back impact and practicality of such tests. Other professionals in the field, such as Hughes (2003), suggest that any effective test also accurately predicts the probability of future success or failure of the test takers. Another issue that cannot be overestimated is scores reliability that according to Rudner (1994) refers to the degree to which test scores are free from measurement error. However, only few scholars explore how the results of internal EL tests correlate with the external ones. This research has a goal to extend this stream of research by thoroughly examining the existence of achievement and final tests interrelation and thus their interdependence. When initial volume of data was collected, I hypothesized that such research would be primarily of an interest to those authorities who implement the same double-testing scheme

in their higher institutions. The research is focused on two major contributions: present the EL internal and external test structure, content and data collection means and dwell upon the importance of recognizing their correlation.

I fully understand the implications for the stakeholders groups this research paper might have. First, not every researcher has the privilege to have access to such volumes of data in any higher institution and thus this work might help both junior and senior professors on the empirical data collection instruments, making their EL test findings transparent and comprehensible. Second of all, the research findings might be of high interest to any higher institution authority as it clearly shows the link between the internal and external test results, which in its turn has a direct influence on the university ranking.

Methodolody. The purpose of the project is to draw a parallel between EL internal, i.e. achievement, and external, the so called final assessment tests at the local Russian higher education institution - Higher School of Economics. The data was gathered from all the English language teaching departments with great care, using a special software program which was designed internally to provide the highest level of accuracy. With this aim in mind, an emphasis is put on the necessity to consider these two types of EL exams as one piece with the intention to facilitate the insurance of providing high quality of EL teaching. Statistical EL exams data is the basis of our research that is presented here in the form of various tables, clearly illustrating the type of tasks and questions chosen by the institution to check the learners' level of EL knowledge. The scope of this research data collection can hardly be overestimated, as the survey covers all the EL branches of one of the biggest modern universities in Russia, i.e. hundreds of participants. This particular institution was picked to illustrate the need for synchronizing the results of internal and external EL exams due to the fact that it presents a unique microcosm to evaluate the necessity via a really diverse sample of respondents. Another important advantage of using the first-hand statistical data is the fact that this process allows language authorities of any higher institution to monitor the quality of knowledge obtained and take measures in case the results are not satisfactory enough to sustain the high ranking. The research data collection instruments present both the existing and newly designed algorithms to calculate the success/failure outcome. It is important to mention that they are totally based on the HSE internal recent documentation. Thus, with these constructs in mind, the approach used in this work permits EL test authorities to go beyond simple data collection and extrapolate the conclusions drawn on concrete steps to adjust the test format to ensure its objectivity and reliability.

The study

This study addresses certain research questions listed below:

1. To what extent do the HSE achievement test materials possess the characteristics of trustworthy and valid ones?
2. Who are those experts allowed to assess the HSE students results of the HSE achievement test?
3. To what extent are the criteria of assessment of the HSE achievement test transparent, objective and internationally recognized?
4. What does the HSE achievement test statistical data collected show and imply?
5. How much does the HSE independent external exam correlate with the HSE internal one?

The study was conducted at the above-mentioned Higher School of Economics, the School of Foreign Languages responsible for all its 4 divisions dealing with English language teaching: the department of English Language for Economical and Mathematical disciplines, the department of English language for Humanities disciplines, the department of English Language for Social Science disciplines and the department of Foreign Languages. Even though the HSE is not an English medium university, the School of Foreign Languages has the aim to prepare the students of the first two courses who study at the above-mentioned departments for the HSE independent external exam, the successful score which allows future specialists to continue their studies at the HSE. Also at the HSE there is a bachelor's 'HSE and University of London Parallel Degree Programme in International Relations' where the studies after the second year are conducted only in English and thus for their students the process of preparation for the HSE independent external exam is especially important.

The HSE achievement test is given at the end of the fourth module of the first bachelor degree course throughout the whole university to check the level of English language knowledge. A number of different alternatives are prepared every year and the authentic materials used in them are never repeated. The HSE achievement or the so-called internal exam has its priority to become an internationally-accepted one and thus follows the international English language exams format, i.e. IELTS, TOEFL, FCE, CAE, together with the local EGE one. It is especially crucial to stay in the international exams frames as the HSE independent external exam conducted in the end of the second year follows the same world English exams pattern, having the aim to make the HSE students aware of the most widely spread international English language exam in order to be able to integrate easily into the international academic community in case they decide to study abroad. Such opinion is widely supported by the HSE professionals and some experts, namely by the professors Chironova I.I., Velikaya E.V. and the assistant professors Khomutskiy K.I. and Popkova E.M., who claim that due to the Bologna process integration, the HSE being an open institution, demonstrates Russia's will to become an integral part of our global scientific society via this international exams format acceptance (Gloov D. English Patient, 27.01.2015, electronic source, URL: http://thevyshka.ru/2979-englishpacient/). The idea of

having these two tests, the internal and the external ones, is very clever as it serves its purpose in making the HSE internationally validated due to its academic achievements of its graduates.

When discussing the HSE internal exam reliability and validity, it is worth mentioning the fact that driven by the world English exams format, it tests all four skills – listening, reading, writing and speaking. The stability of measurement over time, which in our case is a three-year period as this is how long the test has been in existence, is provided through the so-called Alternate form, when several versions of the test are constructed and a highly reliable coefficient is shown, thus demonstrating the correlation factor (electronic source, UCDavis University of California, URL:http://psc.dss.ucdavis.edu/sommerb/sommerdemo/stantests/test_rel.htm). One more thing to be noted here is that the HSE internal test takes into account the Parallel form reliability to ensure that memory effects are avoided and for this purpose different pre- and post-test alternatives are created, though the parameters they measure remain equal (Dr. Christopher L. Heffner, Chapter 7.3 Test Validity and Reliability, electronic source, URL: https://allpsych.com/researchmethods/validityreliability/).

When dealing with the HSE achievement test validity, one should recognize its internal and external types. Based on the survey conducted in the form of an oral interview from 2015 until 2017, the results of the exam show that it measures what it is supposed to measure and that these results can be easily transferred to the international scale to demonstrate what they are in the world arena. The majority of respondents in both polls among the HSE teachers (250 respondents) and students of the first year (around 8,000 respondents) confessed that the internal English language exam reflects the real level of English (86 percent and 79 respectively). When answering the question about the HSE internal test scores interpretation, all the respondents in both polls (100 percent) commented on its transparency and referred to this table from the HSE official website (electronic source, URL: https://www.hse.ru/studyspravka/perezach):

HSE score	Independent external exam (%)	International English Language exams interpretation							5-score scale
		International English Language Testing System (IELTS	Business English Certificate (BEC Vantage)	Business English Certificate (BEC Higher)	First Certificate (FCE)	Certificate of Advanced English (CAE)	Certificate of Proficiency in English (CPE)	Test of English as a Foreign Language (TOEFL IBT)	

		(Ac module)							
10	90 - 100	8-9		Grade A		Grade A	Grade A/B/C	110-120	excellent
9	80 - 89	7,5		Grade B		Grade B		102-109	excellent
8	70 - 79	7		Grade C	Grade A	Grade C		94-101	excellent
7	60 - 69	6,5	Grade A		Grade B			79-93	good
6	50 - 59	6	Grade B		Grade C			60-78	good
5	40 - 49	5,5	Grade C					46-59	satisfactory
4	30 - 39	5						35-45	satisfactory
3	20 - 29	4,5						32-34	unsatisfactory
2	10 - 19	4						0-31	unsatisfactory
1	0 - 9	0						0	unsatisfactory

In terms of content validity, the HSE achievement test is based totally on the international format authentic materials, the questions for which are written by a board of specifically trained HSE experts from the School of Foreign Languages. These questions include various types of multiple choice ones, filling the gaps questions, True/False/Not given options, matching the headings with the paragraphs questions; those which state the topic of the writing a paragraph task and contain the chart/table/graph/diagram description one, the problematic essay tasks and the questions to be asked in the oral part of the exam. At the same time the experts at the HSE totally rely on the Inter-rater reliability, when different raters rate different tasks accomplished by different students, rather than one and the same rater rates all tasks done by one student. This practice definitely guarantees the most objective results and for the same reason it might happen that several experts check the same work, which is usually the case with productive skills tasks, namely writing and speaking. A demo version of this exam is always available on the HSE official website. The Predictive validity of the HSE internal exam clearly indicates that any successful HSE undergraduate and postgraduate student can get a place at any foreign institution as the knowledge of English language definitely allows them to do so due to the correlation between the internal and external test results.

Inspired by various international English language exams, the HSE board of experts has come up with the HSE internal test criteria of assessment for two parts of the exam: writing and speaking. Undoubtedly, such things as criteria of assessment should be transparent, objective and thus follow the internationally-accepted format. The HSE achievement test contains three writing tasks: writing a descriptive/contrasting paragraph, a graph/chart/diagram description and writing an essay; a set of criteria of assessment was created for each of them.

The key features in the paragraph task include size, which sets the minimum and maximum limits; topic sentence, which should reflect its essence; supporting arguments, the aim of which is to develop the topic sentence idea; transitions, the so-called coherence devices, content and grammar ones; concluding sentence, which should summarize the main arguments; and the language component, consisting of vocabulary, grammar and register evaluation. Each of these features is given a score according to its value, making up 20 points for the task (the School of Foreign Languages, internal documentation).

When assessing the graph/chart/diagram description, some other criteria are evaluated and these include task achievement, which measure the quality of the analysis done, focusing on key trends and data; coherence and cohesion, which are similar to transitions criterion in paragraph writing but represent a more detailed analysis, the key features of which are introductory statement, overview, logical organization and paragraphing; and the language component, which in this case contains spelling and punctuation parts along with vocabulary and grammar. The same maximum 20 points are awarded for this task, as the exam itself offers the HSE students a choice between these two (the School of Foreign Languages, internal documentation).

The essay writing task assessment criteria mirror the international English exams format and consist of task response, which evaluates the degree to which the topic was covered; coherence and cohesion, which focuses on exactly the same things as in graph/chart/diagram writing; and the language component, represented this time by vocabulary (range, advancement, relevance) and grammar (punctuation, range, advancement and accuracy). The maximum score to be awarded here is 20 points, making the whole writing section total 40 points (the School of Foreign Languages, internal documentation).

The interview task consists of two parts: a card, the task of which encourages a student to come up with a personal story about the issue raised, and a general talk part in the form of five to six questions from an assessor on the topic of the card but without personalization. Here timing is thought to be important and that is why a card is given three to four minutes, with one minute preparation and a two-three- minute monologue, and a generalized discussion should last for five minutes to be long enough and give every student the opportunity to do their best and demonstrate the knowledge obtained during their studies. The speaking part criteria of assessment covers such key points as content and logic, lexical and grammar resource together with fluency and pronunciation. The maximum of 10 points is set for each task, making the overall score total 20 points as in each writing part (the School of Foreign Languages, internal documentation).

As it has already been mentioned earlier in this article, only well-trained HSE experts have the right to assess these creative assignments and the key feature of the process is objectivity. Mainly for this reason it might happen that a student's work in writing or speaking parts or in both is checked by two or even three different experts to come up with the most accurate score. And surely each writing part of every student is assessed by different experts to avoid the situation when after checking one of the tasks, an expert automatically awards the same score for the other task, assuming that it cannot be any better or worse. One of the features which makes the HSE board of exam experts differ from their local and international colleagues is that they make certain adjustments to the criteria every year due to the fact that at the HSE university things are never static and almost nothing is taken for granted.

Data analysis and results

The HSE School of Foreign Languages has existed for three years now, thus the data in this research covers the period from 2015 until 2017. The data has been collected from all the departments in the HSE that involve English as the second language preparation course and that lead their students to the final independent external international format test by the end of the second year. All the data comes from the HSE School of Foreign Languages internal documentation.

2015 data

Table 1
The HSE achievement test results
The department of English language for Humanities disciplines 1,000 students

HSE score	number of students
1	1
2	8
3	21
4	48
5	89
6	144
7	250
8	300
9	120
10	19

Table 2
The HSE achievement test results
The department of English language for Humanities disciplines 1,000 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Gap fill	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	200	111	294	215	111	26	37	174	167
fail	60	56	2	11	10	1	1	2	2

Table 3
The HSE achievement test results
The department of English language for Humanities disciplines 1,000 students
Faculty distribution

Design 253 students

HSE score	number of students
2	1
3	7
4	4
5	19
6	56
7	87
8	64
9	10
10	5

Journalism 100 students

HSE score	number of students
3	2
4	10
5	9
6	16
7	25
8	16
9	15
10	7

Cultural studies 30 students

HSE score	number of students
3	2
4	1
5	1
6	14
7	8
8	4

Law 200 students

HSE score	number of students
1	1
2	1
3	1
4	6
5	29
6	38
7	75

8	35
9	7
10	7

Political studies 20 students

HSE score	number of students
4	1
5	1
7	3
8	7
9	6
10	2

Philosophy 24 students

HSE score	number of students
2	1
3	1
4	1
5	4
6	6
7	6
8	3
9	2

Media culture 112 students

HSE score	number of students
3	1
4	4
6	7
7	35
8	46
9	16
10	3

Advertising 261 students

HSE score	number of students
2	4
3	4
4	10
5	21
6	30
7	54
8	76
9	56
10	6

Table 4
The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 987 students

HSE score	number of students
1	26
2	26
3	35
4	98
5	130
6	268
7	200
8	154
9	40
10	10

Table 5
The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 987 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/N	Gap	T/F/	Gap		graph	paragraph	monologue	General

	G	fill	NG	fill					discussion
pass	476	265	37	86	58	46	31	124	120
fail	27	36	63	36	18	12	19	10	9

Table 6

The HSE achievement test results

The department of English language for Economical and Mathematical disciplines 987 students

Faculty distribution

Applied mathematics and IT 170 students

HSE score	number of students
1	7
2	7
3	23
4	25
5	35

HSE score	number of students
6	35
7	19
8	11
9	6
10	2

Program Engineering 98 students

HSE score	number of students
1	3
2	2
3	1
4	20
5	21
6	25
7	15
8	6
9	4
10	1

Applied mathematics 67 students

HSE score	number of students
1	1
2	3
3	4
4	16
5	17
6	16
7	8
8	2

Computer security 28 students

HSE score	number of students
1	1
2	1
4	5
5	10
6	8
7	3

Business IT 200 students

HSE score	number of students
1	4
2	4
3	3
4	20
5	30
6	41
7	47
8	37
9	11
10	3

State municipal management 100 students

HSE score	number of students
3	2
4	2
5	2
6	20
7	35
8	31
9	8

Financial management 58 students

HSE score	number of students
1	1
2	2
3	1
4	3
5	20
6	8
7	10
8	6
9	6
10	1

Economics and statistics 97 students

HSE score	number of students
1	4

Business Economics 169 students

HSE score	number of students
1	6

2	4
3	3
4	9
5	10
6	24
7	27
8	13
9	2
10	1

2	4
3	7
4	11
5	48
6	47
7	27
8	15
9	3
10	1

Table 7
The HSE achievement test results
The department of English Language for Social Studies disciplines 600 students

HSE score	number of students
1	4
2	5
3	8
4	50
5	125
6	175
7	120
8	93
9	16
10	4

Table 8
The HSE achievement test results
The department of English Language for Social Studies disciplines 600 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Gap fill	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	200	182	37	48	3	5	7	39	35
fail	57	150	47	46	17	4	9	5	3

Table 9
The HSE achievement test results
The department of English Language for Social Studies disciplines 600 students
Faculty distribution

Business and management 170 students

HSE score	number of students
1	1
2	1
4	13
5	54
6	49

Business and sociology 66 students

HSE score	number of students
3	3
4	3
5	13
6	17
7	24

1374

7	41
8	11

8	6

Business and psychology 50 students

HSE score	number of students
1	1
3	3
4	3
5	8
6	13
7	13
8	6
9	3

Business and calculating technology 116 students

HSE score	number of students
1	1
2	2
3	3
4	20
5	28
6	29
7	16
8	14
9	3

Business logistics 54 students

HSE score	number of students
3	1
4	2
5	4
6	19
7	17
8	10
9	1

Business technologies 45 students

HSE score	number of students
1	1
2	1
3	1
4	4
5	10
6	11
7	9
8	7
9	1

Business IT 39 students

HSE score	number of students
2	1
3	3
4	3
5	8
6	7
7	8
8	7
9	1
10	1

Business and history 60 students

HSE score	number of students
1	1
2	2
3	2
4	4
5	14
6	20
7	11
8	3
9	3

Table 10
The HSE achievement test results
The department of Foreign Languages
205 students

HSE score	number of students
1	1
2	2
3	8
4	15
5	27
6	36
7	50
8	56
9	9
10	1

Table 11
The HSE achievement test results
The department of Foreign Languages
205 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Gap fill	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	64	100	18	38	18	8	14	13	11
fail	1	1	12	13	0	1	1	2	2

Table 12
The HSE achievement test results
The department of Foreign Languages
205 students
Faculty distribution

Oriental studies 105 students

HSE score	number of students
1	2
2	2
3	7
4	5
5	13
6	26
7	20
8	20
9	10

World economics and world politics 100 students

HSE score	number of students
2	2
4	2
5	10
6	22
7	24
8	22
9	16
10	2

Table 13
The HSE achievement test results
All English Language Departments
2,792 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Gap fill	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	1002	867	560	545	287	447	869	550	546
fail	167	123	118	57	28	5	7	106	102

The primary method for data collection was working with the HSE Department of foreign languages internal documentation, which presented the EL assessment in all its branches. In accordance with the statistical data given, in 2015 all the departments of the HSE School of Foreign Languages demonstrated the best results in the Reading and Listening parts of the internal exam (1,869 top marks out of 2,792 possible and 1,105 out of 2,792 respectively) as well as in the paragraph writing task (869 top scores) and the poorest scores (287 excellent marks out of 2,792) were for

vocabulary and grammar section (table 13). While this might appear on the surface when ranking the departments, it becomes clear from tables 1, 4, 7, 10 that the leading one among them was the department of English Language for Humanities disciplines with 439 students out of 1,000 (44%) getting excellent marks, which in the HSE scoring system are grades 8, 9 and 10. The second best was the department of Foreign Languages with 66 students out of 205 (32%) getting top scores. To identify EL quality indicators the other two departments were thoroughly analyzed. Unfortunately, they demonstrated some

poorer results: the department of Economics and Mathematics 21% and the department of Social Studies disciplines 18%. Of particular interest of this subsection was to find that the other tables presented help us clearly see which faculties in each department showed better and worse results by giving the ranking lists from 1 to 10 scores in the HSE scoring system. The focus of this subsection of the study was to initiate the EL teaching quality changes. These results are especially vital for the heads of these departments and for the heads of the HSE School of Foreign Languages in particular, as they visualize those sections in English language preparation in order to better understand which of them need to be improved. The subsections of the study that follow present the assessment of EL level of proficiency in later years.

2016 data

Table 14
The HSE achievement test results
The department of English language for Humanities disciplines 1,198 students

HSE score	number of students
1	1
2	9
3	22
4	51
5	99
6	171
7	307
8	328
9	182
10	28

Table 15
The HSE achievement test results
The department of English language for Humanities disciplines 1,198 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Headings	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	285	167	326	100	160	38	47	111	145
fail	91	66	5	13	6	0	0	1	2

Table 16
The HSE achievement test results
The department of English language for Humanities disciplines 1,198 students
Faculty distribution

Design 283 students

HSE score	number of students
2	2
3	8
4	8
5	17
6	48
7	96
8	84
9	17
10	3

Journalism 119 students

HSE score	number of students
3	2
4	11
5	16
6	19
7	20
8	25
9	22
10	4

Cultural studies 31 students

HSE score	number of students
3	2
4	3
5	6
6	10
7	4
8	6

Law 240 students

HSE score	number of students
1	1
2	3
3	5
4	8
5	29
6	45
7	74
8	61
9	13
10	1

Political studies 19 students

HSE score	number of students
4	1
5	1
7	2
8	8
9	6
10	1

Philosophy 34 students

HSE score	number of students
2	1
3	2
4	1
5	1
6	4
7	14
8	7
9	4

Media culture 142 students

HSE score	number of students
3	1
4	1
6	10
7	31
8	56
9	37
10	6

Advertising 330 students

HSE score	number of students
2	3
3	2
4	18
5	29
6	35
7	66
8	81
9	83
10	13

Table 17
The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 1,145 students

HSE score	number of students
1	31
2	35
3	44
4	114
5	183
6	211
7	262
8	192
9	57
10	16

Table 18
The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 1,145 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Headings	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	670	330	56	100	43	34	36	119	125
fail	19	31	76	13	9	6	10	7	4

Table 19
The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 1,145 students
Faculty distribution

Applied mathematics and IT 189 students

HSE score	number of students
1	8
2	8
3	11
4	21
5	40

HSE score	number of students
6	39
7	26
8	25
9	7
10	4

Program Engineering 108 students

HSE score	number of students
1	2
2	2
3	2
4	19
5	26
6	25
7	17
8	10

Applied mathematics 71 students

HSE score	number of students
1	4
2	6
3	7
4	13
5	17
6	11
7	11
8	2

9	3
10	2

Computer security 30 students

HSE score	number of students
1	1
2	2
4	9
5	8
6	8
7	2

Business IT 210 students

HSE score	number of students
1	4
2	6
3	7
4	19
5	29
6	30
7	44
8	52
9	14
10	5

State municipal management 119 students

HSE score	number of students
3	2
4	3
5	3
6	13
7	48
8	39
9	11

Financial management 68 students

HSE score	number of students
1	1
2	3
3	2
4	5
5	17
6	10
7	14
8	7
9	7
10	2

Economics and statistics 102 students

HSE score	number of students
1	4
2	4
3	4
4	11
5	8
6	22
7	30
8	16
9	2
10	1

Business Economics 248 students

HSE score	number of students
1	7
2	4
3	9
4	14
5	35
6	53
7	70
8	41
9	13
10	2

Table 20
The HSE achievement test results
The department of English Language for Social Studies disciplines 717 students

HSE score	number of students
1	5
2	8
3	19
4	63
5	114
6	179
7	193
8	114
9	21
10	1

Table 21
The HSE achievement test results
The department of English Language for Social Studies disciplines 717 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Headings	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	304	161	56	58	1	3	2	30	39
fail	157	255	46	54	7	2	3	9	9

Table 22
The HSE achievement test results
The department of English Language for Social Studies disciplines 717 students
Faculty distribution

Business and management 187 students

HSE score	number of students
1	1
2	1
4	23
5	45
6	53
7	50
8	14

Business and sociology 79 students

HSE score	number of students
3	1
4	3
5	10
6	13
7	34
8	18

Business and psychology 60 students

HSE score	number of students
1	1
3	3
4	7
5	7

Business and calculating technology 136 students

HSE score	number of students
1	1
2	1
3	6
4	13

6	13
7	18
8	8
9	3

5	23
6	26
7	32
8	26
9	8

Business logistics 62 students

HSE score	number of students
3	1
4	2
5	6
6	16
7	19
8	14
9	4

Business technologies 50 students

HSE score	number of students
1	1
2	1
3	2
4	5
5	9
6	20
7	11
8	9
9	1

Business IT 55 students

HSE score	number of students
2	1
3	4
4	5
5	7
6	16
7	7
8	12
9	2
10	1

Business and history 79 students

HSE score	number of students
1	1
2	4
3	2
4	5
5	7
6	22
7	22
8	13
9	3

Table 23
The HSE achievement test results
The department of Foreign Languages
308 students

HSE score	number of students
1	4
2	4
3	10
4	20
5	34
6	56
7	62
8	71
9	46
10	1

Table 24
The HSE achievement test results
The department of Foreign Languages
308 students
Detailed description

Dealing with the	Reading	Listening	Vocabulary and	Writing	Speaking

task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Headings	T/F/NG	Gap fill	grammar	graph	paragraph	monologue	General discussion
pass	73	109	8	20	7	3	4	10	19
fail	0	1	22	3	0	2	1	2	2

Table 25
The HSE achievement test results
The department of Foreign Languages
308 students
Faculty distribution

Oriental studies 161 students

HSE score	number of students
1	4
2	2
3	10
4	9
5	14
6	29
7	28
8	35
9	30

World economics and world politics 147 students

HSE score	number of students
2	2
4	11
5	20
6	27
7	34
8	36
9	16
10	1

Table 26
The HSE achievement test results
All English Language Departments
3,368 students
Detailed description

Dealing with the task (Number of students)	Reading		Listening		Vocabulary and grammar	Writing		Speaking	
	Task 1	Task 2	Task 1	Task 2		Task 1	Task 2	Task 1	Task 2
	T/F/NG	Headings	T/F/NG	Gap fill		graph	paragraph	monologue	General discussion
pass	1332	1067	864	845	364	577	979	669	646
fail	160	132	108	26	22	8	3	49	52

In accordance with the statistical data given, in 2016 all the departments of the HSE School of Foreign Languages demonstrated the best results in the Reading and Listening parts of the internal exam again (2,399 top marks out of 3,368 possible and 1,709 out of 3,368 respectively) and in the paragraph writing task (979 top scores) and the poorest scores (364 excellent marks out of 2,792) again were for vocabulary and grammar section, although there was a slight, 1% improvement (table 26). When ranking the departments, it becomes clear from tables 14, 17, 20, 23 that the leading one among them once again was the department of English Language for Humanities disciplines with 538 students out of 1,198 (45%) getting excellent marks. The second best was the department of Foreign Languages with 118 students out of 308 (38%, which is 6% improvement) getting top scores. The other two departments, like in the year 2015, demonstrated some poorer results: the department of Economics and Mathematics 23% and the department of Social Studies disciplines 19%. The data given in the other tables shows which faculties in each department demonstrated better and worse results by giving the ranking lists from 1 to 10 scores in the HSE scoring system. These results are especially vital for the heads of these departments and for heads of the HSE School of Foreign Languages in particular, as they visualize those sections in English language preparation which need to be improved. In our case both years clearly show the need to improve the same sections: vocabulary and grammar together with the essay writing task (table

26). The other thing to consider is the vocabulary and grammar section of the HSE internal achievement test itself and probably get rid of it as in the HSE independent external test it does not exist, thus making clear that the students do not have to be prepared for it at all. The essay writing data is more important in this respect, as this is definitely one of the crucial components of the HSE final English language exam. The speaking section of the HSE achievement exam needs improvement as well, as only 1,315 students out of 3,368 could succeed in it and this section also plays a big role in the HSE independent external test.

2017 data

Having analyzed the statistical data of the previous two years, the School of Foreign Languages has made several adjustments to the HSE achievement test content as well as to the way the data should be collected and processed. The vocabulary and grammar component was taken out of the exam and only the sections tested by the end of the second year were left – Listening, Reading, Writing and Speaking. This reform makes these two exams, the HSE internal achievement test and the HSE independent external test, almost identical in terms of the content being tested and the format of the exam, all of which leads to students' better understanding of the requirements and outcomes of the tests. In terms of the way the data is collected and analyzed, the format being accepted now gives plenty of opportunities to all the parties involved (students, teachers, heads of the departments and the HSE School of Foreign Languages head) to work with the test materials and makes the process of improving the teaching standards easier. The new format allows us to see the scores of every student in each section of the exam, which makes it so much easier to understand what that needs to be worked on more; it lists the names of teachers who taught the course in order to be able to improve the teaching standards in case of poor students' results (table 29); the new format gives the overall picture of the results for the whole School and for each department (table 27); it also contains the part in which one can see not only the results of this achievement test, but the overall course score that is absolutely convenient for the head of the HSE School of Foreign Languages as it allows monitoring the whole process of studying English at the university (table 28).

Table 27

The HSE achievement test results
The department of English language for Humanities disciplines

1,012 students

scores	Listening			Reading		
	Task № 1	Task № 2	Final	Task № 1	Task № 2	Final
	T/F/NG	Gap-fill		T/F/NG	Gap-filling	
	max 10	max 10	max 20	max 10	max 10	max 20
1	1	5		2	4	
2	57	130	15	17	29	1
3	8	14		12	31	1
4	120	203	26	50	75	13
5	11	23	6	83	101	5
6	230	175	66	175	172	18
7	37	33	6	208	185	10
8	306	239	82	262	223	23
9	24	22	6	173	157	34
10	259	141	132	79	62	47
11			6			59
12			174			91
13			18			107
14			158			143
15			18			130

scores			137			160
16			137			160
17			12			101
18			122			88
19			8			21
20			67			8

scores	Task № 1: Graph						
	Task achievement	Coherence and cohesion	Transitions	Vocabulary	Grammar	Spelling and punctuation	Final
	max 6	max 5	max 2	max 3	max 3	max 1	max 20
1		1	89	48	50	158	1
2	4	11	99	93	93		
3	24	40		72	47		
4	43	63					1
5	66	101					
6	80						1
7							1
8							4
9							10
10							12
11							16
12							9
13							16
14							20
15							21
16							23
17							32
18							32
19							24
20							11

scores	Task № 2: Paragraph								
	Topic sentence	Supporting arguments and supporting ideas	Transitions	Concluding sentence	Vocabulary	Grammar	Register	Spelling and punctuation	Final
	max 2	max 6	max 2	max 2	max 3	max 3	max 1	max 1	max 20
1	194	3	181	212	103	171	734	523	
2	588	10	587	546	397	340			
3		39			272	184			

4		96								
5		232								1
6		407								1
7										3
8										8
9										11
10										24
11										24
12										42
13										49
14										68
15										71
16										91
17										116
18										138
19										112
20										48

scores	Task № 1: Monologue					
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final
	max 3	max 2	max 2	max 2	max 1	max 10
1	93	211	283	278	349	5
2	208	202	101	73		9
3	122					14
4						45
5						69
6						73
7						99
8						79
9						32
10						22
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

scores	Task № 2: General questions						
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final	Final (Task №1 + Task №2)
	max 3	max 2	max 2	max 2	max 1	max 10	max 20
1	108	197	290	265	364	5	1
2	212	205	90	83		11	5
3	100					21	2
4						48	9
5						57	2
6						86	10
7						91	10
8						75	33
9						30	20
10						22	40
11							24
12							52
13							30
14							70
15							28
16							55
17							13
18							21
19							6
20							18

Table 28

The HSE achievement test results
The department of English language for Humanities disciplines
1,012 students
(the overall picture)

scores	Exam final	EL Certificate	Winter exam	Accumulating score (modules 1-4)	Course mark
	max 10		max. 10	max 10	max 10
1			1	1	1
2			4	7	3
3			17	10	10
4	119		45	16	21
5	150		115	65	74

6	245	2	218	211	213
7	255	3	206	226	229
8	106	8	299	219	227
9	108	4	72	203	207
10	11	1	17	36	37
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Table 29

The HSE achievement test results

The department of English language for Humanities disciplines

(sample with teachers Resnik V.A. and Kalashnikov A.V., 22 students)

department	program	group	teacher	scores	Listening Task № 1 T/F/NG max 10	Task№ 2 Gap-fill max 10	Final max 20	Reading Task № 1 T/F/NG max 10	Task № 2 Gap-fill max10	Final max20
Humanities disciplines	EL gr2		Resnik V.A., Kolashnikov A.V.	1						
				2	4	4	3			
				3					2	
				4	3	5	1	1	2	
				5				2	1	
				6	8	5	4	8	5	1
				7				1	3	
				8	3		1	4	4	1
				9				2	1	2

				A	B	C	D	E	Final
			10	2	1	4	2		1
			11						2
			12			4			2
			13						4
			14			1			2
			15						1
			16			1			2
			17						1
			18						1
			19						
			20			1			

	Task № 1: Graph						
scores	Task achievement	Coherence and cohesion	Transitions	Vocabulary	Grammar	Spelling and punctuation	Final
	max 6	max 5	max 2	max 3	max 3	max 1	max 20
1			1	1	1	3	
2			2	1	2		
3		1		1	1		
4		2					
5	3	2					
6	2						
7							
8							1
9							
10							
11							1
12							
13							
14							
15							
16							1
17							1
18							1
19							
20							

Task № 2: Paragraph

scores	Topic sentence	Supporting arguments and supporting ideas	Transitions	Concluding sentence	Vocabulary	Grammar	Register	Spelling and punctuation	Final
	max 2	max 6	max 2	max 2	max 3	max. 3	max. 1	max. 1	max. 20
1	6		3	3	2	2	12	6	
2	6	1	8	6	8	6			
3					1	2			
4		5							
5		1							
6		5							
7									
8									
9									
10									2
11									
12									2
13									3
14									
15									2
16									
17									1
18									
19									2
20									

scores	Task № 1: Monologue					
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final
	max 3	max 2	max 2	max 2	max 1	max 10
1	6	6	8	11	12	
2	4	8	5	2		1
3	4					
4						
5						2
6						2
7						6
8						1
9						1
10						1
11						

scores						
12						
13						
14						
15						
16						
17						
18						
19						
20						

scores	Task№ 2: General questions						Final (Task №1 + Task №2)
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final	
	max 3	max 2	max 2	max 2	max 1	max 10	max 20
1	6	6	8	13	13	0	0
2	7	8	5	2		2	1
3	2					1	1
4						1	1
5						1	
6						2	
7						6	
8						2	
9							1
10						1	1
11							
12							1
13							2
14							4
15							2
16							
17							1
18							
19							
20							1

scores	Exam final	EL Certificate	Winter exam	Accumulating score (modules 1-4)	Course mark
	max 10		max 10	max 10	max 10
1					

2					
3			1	1	1
4	6		4		
5	5		6		9
6	5		8	16	8
7	5		2	4	3
8	1		1	1	1
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

The other tables present the overall information about other HSE English Language Departments.

Table 30

The HSE achievement test results
The department of English language for Economics and Mathematics disciplines 958 students

scores	Listening			Reading		
	Task № 1	Task № 2	Final	Task № 1	Task № 2	Final
	T/F/NG	Gap-fill		T/F/NG	Gap-fill	
	max 10	max 10	max20	max 10	max 10	max 20
1	1	15		3	10	
2	41	101	13	22	30	6
3	9	10	2	15	15	3
4	134	116	42	50	44	9
5	15	18	10	61	55	4
6	197	174	51	145	106	20
7	29	24	2	158	125	10
8	217	221	77	202	208	19
9	23	35	11	167	195	19
10	243	113	82	93	108	37
11			11			38
12			132			64

scores						
13			11			66
14			118			109
15			21			86
16			140			141
17			15			109
18			108			102
19			16			46
20			52			28

	Task № 1: Graph						
scores	Task achievement	Coherence and cohesion	Transitions	Vocabulary	Grammar	Spelling and punctuation	Final
	max 6	max 5	max 2	max 3	max 3	max 1	max 20
1	2	3	74	47	64	180	
2	6	18	137	88	75		
3	13	36		79	42		1
4	42	60					1
5	53	112					1
6	114	1					
7							5
8							5
9	1						5
10							9
11							14
12							19
13							17
14							16
15							18
16							29
17							32
18							25
19							17
20							18

	Task № 2: Paragraph							
scores	Topic sentence	Supporting arguments and supporting ideas	Transitions	Concluding sentence	Vocabulary	Grammar	Register	Spelling and punctuation	Final
	max 2	max 6	max 2	max 2	max 3	max 3	max 1	max 1	max 20

scores									Final
1	153	2	123	160	110	134	546	497	
2	501	14	535	494	309	284			
3		74			228	154			1
4		86							
5		162							1
6		338							5
7									7
8									6
9									13
10									26
11									15
12									40
13									45
14									55
15									58
16									87
17									100
18									93
19									69
20									55

scores	Task № 1: Monologue					
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final
	max 3	max 2	max 2	max 2	max 1	max 10
1	85	254	322	325	376	2
2	227	203	128	87		10
3	163					21
4						51
5						69
6						94
7						96
8						78
9						48
10						33
11						
12						
13						
14						
15						
16						

scores							
17							
18							
19							
20							

scores	Task № 2: General questions						
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final	Final (Task №1 + Task №2)
	max 3	max 2	max 2	max 2	max 1	max 10	max 20
1	125	254	320	329	375	7	2
2	214	194	128	91		13	2
3	136					31	2
4						45	8
5						76	8
6						88	13
7						93	14
8						81	31
9						39	21
10						31	37
11							44
12							59
13							36
14							64
15							35
16							48
17							19
18							26
19							17
20							20

scores	Exam final	EL Certificate	Winter exam	Accumulating mark (modules 1-4)	Course mark
	max. 10		max. 10	max. 10	max. 10
1			2	9	5
2			1	15	5
3			45	47	33
4	132		136	60	52
5	133		129	87	139
6	290	1	232	198	199
7	145	3	172	181	184

8	160	4	168	203	207
9	77	1	46	123	124
10	12		18	26	10
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Table 31

The HSE achievement test results
The department of English Language for Social Studies disciplines 875 students

	Listening			Reading		
	Task № 1	Task № 2		Task № 1	Task № 2	
scores	Headings	T/F/NG	Final	Headings	T/F/NG	Final
	max 10	max 10	max 20	max 10	max 10	max 20
1		2		2	5	
2	34	97	16	9	6	
3		2		17	16	
4	113	129	14	37	38	4
5	6	5	2	65	64	7
6	198	150	48	129	112	8
7	7	16	3	151	145	6
8	229	188	60	182	207	13
9	14	21	3	148	162	24
10	214	147	92	85	61	26
11			4			42
12			128			65
13			11			67
14			124			104
15			11			98
16			129			126
17			10			107
18			92			78
19			14			38
20			60			12

scores	Task achievement	Coherence and cohesion	Transitions	Vocabulary	Grammar	Spelling and punctuation	Final
	Task№ 1: Graph						
	max 6	max 5	max 2	max 3	max 3	max 1	max 20
1			70	54	53	167	1
2	4	18	127	100	94		
3	22	44		49	35		
4	60	84					
5	58	62					
6	64						
7							2
8							8
9							10
10							15
11							8
12							11
13							13
14							18
15							23
16							27
17							30
18							26
19							15
20							2

sco res	Task № 2: Paragraph						
	Topic sentence	Supporting arguments and supporting ideas	Transitions	Vocabulary	Grammar	Register	Final
	max 4	max 6	max 1	max 4	max 4	max 1	max 20
1	195	1	155	215	125	173	522
2	403	21		380	314		1
3	1	57		1	168		
4	1	168					
5		153					
6		213					
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

sco res	Task № 1: Monologue					
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final
	max 3	max. 2	max 2	max 2	max 1	max 10
1	475		88	216	350	393
2			320	268		69
3						
4						
5						
6						
7						
8						
9						
10						
11						

scores							
12							
13							
14							
15							
16							
17							
18							
19							
20							

scores	Task № 2: General questions						
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final	Final (Task №1 + Task №2)
	max 3	max 2	max 2	max 2	max 1	max 10	max 20
1	441		91	229	340	391	438
2	4	4	330	253		68	4
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

scores	Exam final	EL Certificate	Winter exam	Accumulating mark (modules 1-4)	Course mark
	max 10		max 10	max 10	max 10
1			2	9	3
2			18	15	11
3			45	47	43

#					
4	138		136	60	74
5	140		129	87	137
6	191	1	197	145	137
7	148	3	124	181	214
8	160	4	168	194	185
9	77	1	46	123	68
10	12		1	5	12
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Table 32

The HSE achievement test results
The department of Foreign Languages
235 students

scores	Listening			Reading		
	Task № 1	Task № 2	Final	Task № 1	Task № 2	Final
	T/F/NG	Gap-fill		T/F/NG	Gap-fill	
	max 10	max 10	max 20	max 10	max 10	max 20
1		5			3	
2	4	29	2	1	1	
3	1	3		3	2	
4	36	32	7	13	8	
5	4	1	1	22	18	
6	51	40	8	40	27	2
7	5	3	1	46	37	2
8	45	53	18	49	56	4
9	1	7	3	39	43	5
10	76	36	27	12	29	7
11			3			7
12			29			21
13			3			23
14			34			24

15			4			37
16			36			40
17			1			21
18			31			22
19			2			8
20			14			2

scores	Task № 1: Graph						
	Task achievement	Coherence and cohesion	Transitions	Vocabulary	Grammar	Spelling and punctuation	Final
	max 6	max 5	max 2	max 3	max 3	max 1	max20
1		1	1	1		1	
2	1						
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

scores	Task № 2: Paragraph								
	Topic sentence	Supporting arguments and supporting ideas	Transitions	Concluding sentence	Vocabulary	Grammar	Register	Spelling and punctuation	Final
	max 2	max 6	max 2	max 2	max 3	max 3	max 1	max 1	max 20
1	31	1	34	43	45	40	211	165	

2	185	3	184	170	93	89			
3		17			80	65			
4		29							
5		46							
6		126							1
7									3
8									2
9									4
10									8
11									4
12									12
13									9
14									18
15									19
16									17
17									36
18									36
19									27
20									28

	Task № 1: Monologue					
scores	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final
	max 3	max 2	max 2	max 2	max 1	max 10
1	15	70	95	113	197	2
2	73	149	112	82		5
3	135					3
4						8
5						13
6						16
7						38
8						50
9						43
10						46
11						
12						
13						
14						
15						
16						
17						
18						

19						
20						

scores	Task № 2: General questions						
	Content	Organization	Lexical resource	Grammar range and accuracy	Fluency and pronunciation	Final	Final (Task №1 + Task №2)
	max 3	max 2	max 2	max 2	max1	max 10	max 20
1	15	56	90	101	201	4	
2	62	163	113	86		4	2
3	147					5	1
4						3	
5						14	4
6						14	3
7						34	4
8						44	3
9						56	3
10						46	5
11							8
12							5
13							13
14							21
15							18
16							23
17							30
18							27
19							25
20							29

scores	Exam final	EL Certificate	Winter exam	Accumulating mark (modules 1-4)	Course mark
	max 10		max. 10	max. 10	max. 10
1					
2					
3	1				
4	3				
5	10		15	10	10
6	33		29	31	29
7	58		61	65	65

8	71		85	84	84
9	52		43	38	43
10	7		2	7	4
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

When ranking the departments' achievements in 2017, it becomes clear from tables 27-32 that the leader was the department of Foreign Languages with 131 students out of 235 (56%, an 18% improvement on the previous year) getting top scores. The department of English Language for Humanities disciplines with 471 students out of 1,012 (46%) getting excellent marks and becoming the second best this time. The other two departments demonstrated some poorer results: the department of Economics and Mathematics 36% and the department of Social Studies disciplines 30%. Even though these two departments could not reach the top two places, still they showed some important rises of 13% and 11% respectively (compared with 2015 and 2016).

These results demonstrate a constant upward trend in the HSE School of Foreign Languages students' achievement test results, thus indicating that all its departments are working hard to raise the level of English language knowledge among the HSE students, contributing to the overall success of the institution.

Conclusion. Some of the immediate pedagogical implications which are possible to be drawn from this study concern the curriculum office of the HSE as while investigating the School of Foreign Languages data of the internal achievement test during the period from 2015 until 2017, it has become crystal clear that the students' results could have been better if only the EL classes were not under-represented (there are only 2 classes of EL per week). Another potential weakness to emerge from the study is that those students who performed poorly might be offered some extracurricular EL assistance as well as support to make their chances to succeed higher. Otherwise the situation seems to be unfair because in the situation when the EL program is oriented on the average level of EL knowledge, only those students whose EL background is strong enough can get top marks, and those students whose EL background is rather poor, can only try to be good enough not to be excluded from the university because of their lack of EL knowledge. And this is already the task for the HSE School of Foreign Languages, which firstly has to identify such students who need some extra help and then to provide them with the support needed, thus making sure all the HSE students are treated equally.

Regarding the HSE internal achievement test itself, no potential weaknesses were identified as the exam is totally internationally-oriented and has the criteria of assessment designed professionally enough to be world recognized. The way the HSE achievement test statistical data is collected also suggests getting accurate results to be efficiently used in order to monitor the HSE standards. In this respect, it should be noted that the HSE School of Foreign Languages does its best to contribute to the HSE overall success in the academic world.

Now coming to the question of the HSE achievement and independent tests correlation, it becomes absolutely evident that neither of them can exist without the other. As far as both of the exams test the same EL skills in the same international format, the idea of conducting the HSE internal exam by the end of the first year seems to be more than logical. It is definitely true that practice makes perfect and here the fact that the HSE second EL course includes the preparation for the HSE external EL exam brings only merits to the HSE students. The only concern is that this HSE final exam preparation course has an elective nature, meaning that only those students who are responsible enough and understand its benefits choose it, but those who do not pay enough attention have pretty high chances of losing their place at the university because of the HSE external EL assessment results, downscaling the HSE ranking in the world arena. According to the official data taken from the HSE official website, only 18 percent of students who took the HSE independent external test in 2016 could get top marks (electronic source, official HSE website, URL:https://www.hse.ru/studyspravka/IELTS). Obviously, in case the EL exam preparation course at the HSE becomes obligatory for all its students, these results will be much better and so greatly improve the HSE ranking.

All in all, it might be concluded that this study revealed several weaknesses at various levels, from the department to the institutional, as well as discovered and praised several strong points of the Higher School of

Economics educational system. Assumingly, this research and some recommendations suggested might be useful for other educational institutions all over the globe that try to improve their teaching and testing standards.

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