



2021

Report on Test Takers Worldwide

TOEIC[®]
LISTENING
&
READING
TEST



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The *TOEIC*® Background Questionnaire

The *TOEIC*® Background Questionnaire is a self-survey that gathers information about *TOEIC* test takers' educational background, work experience, English language study and use, and the *TOEIC* test-taking experience. Responses to the questionnaire enable score users to learn more about the backgrounds of people who take the test and some of the factors that affect their *TOEIC* scores and related improvement in English proficiency. Test takers are asked to complete the *TOEIC* Background Questionnaire before taking the *TOEIC* test.

The *TOEIC* Background Questionnaire is presented in Appendix A.

This report is based on the information gathered from all test takers who completed the *TOEIC* Background Questionnaire administered in 2021.

The vast majority of test takers included in this report are from Asia, so the results may not be representative of other regions. In addition, the response rates varied across different background questions (Appendix B). Consequently, care should be taken in making inferences based on this data.

Please note that all percentages within the text are rounded to the nearest whole number and in some cases may sum to more than 100 percent. Also note that all tables and figures reflect results only for categories containing 500 or more test takers.

Description of TOEIC® Listening and Reading Test Takers in 2021

Background information was collected from all test takers who took the TOEIC® Listening and Reading test in 2021, through either the Public Testing Program or the Institutional Testing Program. The following are highlights about TOEIC test takers based on the collected data. As noted earlier, the number of test takers who responded to each background question varied across questions.

- The largest proportion of test takers (44%) were between 21 and 25 years of age;
- 51% of test takers were male and 49% were female;
- 59% of test takers had an undergraduate degree as their highest level of education or were pursuing one;
- 25% of test takers majored in engineering while 20% majored in liberal arts and 17% in business-related majors;
- 55% of test takers were full-time students, while 34% were employed full-time;
- 8.3% of test takers worked in the manufacturing-electronic industry and 13% in the service-other industry;
- 25% of test takers worked in scientific/technical professional positions, and 16% each worked in clerical/administrative positions and marketing/sales positions;
- 81% of test takers had spent more than 6 years studying English;
- 23% of test takers indicated Listening and Speaking as their most emphasized skills when studying English;
- 42% of test takers indicated that they used English 1 to 10% of the time in their daily life;
- 34% and 20% of test takers selected Reading and Listening, respectively, as their most often used English language skills;
- 33% of test takers indicated that they “sometimes” had difficulty with English communication;
- Only 11% of test takers had spent six months or more in a native English-speaking country;
- When spending time in English-speaking countries, participation in language programs (30%) and travel (29%) were indicated by test takers as the most frequent purposes;
- 39% of test takers indicated that they had previously taken the TOEIC test three or more times;
- 30% of test takers had taken the TOEIC test for learning, 27% for job application purposes, and 25% for graduation.

Mean *TOEIC*® Listening and Reading Test Scores Across Native Countries

Figure 1, below, shows the mean and standard deviation of *TOEIC*® Listening and Reading test scores by geographic region. Table 1, on the following page, is organized by the native country of test takers and shows the average test scores of all individuals from a given country. Please keep in

mind that the native country of a test taker is not necessarily the country in which he or she took the *TOEIC* Listening and Reading test. Only countries with more than 500 *TOEIC* Listening and Reading test takers are included in this table.

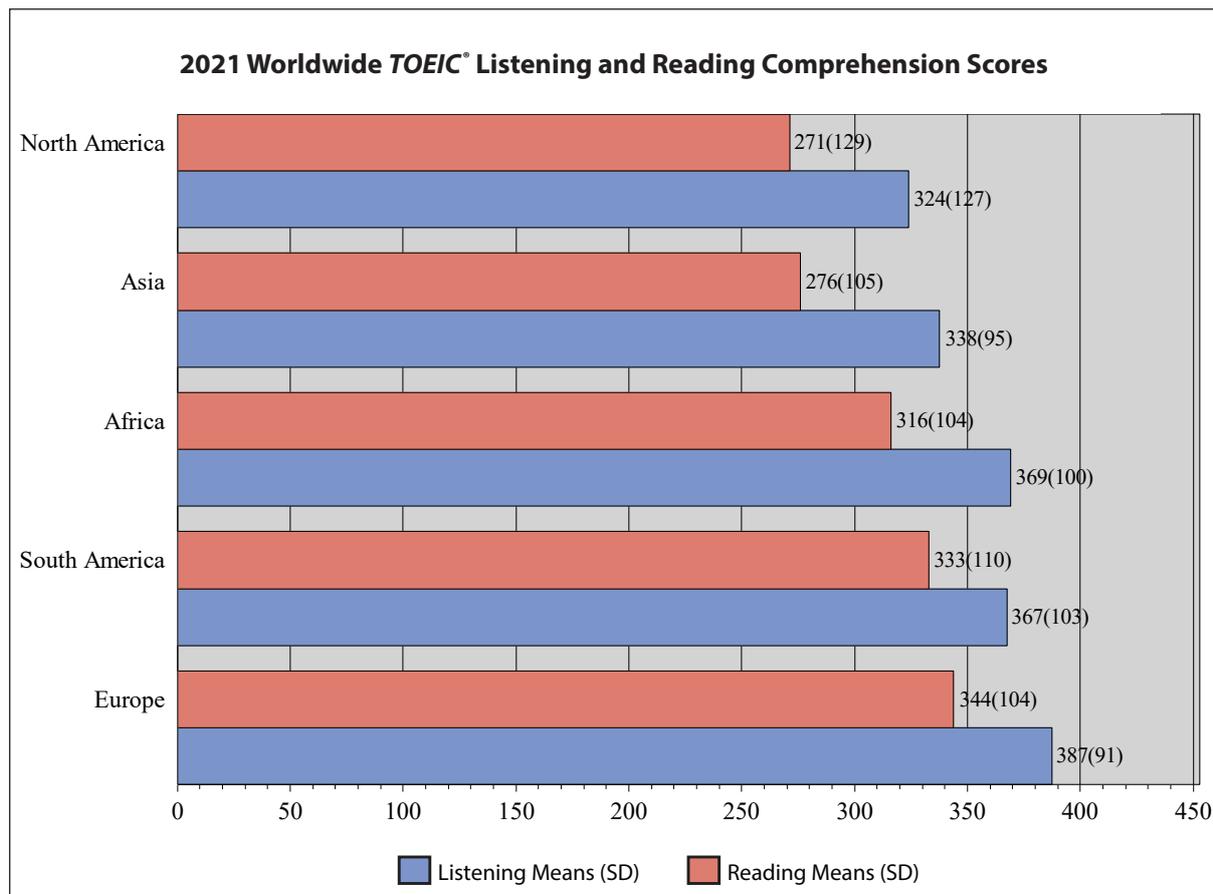


Figure 1: Mean *TOEIC* Listening and Reading Scores by Region

***Note:** All charts reflect results only for categories containing 500 or more test takers. Mexico is included in the data for North America.

Table 1: Mean Performance by Native Country

Country	Listening		Reading		Total	
	Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
ALBANIA	282	(97)	234	(99)	516	(190)
ALGERIA	369	(99)	315	(106)	684	(200)
BELGIUM	398	(88)	362	(95)	760	(176)
BRAZIL	350	(103)	312	(108)	662	(204)
BURKINA FASO	319	(94)	277	(92)	596	(179)
CAMEROON	337	(101)	290	(98)	627	(191)
CHILE	418	(88)	389	(101)	807	(184)
CHINA, PEOPLE'S REPUBLIC	286	(103)	262	(106)	547	(201)
COLOMBIA	361	(106)	326	(108)	687	(207)
CONGO REPUBLIC	313	(110)	258	(105)	571	(209)
COSTA RICA	413	(82)	353	(98)	765	(174)
COTE D'IVOIRE (IVORY COAST)	323	(103)	281	(103)	604	(199)
EGYPT	392	(88)	323	(95)	715	(174)
EL SALVADOR	317	(102)	256	(109)	573	(205)
FRANCE	390	(91)	348	(103)	738	(189)
GABON	310	(99)	256	(96)	567	(188)
GERMANY	440	(70)	386	(97)	826	(161)
GREECE	347	(74)	267	(77)	613	(141)
HONG KONG	309	(109)	239	(117)	548	(220)
INDIA	415	(78)	344	(99)	759	(170)
INDONESIA	276	(109)	204	(104)	480	(206)
ITALY	414	(81)	380	(91)	794	(165)
JAPAN	315	(89)	259	(98)	574	(180)
JORDAN	401	(84)	343	(98)	745	(175)
KOREA (ROK)	376	(82)	304	(103)	679	(176)
KUWAIT	368	(102)	277	(121)	645	(218)
LEBANON	420	(76)	380	(86)	800	(156)
MADAGASCAR	371	(98)	322	(107)	692	(200)
MALAYSIA	373	(91)	308	(113)	681	(197)
MEXICO	298	(133)	251	(133)	550	(262)
MONGOLIA	311	(99)	231	(104)	542	(195)
MOROCCO	403	(83)	346	(94)	749	(170)
NICARAGUA	376	(115)	327	(120)	703	(229)
PANAMA	324	(92)	242	(106)	566	(193)
PERU	377	(87)	350	(92)	727	(172)
PHILIPPINES	428	(59)	365	(83)	793	(135)
POLAND	355	(111)	304	(119)	659	(223)
REUNION	299	(114)	248	(119)	546	(227)
SENEGAL	334	(106)	284	(104)	617	(204)
SPAIN	387	(86)	352	(95)	739	(175)
TAIWAN	305	(102)	260	(109)	565	(204)
THAILAND	293	(111)	218	(109)	511	(213)
TUNISIA	381	(92)	332	(96)	712	(180)
VIETNAM	286	(99)	245	(103)	531	(195)
WEST BANK	345	(104)	276	(112)	621	(210)

*SD = Standard Deviation

Relationship Between Listening and Reading Scores

The correlation between the two sections of the TOEIC® Listening and Reading test was about 0.85. (Appendix C presents the correlations between Listening and Reading across regions.) This is consistent with previous research and with the findings presented in the 2020 *Report on Test Takers*

Worldwide. This level of correlation indicates that the two measures are closely related, given that both measured test takers' proficiencies in using English in business communication and test takers tended to put forth the same amount of effort to study both skills together.

Test Takers by Demographic Variables

Table 2 presents the number and percentage of test takers falling into different demographic categories, as well as the average TOEIC Listening Comprehension, Reading Comprehension, and Total scores for each category. More in-depth

information about test takers in these categories is shown later in this report. The categories used in this report are those found in the TOEIC Background Questionnaire.

Table 2: Mean Performance by Demographic Categories

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Age	26 – 30	16.2	368	(87)	307	(101)	674	(179)
	31 – 35	7.2	351	(93)	294	(104)	646	(188)
	21 – 25	43.9	350	(92)	289	(105)	639	(189)
	36 – 40	4.8	336	(94)	281	(104)	617	(190)
	Over 45	5.3	331	(95)	281	(104)	611	(192)
	41 – 45	3.5	328	(95)	277	(104)	605	(192)
	20 or under	19.1	301	(98)	237	(106)	538	(196)
Gender	Female	48.6	351	(94)	285	(106)	636	(192)
	Male	51.4	332	(96)	277	(107)	609	(195)
Education	Graduate school	12.9	362	(86)	321	(96)	683	(175)
	Undergraduate college	58.9	350	(88)	294	(100)	644	(179)
	High school	7.3	304	(104)	245	(112)	549	(207)
	Junior high school	0.6	302	(112)	227	(113)	529	(217)
	Elementary school	0.2	289	(115)	225	(114)	515	(221)
	Community college	12.3	289	(91)	224	(94)	512	(176)
	Vocational school after high school	3.6	277	(102)	206	(99)	482	(194)
	Language institution	1.4	280	(100)	195	(97)	475	(189)
	Vocational school	2.8	256	(88)	186	(86)	442	(166)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Major	Social studies	11.1	352	(89)	299	(102)	650	(183)
	Liberal arts	19.5	352	(90)	289	(104)	641	(187)
	Business related	17.1	344	(95)	292	(105)	637	(192)
	Health related	6.5	339	(93)	279	(107)	618	(192)
	Sciences	11.9	332	(91)	284	(101)	616	(184)
	Engineering	24.7	323	(93)	267	(102)	590	(187)
	Other	9.2	313	(104)	253	(111)	567	(206)
Current Status	Not employed	7.2	369	(86)	303	(101)	672	(178)
	Part time employee	4.8	346	(103)	289	(114)	636	(210)
	Full time employee	33.5	332	(95)	278	(105)	610	(193)
	Full time student	54.5	328	(95)	269	(106)	597	(192)
Type of Industry	Service-Foreign Affairs	0.1	410	(85)	368	(102)	778	(180)
	Service-Education (High school or below)	2.5	375	(88)	328	(100)	703	(181)
	Service-Education (College or above)	2.6	374	(97)	322	(111)	696	(201)
	Mass Media	1.3	374	(86)	320	(101)	694	(180)
	Public Utility Production	1.6	369	(81)	319	(93)	688	(166)
	Other	6.0	360	(94)	306	(106)	666	(193)
	Finance	6.1	353	(88)	307	(99)	660	(179)
	Insurance	1.3	354	(83)	306	(93)	660	(168)
	Trading	3.6	356	(88)	301	(99)	656	(180)
	Real Estate	0.8	352	(88)	298	(98)	650	(177)
	Manufacturing-Pharmaceuticals	2.4	346	(83)	298	(93)	644	(168)
	Manufacturing-Clothing	0.5	350	(91)	283	(103)	634	(186)
	Service-Other	13.0	343	(90)	289	(101)	633	(183)
	Telecommunication	2.3	343	(88)	289	(101)	632	(182)
	Service-Legislative	5.3	340	(94)	291	(105)	630	(192)
	Service-Traveling	2.8	350	(95)	280	(104)	630	(191)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

	% of Test takers	Listening		Reading		Total		
		Mean	(SD)*	Mean	(SD)*	Mean	(SD)*	
Type of Industry (cont.)	Manufacturing-Food	1.5	343	(93)	287	(103)	630	(189)
	Agriculture	0.6	340	(99)	288	(107)	628	(199)
	Service-Health	3.6	340	(91)	281	(103)	622	(186)
	Retail/Wholesale	2.1	340	(95)	279	(104)	620	(192)
	Transportation	3.8	343	(86)	276	(94)	619	(172)
	Service-Armed forces	2.3	335	(101)	281	(114)	616	(208)
	Construction	2.3	334	(96)	278	(104)	611	(193)
	Manufacturing-Glass	0.3	326	(93)	277	(101)	602	(186)
	Manufacturing-Petroleum	0.6	321	(103)	277	(110)	598	(206)
	Manufacturing-Chemicals	3.3	320	(91)	272	(98)	592	(182)
	Manufacturing-Other	3.1	317	(104)	260	(113)	576	(210)
	Manufacturing-Metals	1.6	304	(97)	252	(104)	556	(194)
	Manufacturing-Machinery	6.5	303	(95)	247	(102)	550	(189)
	Manufacturing-Vehicles	6.7	301	(90)	243	(98)	544	(180)
	Manufacturing-Electronic	8.3	290	(99)	243	(104)	532	(195)
Manufacturing-Fabric	0.9	279	(100)	226	(105)	505	(198)	
Type of Job	Teaching/Training	5.7	373	(94)	324	(106)	698	(194)
	Professional Specialist	9.7	353	(86)	309	(97)	662	(176)
	Management	5.4	353	(98)	308	(106)	660	(196)
	Clerical/Administrative	16.2	355	(91)	297	(103)	652	(187)
	Services	6.5	354	(94)	293	(104)	646	(190)
	Marketing/Sales	15.5	342	(88)	287	(98)	629	(179)
	Scientific/Technical Professionals	24.5	319	(89)	267	(100)	586	(181)
	Other	8.4	313	(109)	258	(116)	571	(219)
	Technician	8.0	310	(101)	256	(104)	566	(196)
Years Spent Studying English	> 10 years	48.2	369	(86)	314	(99)	683	(177)
	> 6 – 10 years	33.0	317	(89)	261	(98)	578	(178)
	> 4 – 6 years	9.8	295	(96)	234	(101)	529	(188)
	< = 4 years	9.0	285	(96)	220	(101)	504	(189)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Language Skills Most Emphasized	Listening, Reading, Speaking and Writing	21.7	368	(92)	314	(107)	682	(192)
	Speaking	14.8	347	(92)	282	(105)	629	(189)
	Listening & Speaking	22.6	341	(92)	274	(104)	615	(188)
	Reading & Writing	5.8	328	(95)	282	(106)	610	(193)
	Reading	20.3	309	(88)	267	(96)	577	(175)
	Listening	12.7	316	(93)	255	(102)	571	(188)
	Writing	2.1	308	(104)	256	(113)	565	(210)
Time Spent Daily Using English	51–100%	4.3	399	(84)	342	(105)	742	(182)
	21–50%	12.6	371	(88)	312	(105)	683	(185)
	11–20%	19.6	352	(92)	293	(105)	645	(189)
	1–10%	41.8	329	(92)	273	(102)	602	(187)
	None	21.7	305	(91)	252	(99)	557	(181)
English Language Skills Used Most Often	Listening, Reading, Speaking and Writing	9.8	378	(88)	319	(106)	697	(187)
	Reading & Writing	8.0	354	(92)	303	(104)	657	(188)
	Listening & Speaking	16.1	345	(91)	276	(103)	621	(186)
	Reading	34.2	325	(91)	280	(100)	605	(182)
	Listening	19.5	330	(96)	269	(106)	599	(195)
	Speaking	9.5	324	(98)	256	(107)	580	(198)
	Writing	2.9	314	(105)	261	(111)	575	(209)
Difficulty with English Communication	Sometimes	33.1	352	(90)	295	(102)	647	(184)
	Seldom	21.9	344	(94)	291	(106)	635	(193)
	Frequently	17.8	335	(88)	272	(100)	607	(179)
	Almost never	18.2	319	(98)	269	(108)	589	(200)
	Almost always	9.1	302	(96)	238	(103)	539	(190)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Time in English-Speaking Country	Yes, > 2 years	3.9	425	(73)	365	(96)	790	(162)
	Yes, > 1–2 years	2.5	404	(80)	341	(100)	746	(172)
	Yes, 6–12 months	4.4	397	(78)	333	(97)	730	(166)
	Yes, < 6 months	22.0	352	(84)	293	(98)	645	(174)
	No	67.3	320	(94)	266	(104)	586	(189)
Purpose for Time in English-Speaking Country	To study	19.4	394	(86)	336	(104)	730	(182)
	Other	7.7	389	(90)	325	(106)	715	(189)
	To work	13.8	372	(88)	317	(103)	689	(184)
	To participate in language program	30.0	371	(79)	306	(94)	677	(165)
	To travel	29.1	350	(86)	290	(100)	640	(178)
Number of Times TOEIC Test Was Taken	Three times or more	39.1	358	(83)	299	(95)	657	(170)
	Twice	12.0	339	(90)	282	(102)	621	(184)
	Once	18.4	329	(95)	272	(106)	601	(193)
	Never	30.4	312	(102)	260	(113)	572	(208)
Purpose for Taking TOEIC Test	For job application	26.7	354	(88)	293	(102)	648	(182)
	For learning	30.0	336	(93)	281	(104)	617	(189)
	For graduation	24.5	329	(99)	273	(111)	602	(203)
	To assess language program	7.4	326	(99)	271	(107)	597	(198)
	For promotion	11.4	313	(94)	256	(101)	569	(187)

*SD = Standard Deviation

Age

A closer look at the demographic categories revealed that across all countries, the typical TOEIC® Listening and Reading test taker was between 21 and 25 years of age (44%). Nineteen percent of test takers were 20 years of age or younger. Sixteen percent were between 26 and 30 years of age and the remaining 21% were 31 years of age or older.

Panama (95%), Greece (59%), Egypt (58%), and El Salvador (51%) had the highest percentages of test takers who were 20 years of age or younger. Lebanon (80%), Belgium (75%), Morocco (73%),

and Nicaragua (72%) had the highest percentages of test takers between 21 and 25 years of age. For the 26 to 30 years of age group, West Bank (46%) and Gabon (39%) had the highest proportions of test takers.

Figure 2 shows the mean total TOEIC Listening and Reading scores as illustrated by a composite of Listening Comprehension and Reading Comprehension scores.

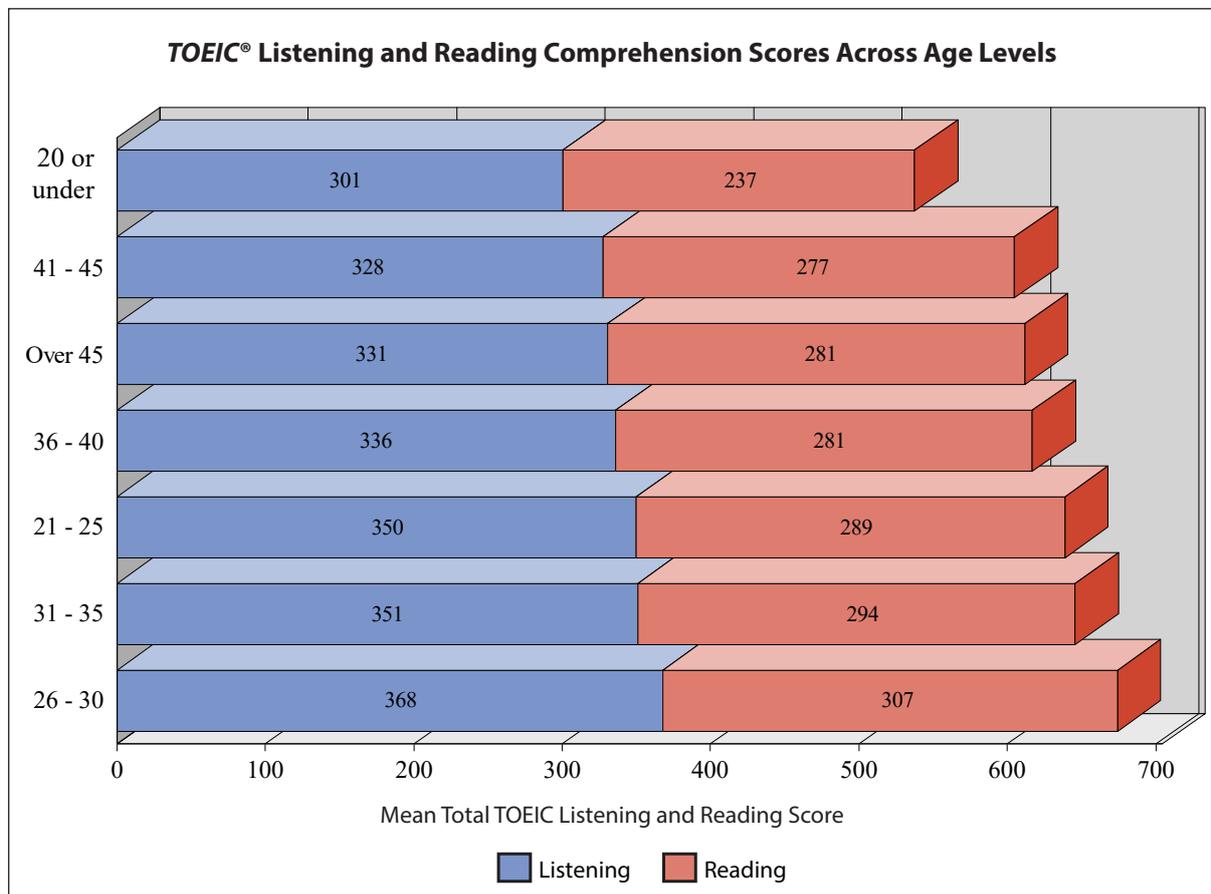


Figure 2: Mean TOEIC Listening and Reading Scores Across Age Levels

Gender

Overall, a slightly larger proportion of males (51%) than females (49%) took the *TOEIC*® Listening and Reading test (as shown in Table 2).

Countries that had a large male test-taking population include Burkina Faso (66%), Congo Republic (63%), India (62%), and Senegal (62%). In other countries, there were higher proportions

of female than male test takers. These countries include Panama (67%), Thailand (65%), Albania (64%), and Poland (63%).

Figure 3 shows that females had higher average total scores than males for both Listening and Reading.

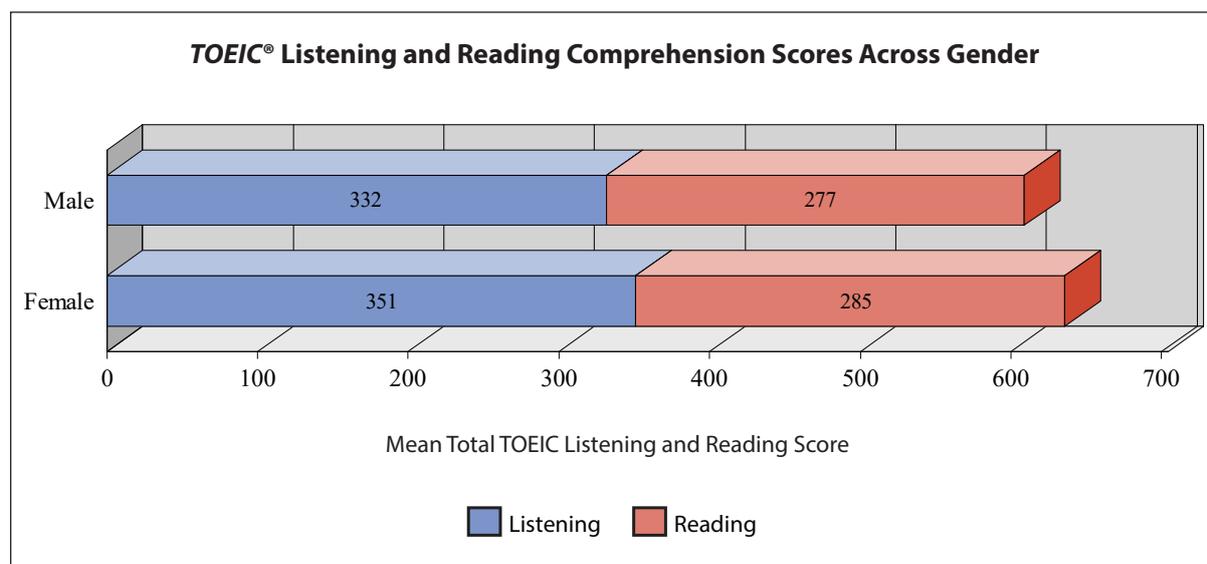


Figure 3: Mean TOEIC Listening and Reading Scores Across Gender

Education

More than half of test takers (59%) held an undergraduate degree as their highest degree or were pursuing an undergraduate degree at the time that they answered the Background Questionnaire. A higher percentage of women (61%) than men (57%) held or were pursuing an undergraduate degree as their highest degree. In contrast, a higher percentage of men (16%) than women (10%) held or were pursuing a graduate degree.

Because of differences among countries in educational systems, comparisons of educational level are somewhat subjective. Results show that

West Bank (100%), Korea (78%), the Philippines (78%), and Thailand (73%) had the highest proportions of test takers holding or pursuing an undergraduate degree as their highest degree, while Burkina Faso (88%), Tunisia (72%), Morocco (69%), Algeria (68%), and Cote d'Ivoire (67%) had the largest proportions of test takers holding or pursuing a graduate degree. Peru (26%) had the highest proportion of test takers with a vocational degree after high school.

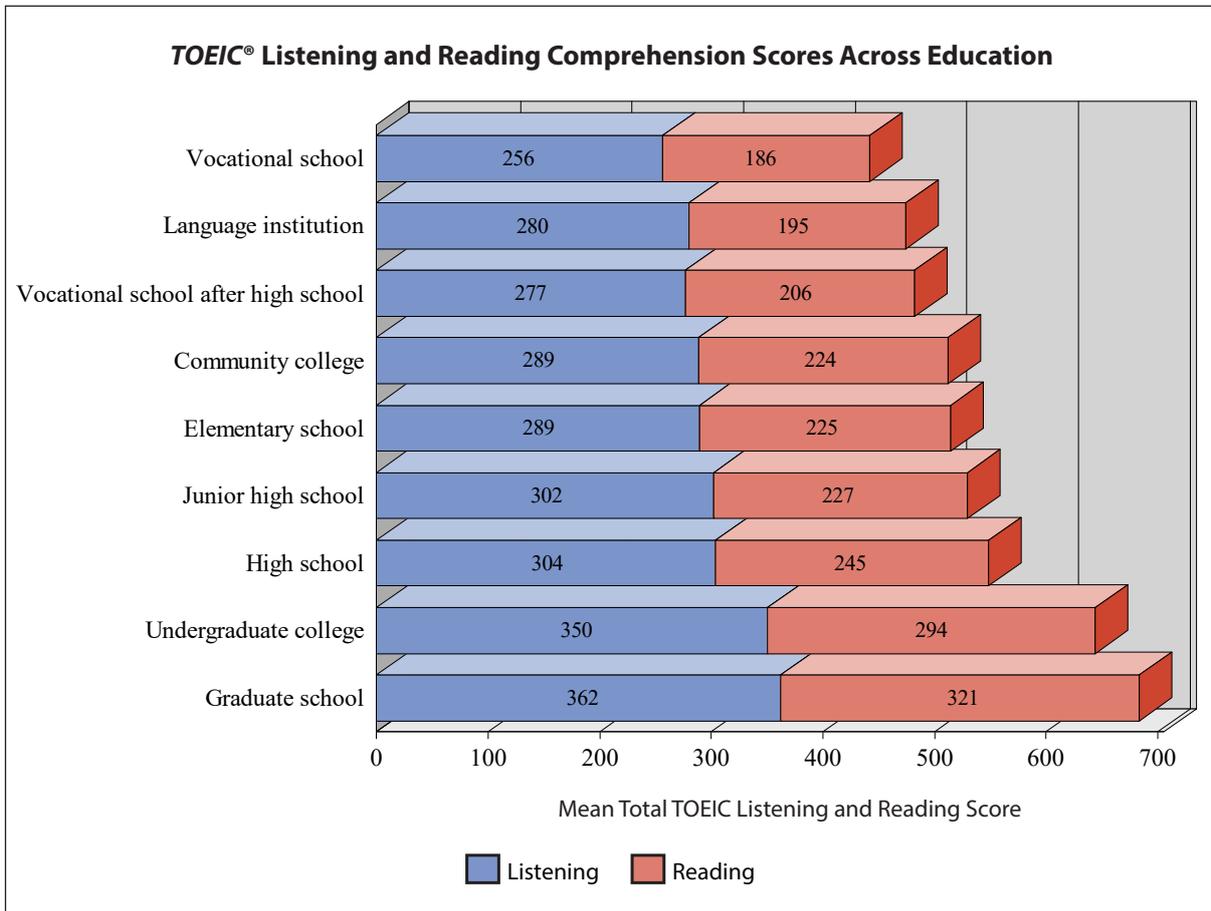


Figure 4: Mean TOEIC Listening and Reading Scores Across Education

Academic Major

The largest percentage of TOEIC® Listening and Reading test takers majored in engineering (25%). The highest percentages of test takers with engineering majors were in Burkina Faso (75%), Cameroon (57%), Tunisia (46%), and Congo Republic (45%). Liberal arts (20%) and business-related majors (17%) were the second and third most popular majors. West Bank (100%) has the highest percentage of test takers with liberal arts

majors. Countries with high percentages of test takers with business-related majors include Italy (45%), Peru (44%), Albania (41%), and Vietnam (40%).

Across all test takers, in terms of percentage, more females (29%) majored in liberal arts than males (11%), and more males (36%) majored in engineering than females (11%).

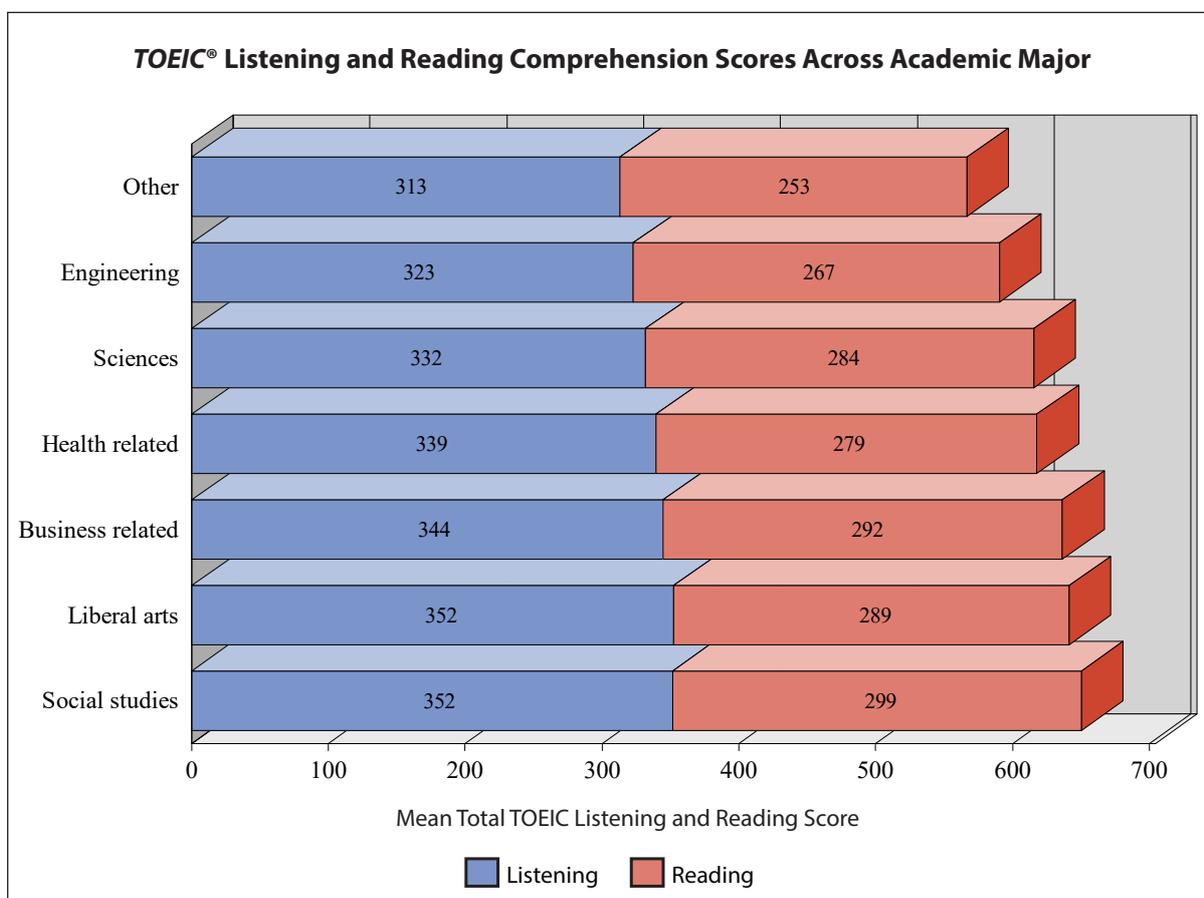


Figure 5: Mean TOEIC Listening and Reading Scores Across Academic Major

Employment Status

Overall the majority of TOEIC® Listening and Reading test takers were full-time students (55%). West Bank (100%), Panama (85%), Belgium (84%), the Philippines (82%), and Cameroon (80%) had the highest proportions of full-time students.

Thirty-four percent of test takers indicated they were full-time employees. Results show that testing populations in China (63%), Peru (56%),

El Salvador (47%), and Mongolia (46%) had the highest percentages of full-time employees.

In terms of percentage, more males (40%) than females (26%) were full-time employees. More females (59%) than males (50%) were full-time students.

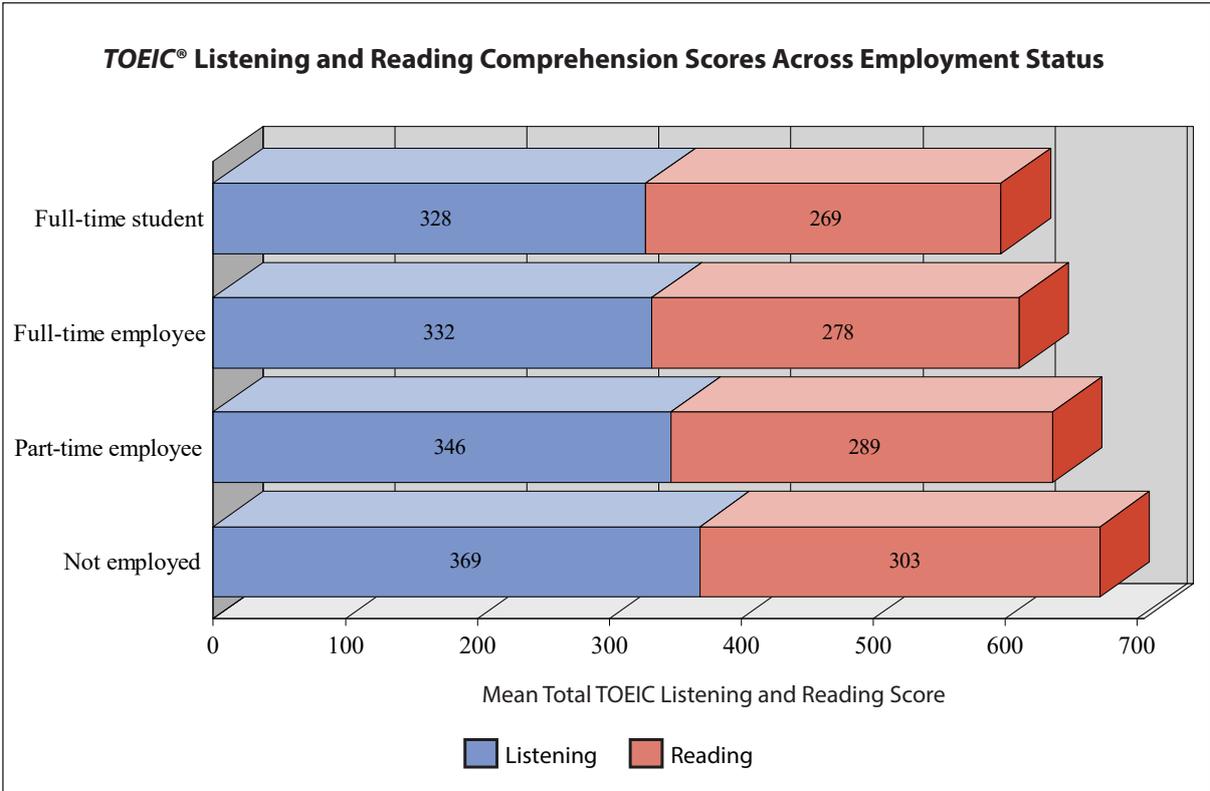


Figure 6: Mean TOEIC Listening and Reading Scores Across Employment Status

Type of Industry

As seen in Table 2, most test takers who were employed full-time worked in either the manufacturing or the service industries.

Figures 7a (service), 7b (manufacturing) and 7c (other than service or manufacturing) provide average TOEIC® Listening and Reading scores for the various industry types.

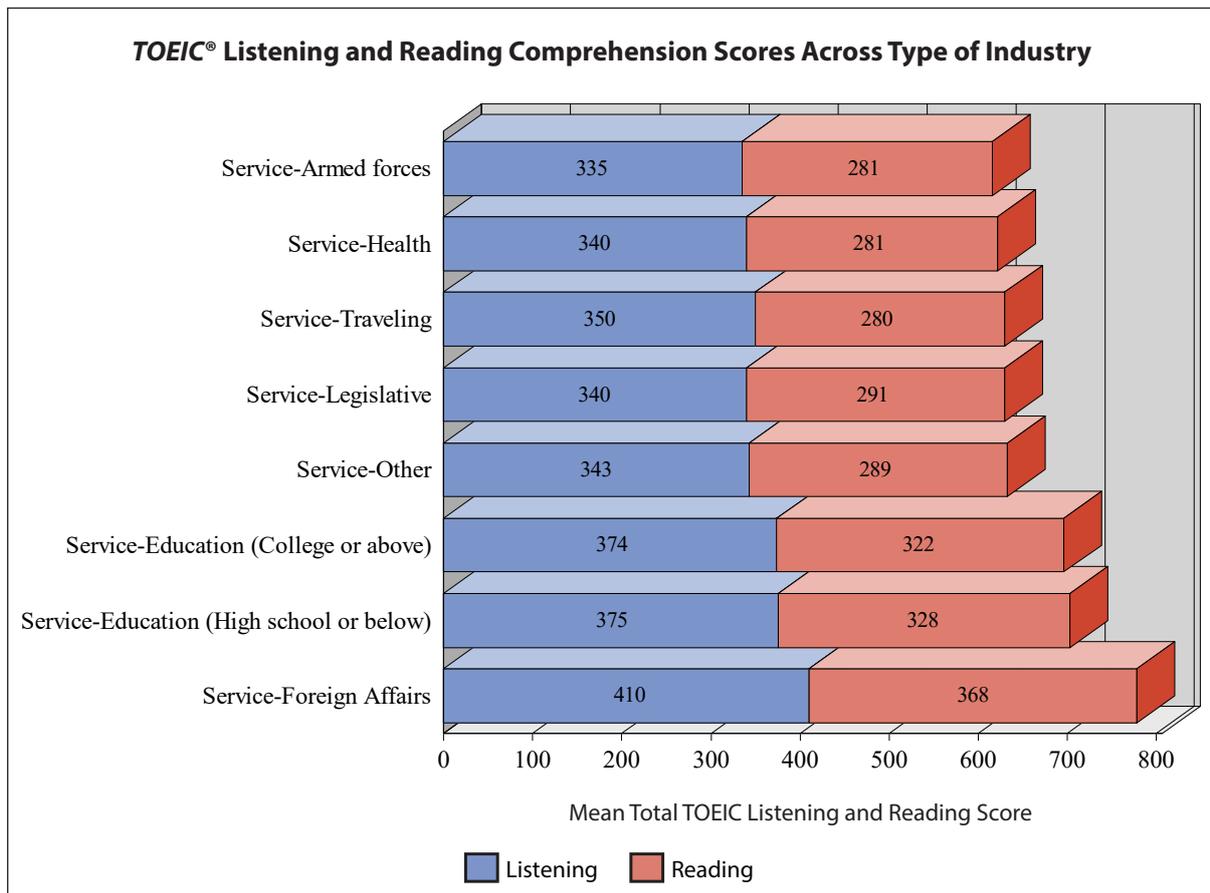


Figure 7a: Mean TOEIC Listening and Reading Scores Across Type of Industry (Service)

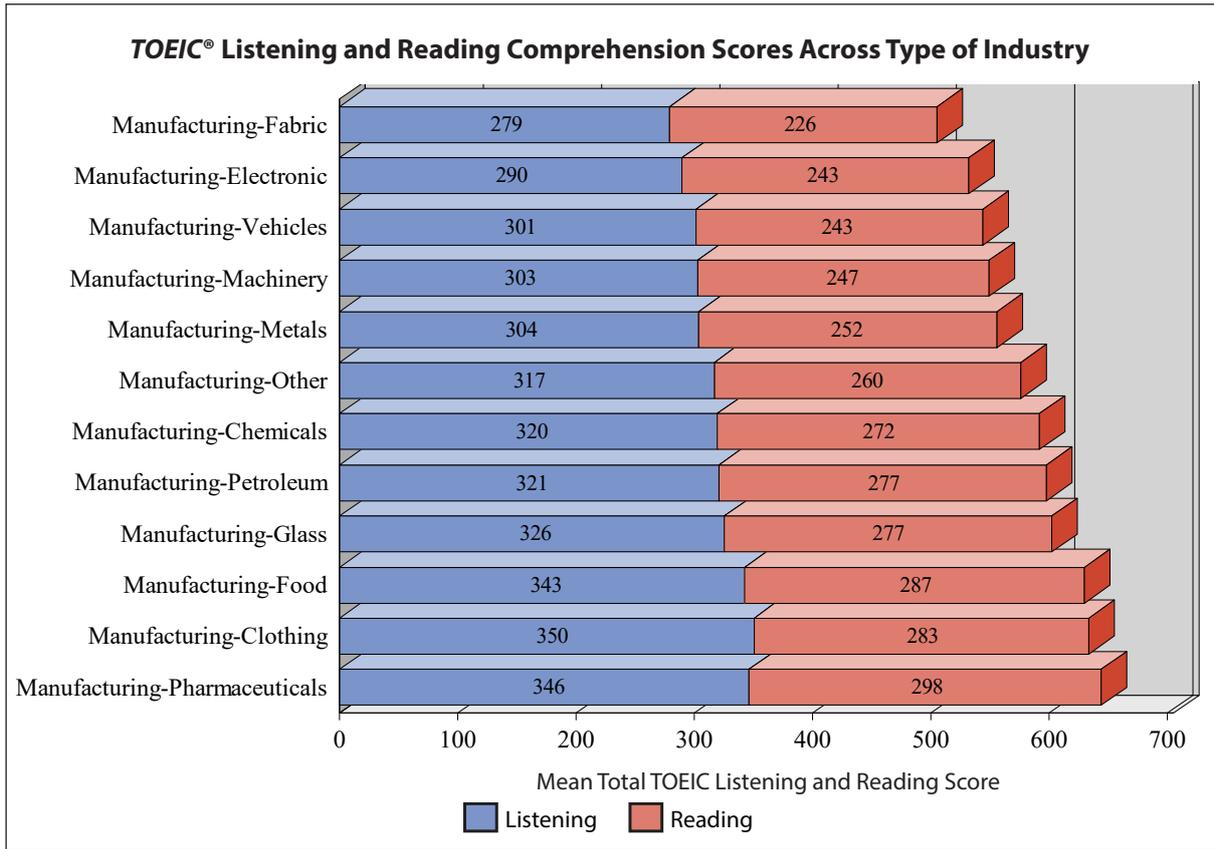


Figure 7b: Mean TOEIC Listening and Reading Scores Across Type of Industry (Manufacturing)

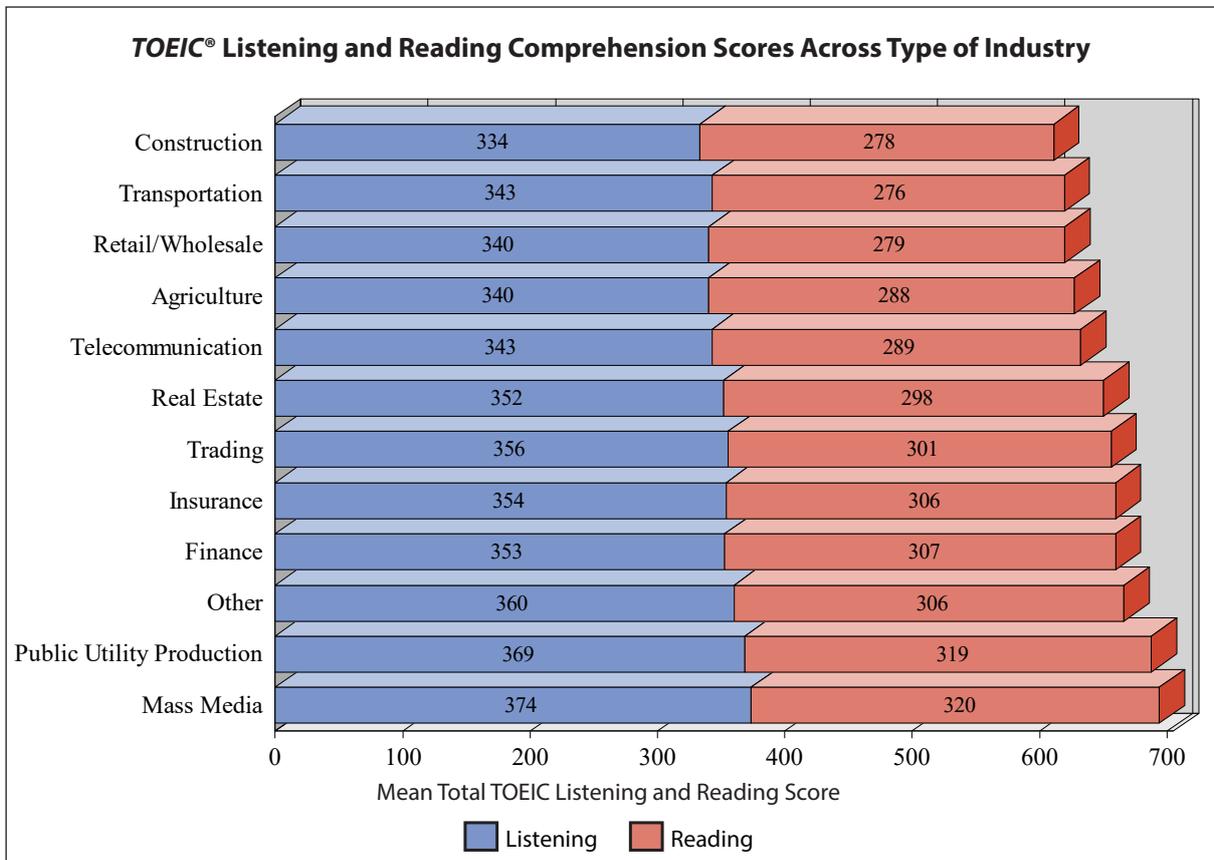


Figure 7c: Mean TOEIC Listening and Reading Scores Across Type of Industry (Other)

Type of Job

The types of jobs performed by test takers varied greatly across countries. Overall, the largest group of test takers was scientific/technical professionals (25%).

Panama (41%), Cote d'Ivoire (41%), and Tunisia (40%) had the largest percentages of test takers working in scientific/technical positions. For management positions, Jordan (50%) and El Salvador (43%) had the largest percentages of

test takers. For teaching/training positions, Costa Rica (44%) and Colombia (40%) had the largest percentages of test takers.

Overall, in terms of percentage, more females (9%) worked in teaching/training positions than males (3%). More females (25%) worked in clerical/administration positions than males (11%). More males (32%) worked in scientific/technical positions than females (13%).

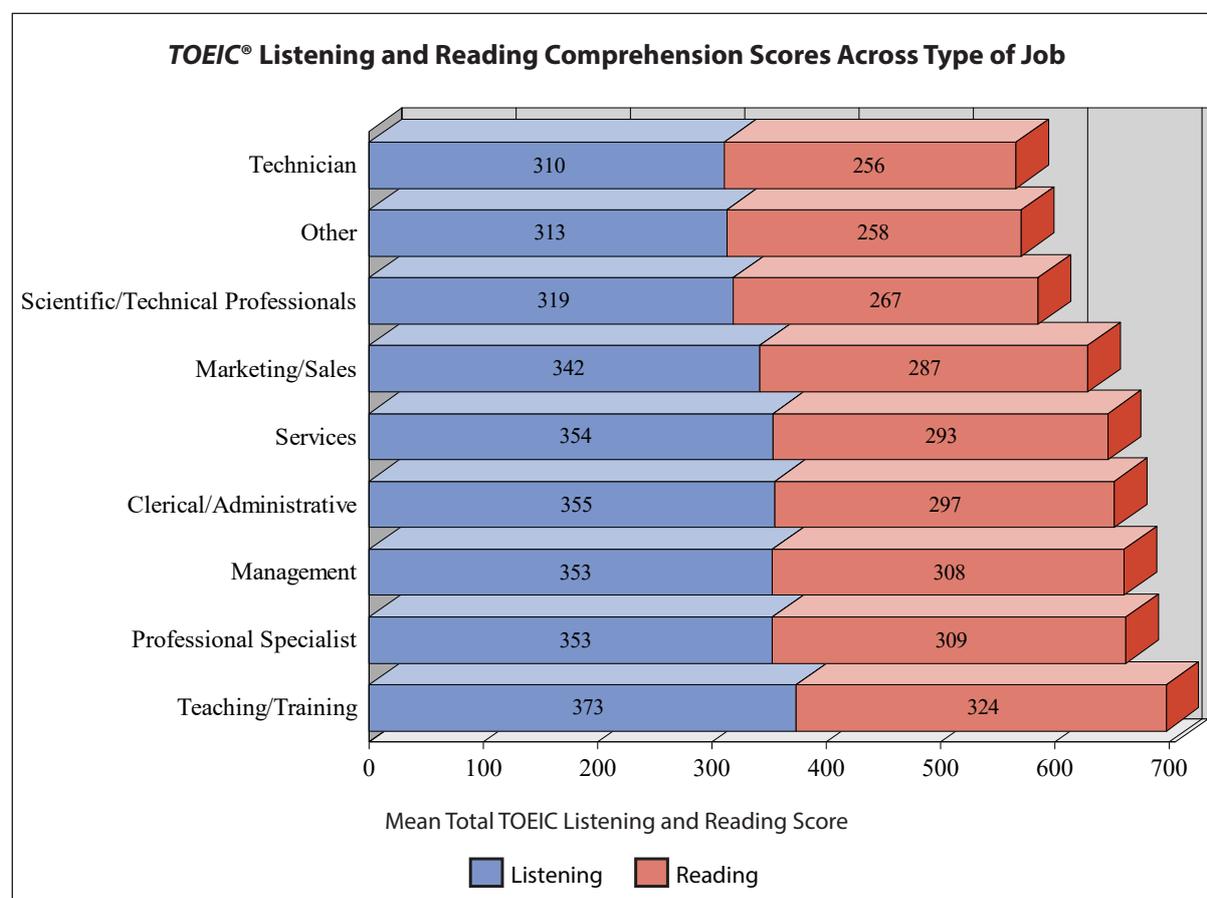


Figure 8: Mean TOEIC Listening and Reading Scores Across Type of Job

Years Spent Studying English

The 2021 test takers exhibited very similar patterns to those in previous years in the length of time spent studying English. Eighty-one percent of 2021 test takers indicated that they studied English for more than six years.

Panama (88%), Peru (50%), Nicaragua (43%), and El Salvador (43%) had the largest percentages of test

takers who studied English for less than or equal to four years.

In contrast, countries that had high proportions of test takers who studied English for more than ten years include Kuwait (81%), Egypt (74%), and Malaysia (74%)

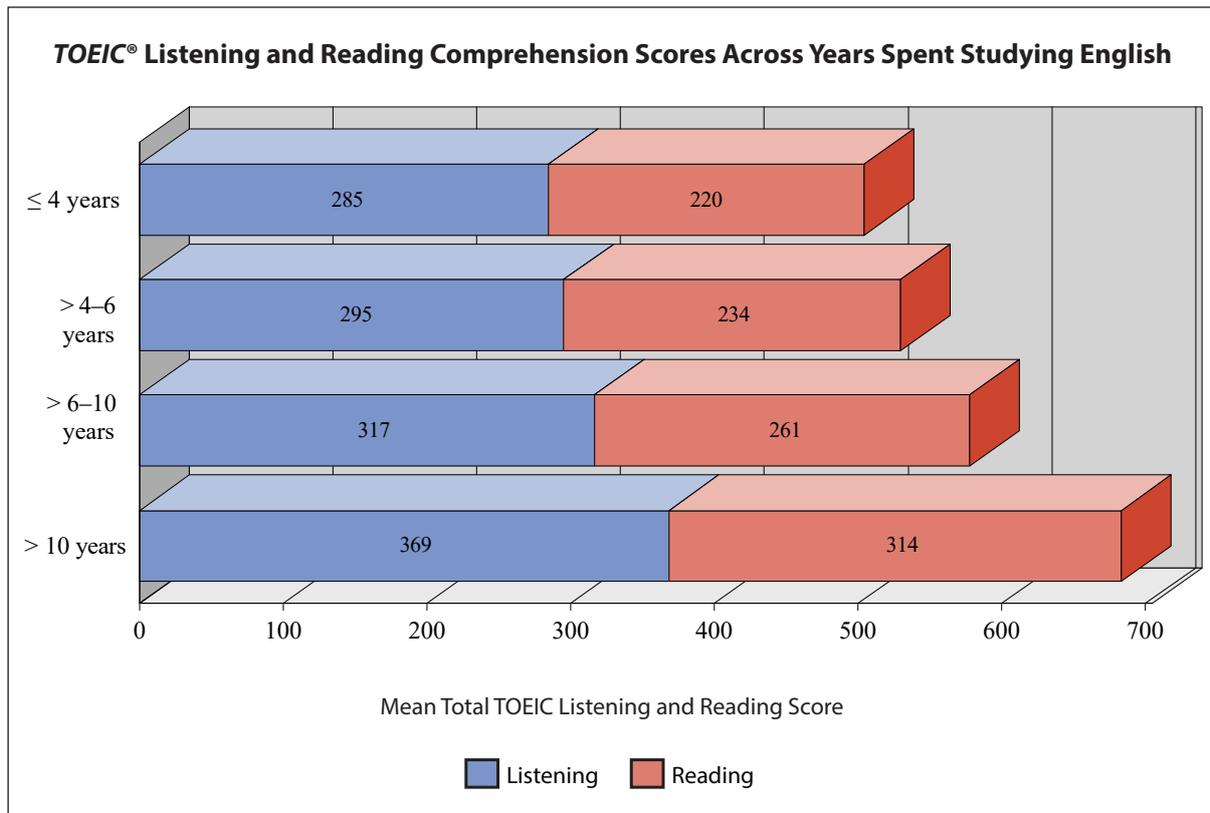


Figure 9: Mean TOEIC Listening and Reading Scores Across Years Spent Studying English

Type of Language Skill Most Emphasized When Studying English

After indicating the number of years spent studying English, test takers were asked to identify which language skills were most emphasized during their studies. Twenty-two percent of all test takers indicated that all four English language skills (Listening, Reading, Speaking, and Writing) were emphasized. However, a slightly higher percentage

of test takers (23%) indicated that Listening and Speaking skills were the skills most emphasized.

Test takers from Kuwait (62%), Belgium (57%), India (55%), Reunion (53%), and Greece (50%) indicated an emphasis on all four English language skills.

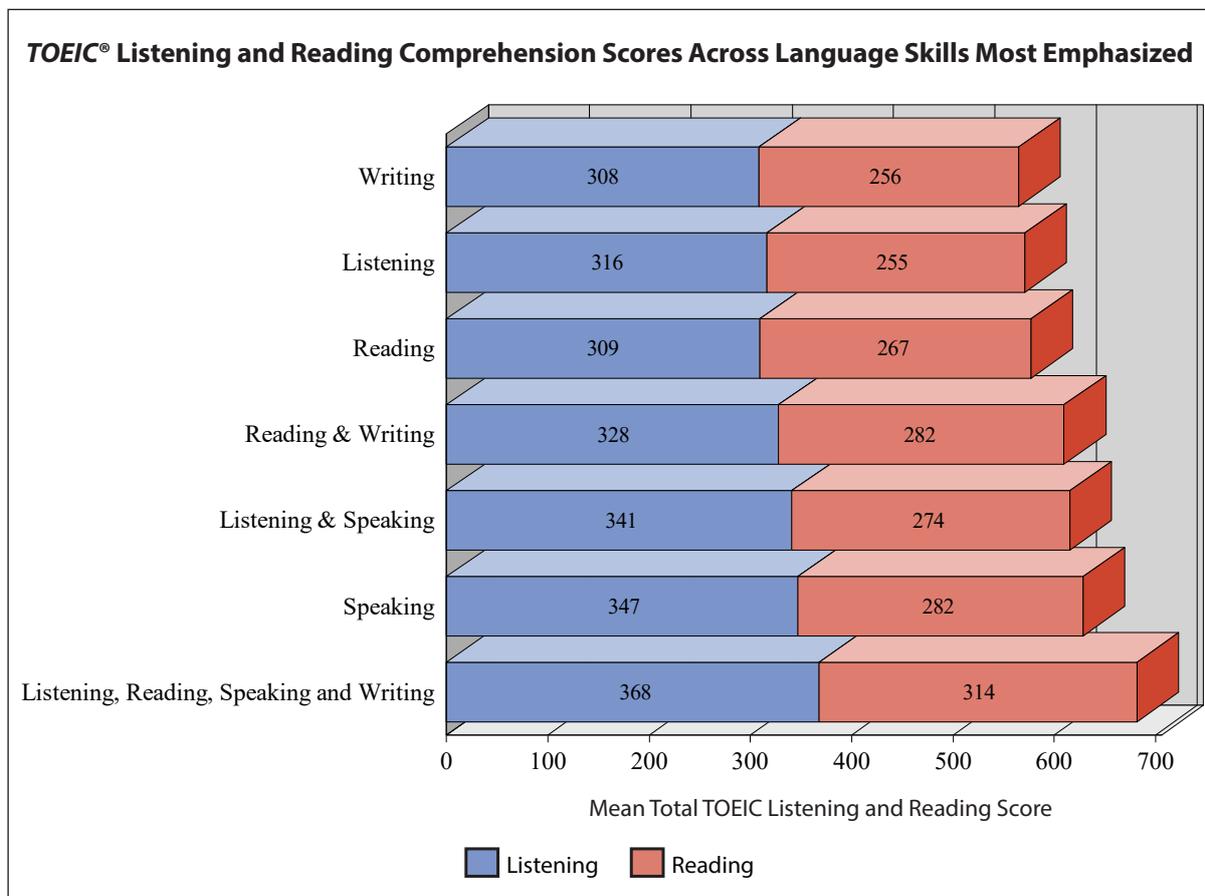


Figure 10: Mean TOEIC Listening and Reading Scores Across Language Skills Most Emphasized

Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?” 42% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Countries that had large proportions of test taker in this category include: Japan (43%), China (43%), Taiwan (42%), Korea (42%), Hong Kong (42%), and Gabon (40%)

Test takers from Albania (39%) and Burkina Faso (36%) responded that they spent 11-20% of their daily life using English. Test takers in India (41%) and Kuwait (38%) indicated that they spent 51-100% of their daily life using English.

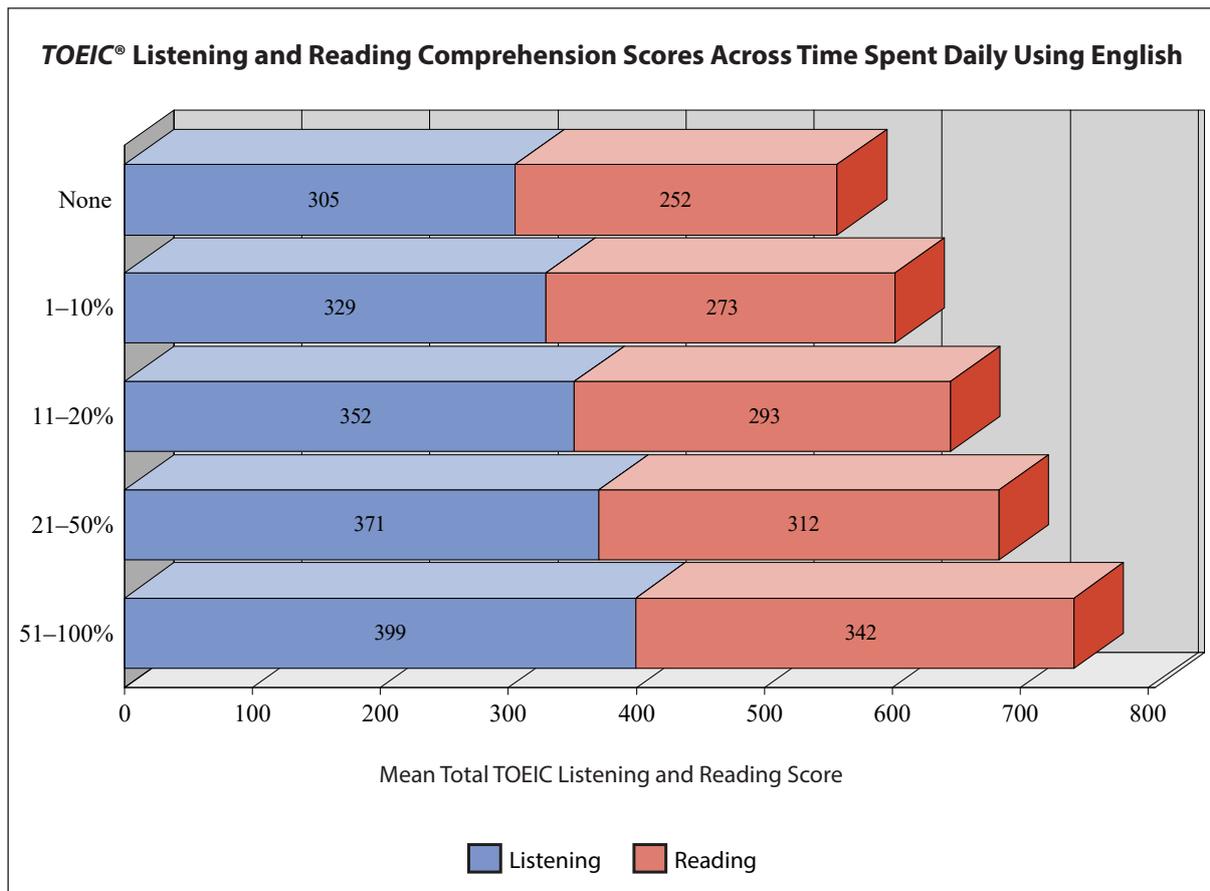


Figure 11: Mean TOEIC Listening and Reading Scores Across Time Spent Daily Using English

Most Frequently Used Language Skill

Thirty-four percent of all test takers indicated that Reading was the English language skill that they used most often. Taiwan (44%), Japan (39%), Jordan (38%), China (38%), Peru (37%), and Chile (37%) had the highest percentages of test takers with Reading as their most used skill. For Listening, 20% of all test takers indicated that was the skill used most often. Countries that had high percentages of test takers selecting Listening include Reunion (41%),

Panama (41%), and France (40%). Ten percent of test takers indicated that they use all four language skills equally.

Overall, in terms of percentage, males were more inclined than females (38% vs. 29%) to choose Reading as the English language skill they used most often.

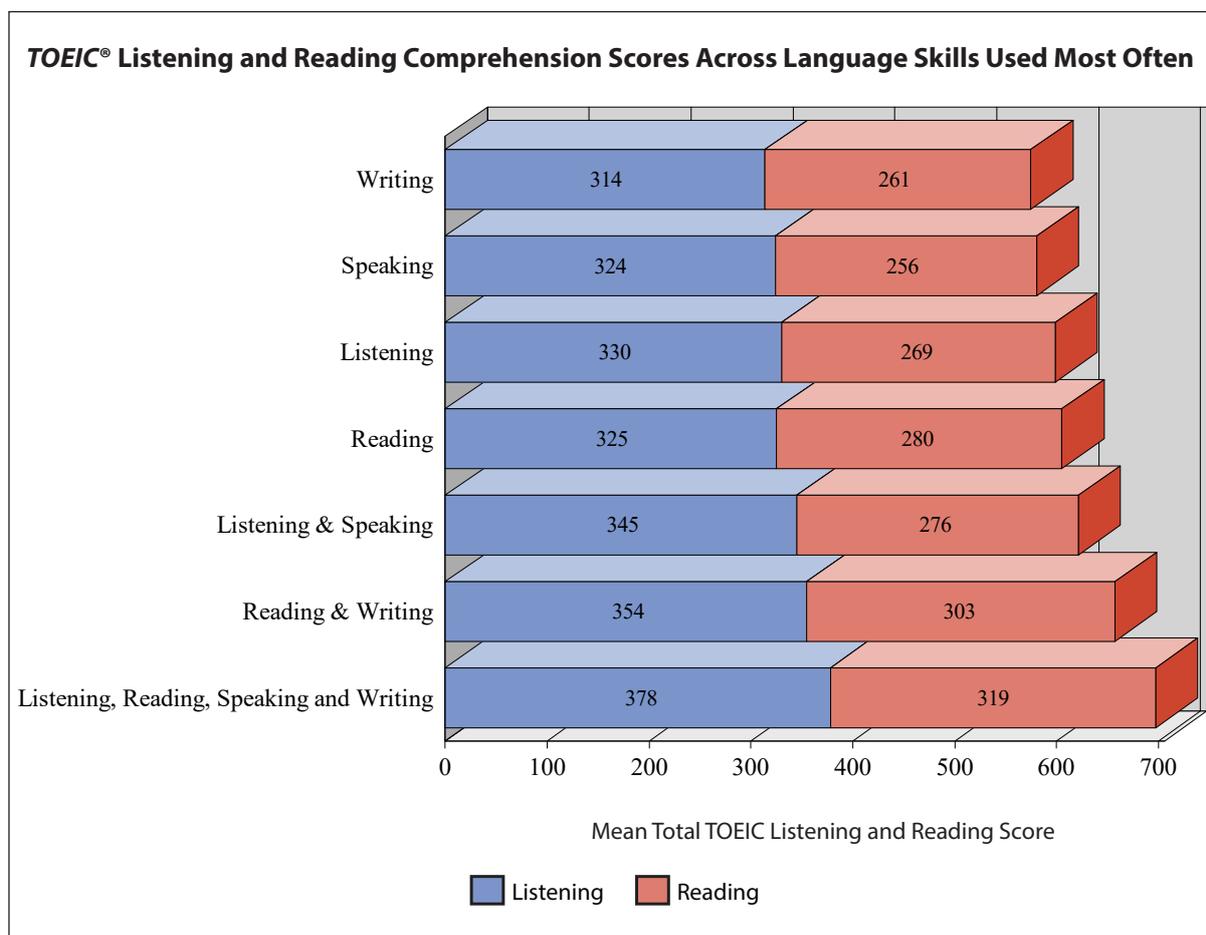


Figure 12: Mean TOEIC Listening and Reading Scores Across English Language Skills Used Most Often

Difficulty with English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 33% of all test takers responded “sometimes,” 22% responded that difficulty with English “seldom” affected their

ability to communicate, and 18% responded that difficulty with English “frequently” affected their ability to communicate.

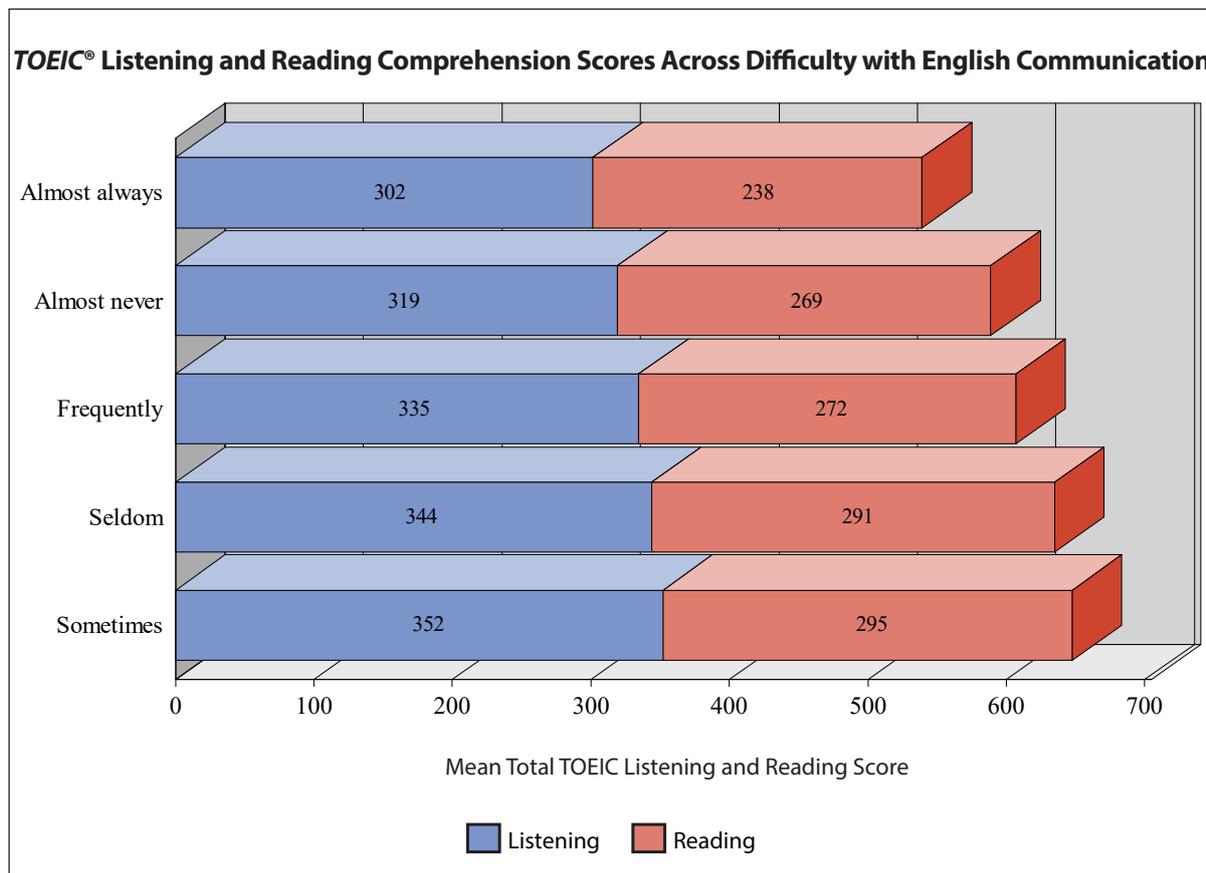


Figure 13: Mean TOEIC Listening and Reading Scores Across Difficulty with English Communication

Time Spent in a Native English-Speaking Country

Respondents were asked, “Have you ever lived in a country in which English is the main spoken language?” Only 11% of all test takers indicated that they had spent six months or more in a

country in which English was the main spoken language. Sixty-seven percent indicated that they had never spent time in an English-speaking country.

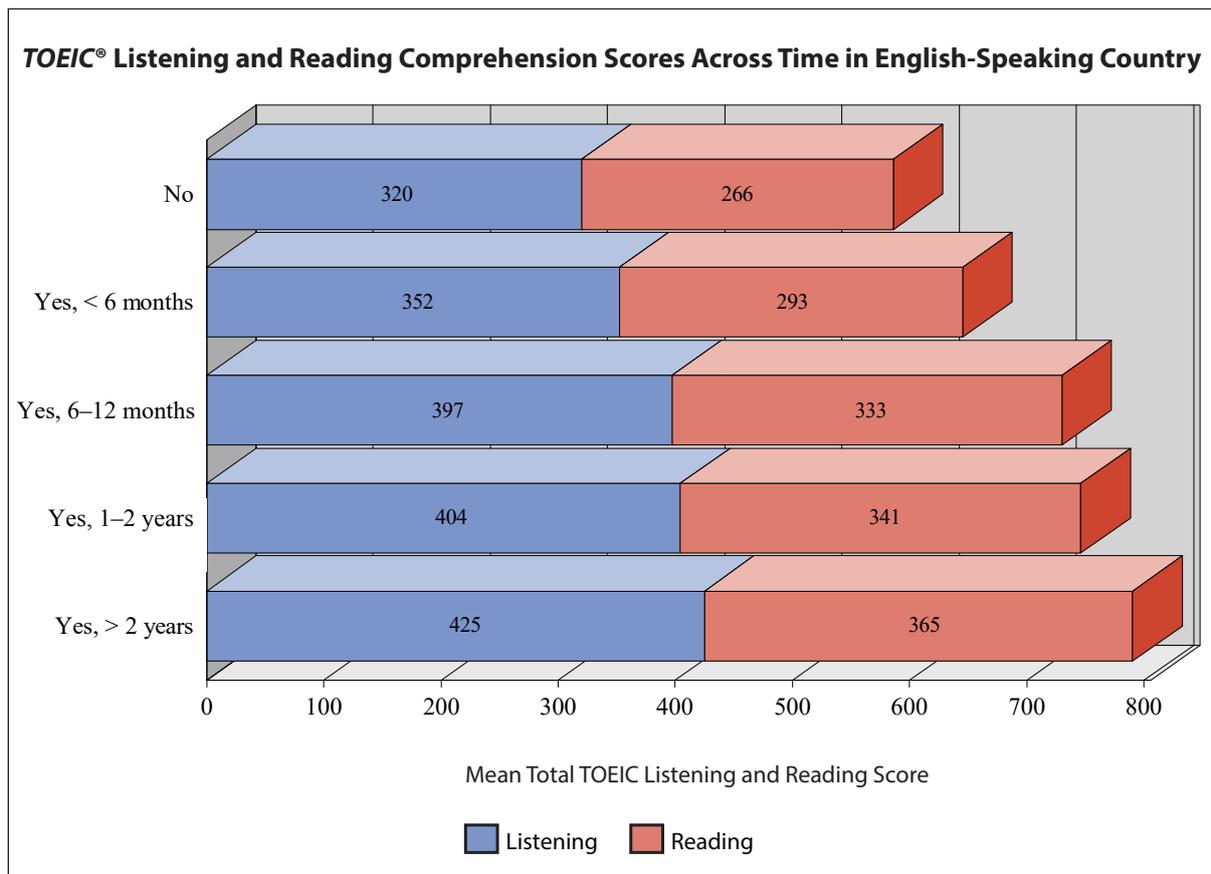


Figure 14: Mean TOEIC Listening and Reading Scores Across Time in English-Speaking Country

Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 30% indicated participating in a language program as the purpose for spending time there. Twenty-nine percent of test takers indicated they did so for the purpose of traveling.

In terms of percentage, more females (37%) than males (23%) indicated that the purpose was to participate in a language program. More males (20%) than females (8%) indicated that the purpose was to work

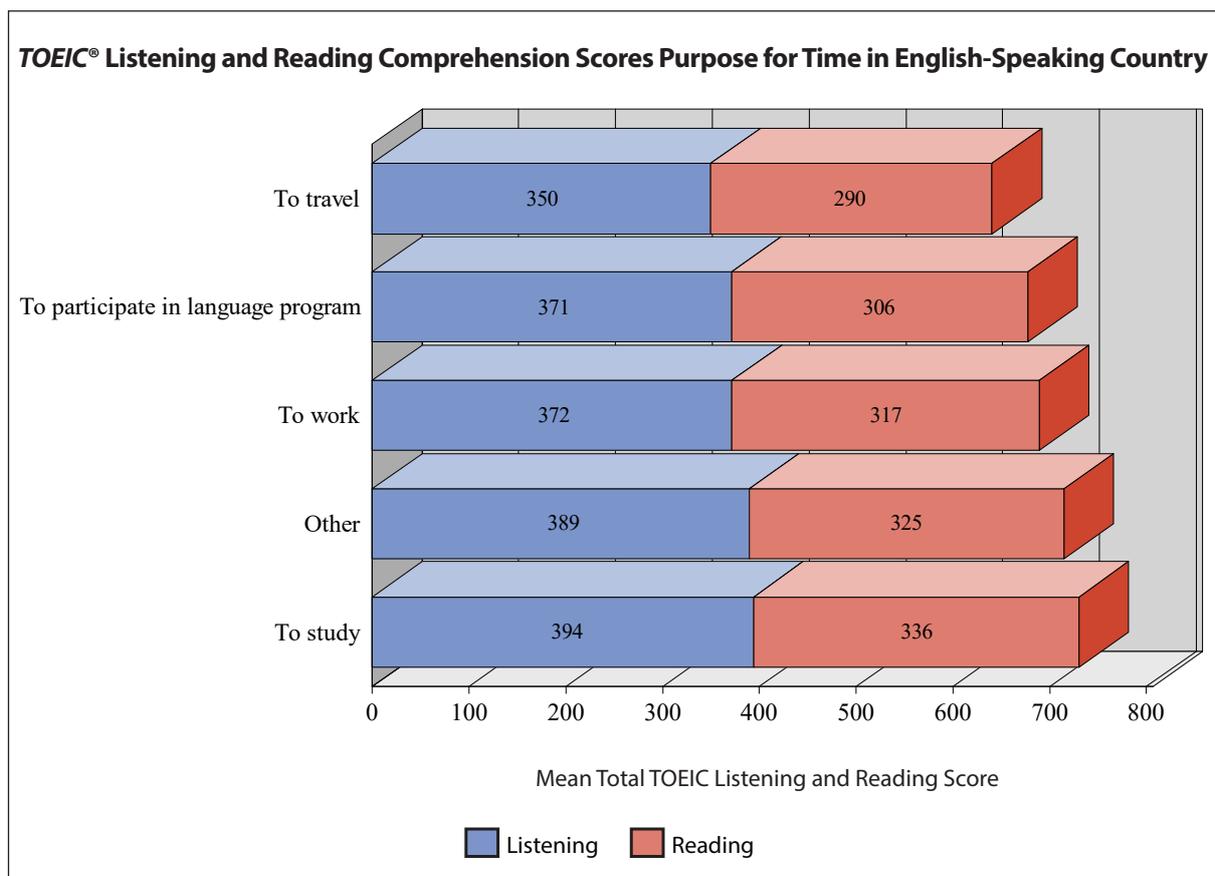


Figure 15: Mean TOEIC Listening and Reading Scores Across Purpose for Time in English-Speaking Country

TOEIC® Test-Taking Experience

The percentages of test takers who had previously taken the TOEIC® test varied widely across countries, from lows of 0% in West Bank, 6% in Lebanon, and 9% in Greece, to highs of 76% in Japan and 74% in Korea.

The majority of test takers (70%) had taken the TOEIC test before, with the largest percentage of test takers (39%) having taken the TOEIC test three or more times previously.

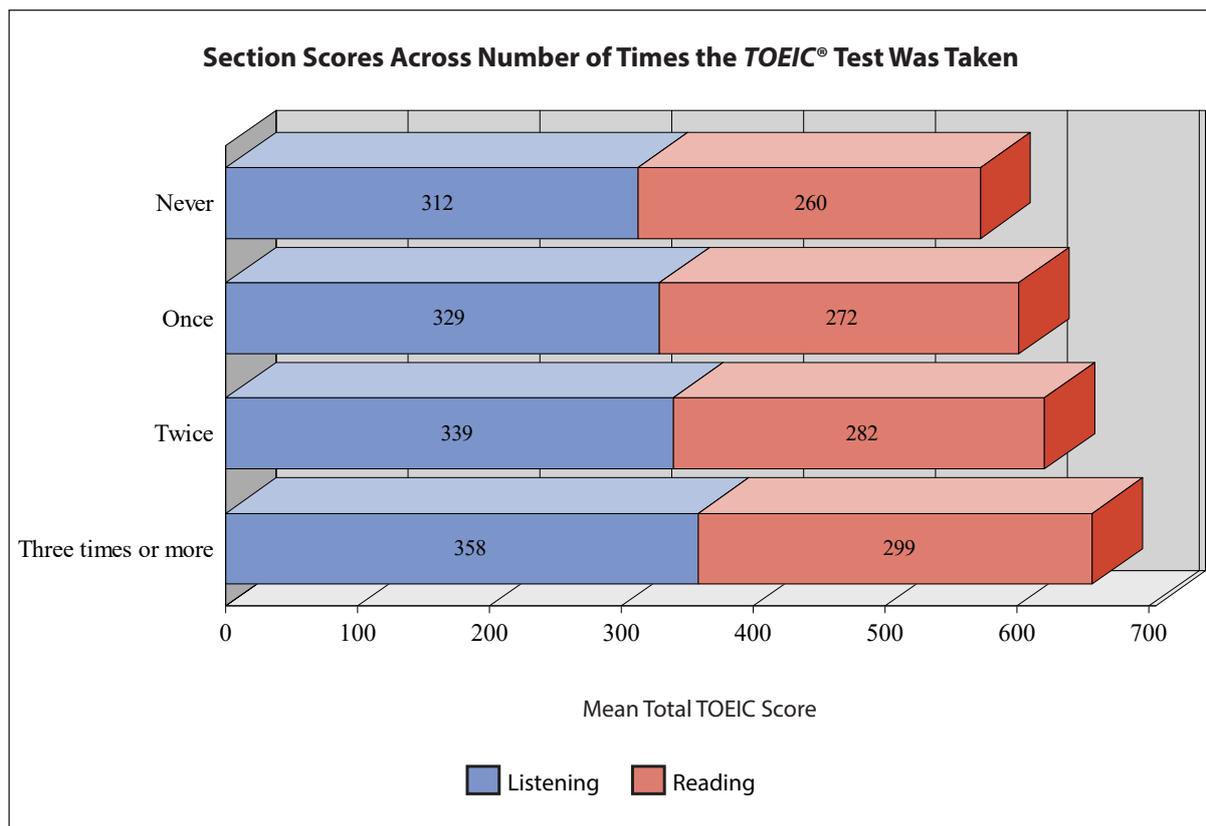


Figure 16: Mean TOEIC Scores Across Number of Times the TOEIC Test Was Taken

Purpose for Taking the *TOEIC*® Listening and Reading Test

High percentages of test takers indicated that the purpose of taking the *TOEIC*® Listening and Reading test was for learning (30%), job application (27%), and graduation (25%).

A large proportion of test takers in Kuwait (55%), Jordan (46%), Korea (45%), Mongolia (43%), and Thailand (43%) took the test for job application purposes.

For learning purposes, Japan and Hong Kong (39% each) had the highest proportions of test takers.

For graduation, West Bank (100%), Burkina Faso (89%), Cote d'Ivoire (83%), Cameroon (81%), and Nicaragua (81%) had the highest percentages of test takers.

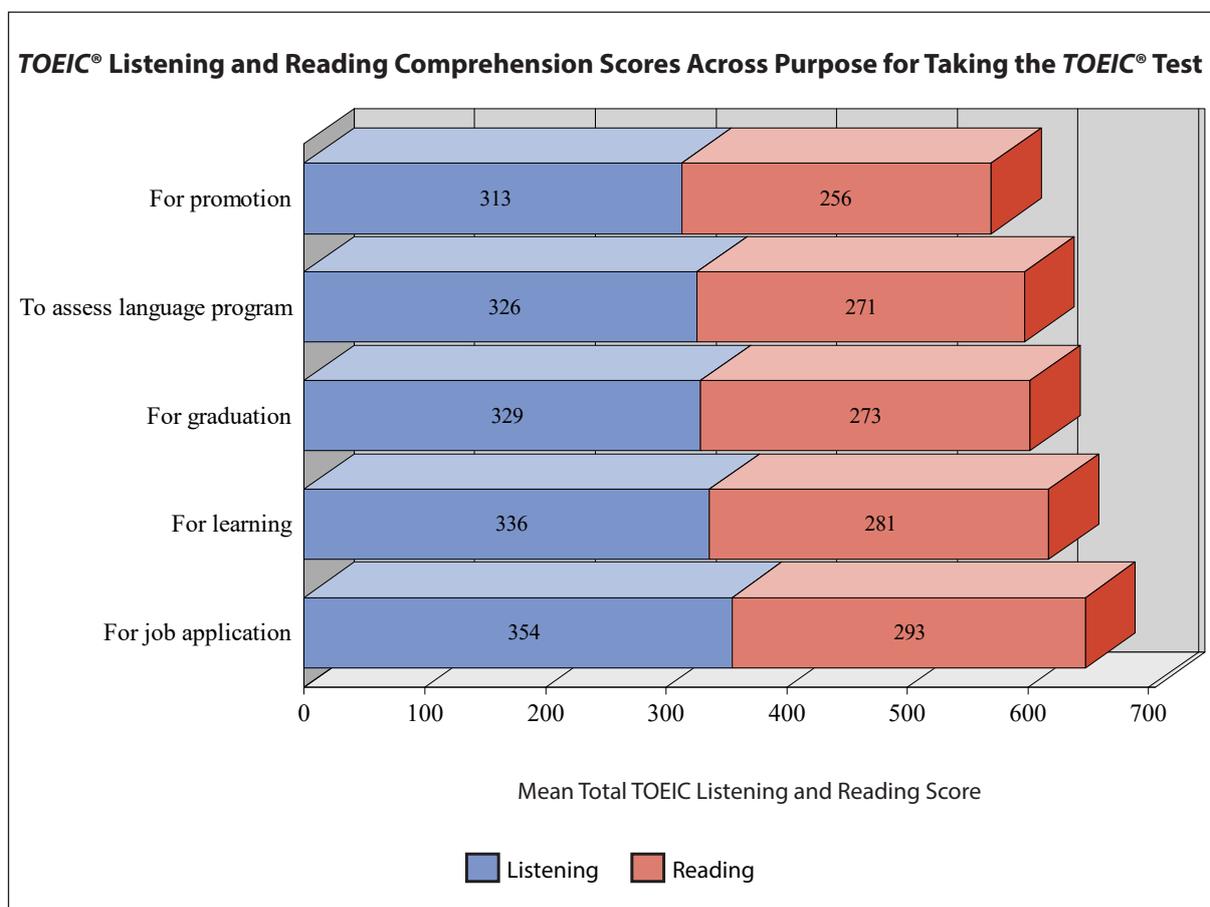


Figure 17: Mean *TOEIC* Listening and Reading Scores Across Purpose for Taking the *TOEIC* Listening and Reading Test

APPENDIX A



Background Questionnaire

Read the choices below each question and select the one best answer. Fill in only one answer for each question.

Section I.

Your educational and/or work-related background

- Choose either the level of education in which you are currently enrolled or the highest level that you have completed.
 - Elementary school (primary school)
 - General secondary school (junior high school)
 - Secondary school for university entrance qualification or equivalent (high school)
 - Vocational/technical high school
 - Vocational/technical school after high school
 - Community/junior college (for associate degree)
 - Undergraduate college or university (for bachelor's degree)
 - Graduate or professional school (for master's or doctoral degree)
 - Language institution
- Choose the major that you are currently enrolled in or the major of your highest degree. (The majors shown in parentheses are examples only.)
 - Liberal arts (education, fine arts, languages, literature, music, psychology)
 - Social studies/law (international studies, law studies, political science, sociology)
 - Accounting/business/economics
 - Finance/marketing/trading
 - Sciences (agriculture, computer science, mathematics, physics, statistics)
 - Health (medicine, nursing, pharmacy, public health)
 - Engineering/architecture
 - Other/none
- Which of the following best describes your current status?
 - I am employed full-time (including self-employed).
 - I am employed part-time and/or study part-time.
 - I am not employed. (Skip to Question #6.)
 - I am a full-time student. (Skip to Question #6.)
- If you are currently employed, which industry best describes that of your current employer?
 - Agriculture/fishing/forestry/mining
 - Construction/building design
 - Manufacturing—food
 - Manufacturing—pharmaceuticals
 - Manufacturing—chemicals
 - Manufacturing—fabric/paper
 - Manufacturing—oil/petroleum/rubber
 - Manufacturing—steel/other metals
 - Manufacturing—machinery/fine machinery
 - Manufacturing—electronic
 - Manufacturing—vehicles (includes manufacturing of all modes of transportation)
 - Manufacturing—cement/glass
 - Manufacturing—clothing
 - Manufacturing—other
 - Service—education (high school equivalent or below)
 - Service—education (college equivalent or above, assessment, research)
 - Service—court/legislative/municipal/prefecture
 - Service—foreign affairs
 - Service—armed forces
 - Service—health/hospital/medical research
 - Service—hotel/recreation/restaurant/travel
 - Service—other
 - Public utilities production/management (electricity/water supply)
 - Broadcasting/mass media
 - Telecommunication
 - Retail/wholesale
 - Trading
 - Accounting/banking/finance/security
 - Insurance
 - Real estate
 - Transportation
 - Other
- If you are currently employed, which of the following best describes the type of job you do? (The jobs shown in parentheses are examples only.)
 - Management (executive, manager, director)
 - Scientific/technical professionals (engineer, mathematician, programmer, researcher, scientist)
 - Teaching/training
 - Professional specialist (accountant, broker, financial specialist, lawyer)

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APPENDIX A (Continued)



Background Questionnaire - Side 2

- E. Technician (carpenter, electrician, equipment operator, plumber)
- F. Marketing/sales (foreign exchange broker, marketing analyst, real estate agent, sales representative, travel agent)
- G. Clerical/administrative (office staff member, receptionist, secretary)
- H. Services (customer service representative, human resources representative, hotel staff member, public relations representative)
- I. Other

Section II.

Your English-language experience

6. How many years have you spent studying English?
- A. Less than or equal to 4 years
 - B. More than 4 years but less than or equal to 6 years
 - C. More than 6 years but less than or equal to 10 years
 - D. More than 10 years
7. Which of the following language skills are/were most emphasized?
- A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
8. How much time must you use English in your daily life?
- A. None at all
 - B. 1 to 10%
 - C. 11 to 20%
 - D. 21 to 50%
 - E. 51 to 100%
9. Which of the following English-language skills do you use most often?
- A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
10. How often has difficulty with English affected your ability to communicate?
- A. Almost never
 - B. Seldom
 - C. Sometimes
 - D. Frequently
 - E. Almost always
11. Have you ever lived in a country in which English is the main spoken language?
- A. No (Skip to Question #13.)
 - B. Yes, for less than 6 months
 - C. Yes, for 6 to 12 months
 - D. Yes, for more than 1 but less than or equal to 2 years
 - E. Yes, for more than 2 years
12. What was your main purpose for living in a country in which English is the main spoken language?
- A. To study (in other than an English-language program)
 - B. To participate in an English-language program
 - C. To travel (not work related)
 - D. To work
 - E. Other

Section III.

Your experience in taking the TOEIC® test

13. Before today, how many times have you taken the TOEIC test?
- A. Never
 - B. Once
 - C. Twice
 - D. Three times or more
14. What is your main purpose for taking today's TOEIC test?
- A. For a job application
 - B. For promotion
 - C. To assess the effectiveness of an English-language program
 - D. To assess future learning needs
 - E. To graduate from a course of study

APPENDIX B

Response Rates to Each Background Question

	N	Response Rate
Total Number of People Using the Background Questionnaire	3,374,327	.
Education	2,455,036	73%
Major	2,312,983	69%
Current Status	2,510,456	74%
Type of Industry	894,298	93%
Type of Job	822,771	86%
Years Spent Studying English	2,310,105	68%
Language Skills Most Emphasized	2,302,660	68%
Time Spent Daily Using English	2,307,051	68%
English Language Skills Used Most Often	2,282,430	68%
Difficulty with English Communication	2,298,044	68%
Time in English-Speaking Country	2,290,318	68%
Purpose for Time in English-Speaking Country	742,105	99%
Number of Times the <i>TOEIC</i> ® Test Was Taken	2,313,548	69%
Purpose for Taking the <i>TOEIC</i> ® Test	2,331,535	69%

***Note:** N = 960,097 was used to calculate response rates for question 4 and 5 (after excluding test takers who selected option 03 and 04 in question 3); N = 748,876 was used to calculate the response rate for question 12 (after excluding test takers who selected option 01 in question 11).

APPENDIX C

Correlations Between Listening and Reading Scores by Region

Region	Correlations
Africa	0.87
Asia	0.84
Europe	0.88
North America	0.92
South America	0.88



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