



2021

Report on Test Takers Worldwide

TOEIC[®]

SPEAKING
&
WRITING

TESTS



Contents

| | |
|--|----|
| The <i>TOEIC</i> ® Background Questionnaire..... | 3 |
| Description of <i>TOEIC</i> ® Speaking Test Takers in 2021 | 4 |
| Mean <i>TOEIC</i> ® Speaking Scores Across Countries | 5 |
| <i>TOEIC</i> ® Speaking Test Takers by Demographic Variables | 7 |
| Gender..... | 12 |
| Education..... | 13 |
| Academic Major | 14 |
| Employment Status | 15 |
| Type of Industry | 16 |
| Type of Job..... | 19 |
| Years Spent Studying English..... | 20 |
| Type of Language Skill Most Emphasized When Studying English..... | 21 |
| Daily English Use Requirement | 22 |
| Most Frequently Used Language Skill..... | 23 |
| Difficulty With English Affecting Communication..... | 24 |
| Time Spent in a Native English-Speaking Country..... | 25 |
| Purpose for Time in a Native English-Speaking Country..... | 26 |
| <i>TOEIC</i> ® Speaking Test-Taking Experience | 27 |
| Purpose for Taking the <i>TOEIC</i> ® Speaking Test..... | 28 |
| Description of <i>TOEIC</i> ® Writing Test Takers in 2021 | 29 |
| Mean <i>TOEIC</i> ® Writing Test Scores Across Countries..... | 30 |
| <i>TOEIC</i> ® Writing Test Takers by Demographic Variables | 32 |
| Gender..... | 37 |
| Education..... | 38 |
| Academic Major | 39 |
| Employment Status | 40 |
| Type of Industry | 41 |
| Type of Job | 44 |
| Years Spent Studying English | 45 |
| Type of Language Skill Most Emphasized When Studying English | 46 |
| Daily English Use Requirement | 47 |
| Most Frequently Used Language Skill..... | 48 |
| Difficulty With English Affecting Communication..... | 49 |

| | |
|--|----|
| Time Spent in a Native English-Speaking Country..... | 50 |
| Purpose for Time in a Native English-Speaking Country | 51 |
| <i>TOEIC</i> ® Writing Test-Taking Experience | 52 |
| Purpose for Taking the <i>TOEIC</i> ® Writing Test | 53 |
| Relationship Between <i>TOEIC</i> ® Speaking and Writing Test Scores | 53 |
| APPENDIX A..... | 54 |
| <i>TOEIC</i> ® Background Questionnaire..... | 54 |
| APPENDIX B1 | 56 |
| Response Rates to Each Background Question Based on <i>TOEIC</i> ® Speaking Test Population in 2021 | 56 |
| APPENDIX B2..... | 57 |
| Response Rates to Each Background Question Based on <i>TOEIC</i> ® Writing Test Population in 2021 | 57 |
| APPENDIX C..... | 58 |
| Correlations Between <i>TOEIC</i> ® Speaking and Writing Test Scores by Region | 58 |

The *TOEIC*[®] Background Questionnaire

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

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

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

Please note that the total number of test takers varied across countries. In addition, the response rates also fluctuated across background questions and were quite different between Speaking (Appendix B1) and Writing (Appendix B2). Consequently, caution should be taken in making inferences based on this data.

Since test takers can choose to take both the *TOEIC*[®] Speaking test and the *TOEIC*[®] Writing test together, or take one of the tests individually, this report provides test score information by background questions for Speaking and Writing separately based on different test-taking populations.

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 50 or more test takers.

Description of *TOEIC*[®] Speaking Test Takers in 2021

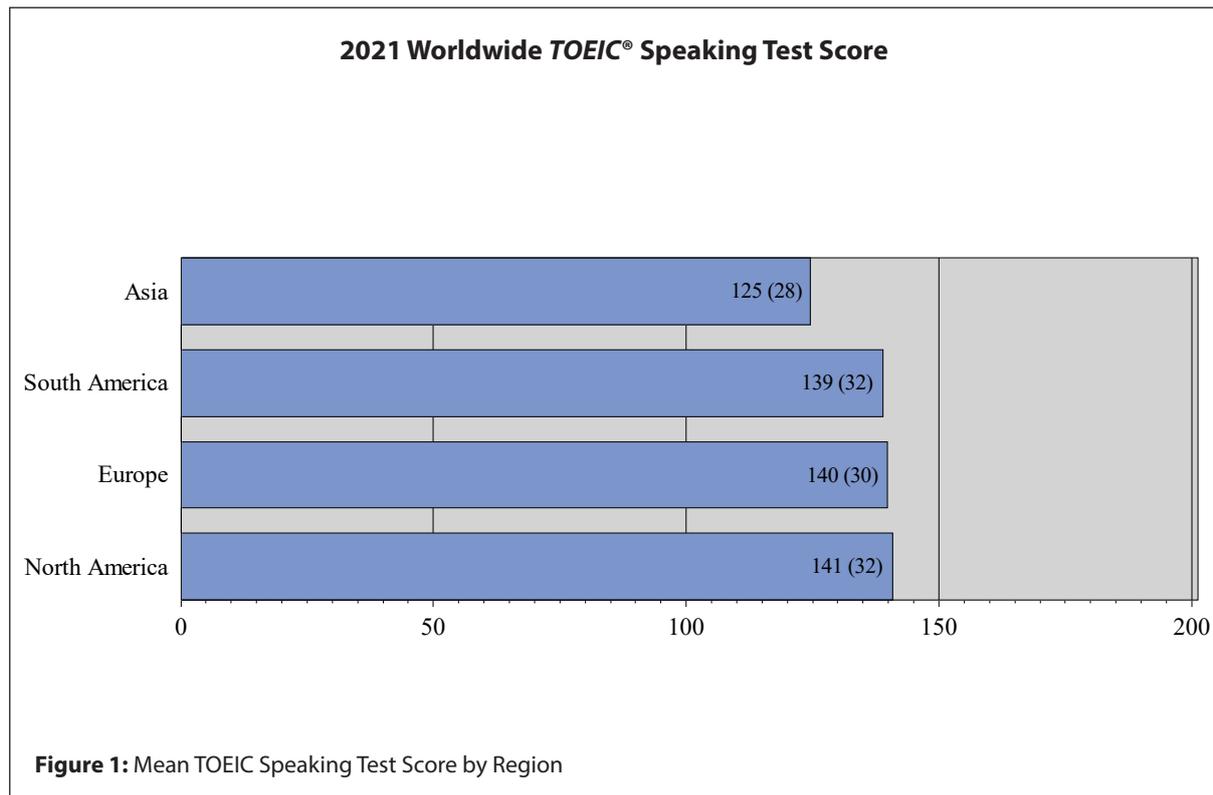
Background information was collected from all test takers who took the *TOEIC*[®] Speaking test in 2021 (including test takers who took both the *TOEIC* Speaking test and the *TOEIC*[®] Writing test and those who only took the *TOEIC* Speaking test), through either the Public Testing Program or the Institutional Testing Program. The following are highlights about *TOEIC* Speaking test takers based on the collected data. As noted earlier, the number of test takers who responded to each background question varied across questions.

- 58% of test takers were male;
- Most test takers (69%) had an undergraduate degree as their highest level of education or were pursuing one;
- 41% of test takers majored in engineering while 18% and 14% majored in liberal arts and business, respectively;
- 32% of test takers were full-time students, while 47% were employed full-time;
- Among those employed, 42% of test takers worked in the manufacturing industry and 20% of test takers worked in the service industry;
- 22% of test takers worked in clerical/administrative positions, 16% worked in technician positions, and 15% worked in scientific/technical professional positions;
- 80% of test takers had spent more than 6 years studying English;
- 40% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 40% of test takers used English 1% to 10% of the time in their daily life;
- 23% of test takers selected Reading as their most often used English language skill;
- 46% of test takers indicated that they “sometimes” had difficulty with English communication;
- 58% of test takers had never spent time in a native English-speaking country;
- 36% of test takers indicated travel as their purpose for time spent in English-speaking countries and 25% of test takers indicated participating in language programs as their purpose;
- 39% of test takers who took the *TOEIC* Speaking test in 2021 had never taken the test before, and 27% had previously taken the test three or more times;
- 47% of test takers had taken the *TOEIC* Speaking test for job application and 25% for promotion.

Mean *TOEIC*® Speaking Scores Across Countries

Figure 1, below, shows the mean and standard deviation of *TOEIC*® Speaking scores by geographic region. Table 1, on the following page, is organized by the country where test takers took the test and shows the average test scores of all individuals

from a given country. Please keep in mind that the country in which a test taker took the *TOEIC* Speaking test is not necessarily his or her native country. Only countries with 50 or more *TOEIC* Speaking test takers are included in this table.



***Note:** All charts reflect results only for categories containing 50 or more test takers. Mexico is included in the data for North America

Table 1: Mean Performance by Country

| Country | Speaking | |
|----------------------|----------|-------|
| | Mean | (SD)* |
| CHILE | 136 | (33) |
| CHINA | 118 | (22) |
| COLOMBIA | 147 | (29) |
| COSTA RICA | 144 | (30) |
| ECUADOR | 134 | (34) |
| EL SALVADOR | 134 | (23) |
| FRANCE | 147 | (27) |
| GERMANY | 159 | (24) |
| HONG KONG | 97 | (42) |
| INDONESIA | 114 | (28) |
| ITALY | 139 | (27) |
| JAPAN | 111 | (33) |
| KOREA, SOUTH | 128 | (25) |
| MEXICO | 149 | (27) |
| NETHERLANDS | 143 | (28) |
| PANAMA | 120 | (27) |
| PHILIPPINES | 157 | (19) |
| SINGAPORE | 123 | (27) |
| SPAIN | 136 | (30) |
| TAIWAN | 144 | (23) |
| THAILAND | 111 | (35) |
| UNITED ARAB EMIRATES | 135 | (20) |
| UNITED STATES | 91 | (57) |
| VIETNAM | 98 | (31) |

*SD = Standard Deviation

TOEIC® Speaking Test Takers by Demographic Variables

Table 2 presents the percentage of TOEIC® Speaking test takers falling into different demographic categories, as well as the average TOEIC Speaking scores for each category. More in-depth information about TOEIC Speaking test takers in these categories is shown after Table 2.

The categories used in this report are those found in the TOEIC® Background Questionnaire.

Table 2: Mean TOEIC® Speaking Test Performance by Demographic Categories

| | | % of Test Takers | Speaking | |
|------------------|-------------------------------------|------------------|----------|-------|
| | | | Mean | (SD)* |
| Gender | Female | 41.7 | 133 | (27) |
| | Male | 58.3 | 124 | (25) |
| Education | Elementary school | 1.9 | 107 | (36) |
| | Junior high school | 0.9 | 106 | (38) |
| | High school | 3.8 | 120 | (34) |
| | Vocational school | 0.5 | 114 | (32) |
| | Vocational school after high school | 0.6 | 114 | (35) |
| | Community college | 5.0 | 113 | (31) |
| | Undergraduate college | 69.4 | 130 | (24) |
| | Graduate school | 14.0 | 128 | (24) |
| | Language institution | 3.8 | 127 | (26) |
| Major | Liberal arts | 17.5 | 134 | (29) |
| | Social studies | 6.7 | 136 | (26) |
| | Business related | 14.0 | 133 | (26) |
| | Sciences | 7.0 | 127 | (25) |
| | Health related | 2.6 | 131 | (28) |
| | Engineering | 41.0 | 123 | (23) |
| | Other | 11.2 | 124 | (31) |

*SD = Standard Deviation

Table 2: Mean TOEIC® Speaking Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Speaking | |
|-------------------------|--|------------------|----------|-------|
| | | | Mean | (SD)* |
| Current Status | Full time employee | 46.7 | 124 | (27) |
| | Part time employee | 5.1 | 128 | (30) |
| | Not employed | 16.6 | 132 | (23) |
| | Full time student | 31.6 | 132 | (25) |
| Type of Industry | Agriculture | 3.1 | 106 | (34) |
| | Construction | 4.1 | 121 | (25) |
| | Manufacturing-Food | 1.8 | 126 | (31) |
| | Manufacturing-Pharmaceuticals | 1.5 | 124 | (26) |
| | Manufacturing-Chemicals | 3.8 | 123 | (24) |
| | Manufacturing-Fabric | 0.2 | 124 | (29) |
| | Manufacturing-Petroleum | 0.6 | 129 | (23) |
| | Manufacturing-Metals | 2.3 | 126 | (25) |
| | Manufacturing-Machinery | 6.4 | 118 | (23) |
| | Manufacturing-Electronic | 13.7 | 117 | (23) |
| | Manufacturing-Vehicles | 3.9 | 118 | (28) |
| | Manufacturing-Glass | 0.1 | 119 | (28) |
| | Manufacturing-Clothing | 1.3 | 133 | (27) |
| | Manufacturing-Other | 6.2 | 117 | (26) |
| | Service-Education (High school or below) | 2.5 | 143 | (27) |
| | Service-Education (College or above) | 1.5 | 144 | (28) |

*SD = Standard Deviation

Table 2: Mean *TOEIC*® Speaking Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Speaking | |
|-------------------------------------|------------------------------------|------------------|----------|-------|
| | | | Mean | (SD)* |
| Type of Industry (cont.) | Service-Legislative | 1.0 | 133 | (24) |
| | Service-Foreign Affairs | 0.3 | 142 | (26) |
| | Service-Armed forces | 1.6 | 132 | (25) |
| | Service-Health | 1.5 | 127 | (28) |
| | Service-Traveling | 4.1 | 135 | (25) |
| | Service-Other | 7.6 | 131 | (27) |
| | Public Utility Production | 2.9 | 128 | (22) |
| | Mass Media | 0.9 | 136 | (27) |
| | Telecommunication | 4.7 | 120 | (22) |
| | Retail/Wholesale | 1.2 | 122 | (32) |
| | Trading | 2.4 | 131 | (28) |
| | Finance | 3.4 | 131 | (25) |
| | Insurance | 0.4 | 128 | (29) |
| | Real Estate | 0.3 | 127 | (29) |
| | Transportation | 1.4 | 134 | (27) |
| | Other | 13.2 | 123 | (30) |
| Type of Job | Management | 11.3 | 123 | (30) |
| | Scientific/Technical Professionals | 14.7 | 121 | (23) |
| | Teaching/Training | 4.1 | 140 | (30) |
| | Professional Specialist | 3.0 | 130 | (26) |
| | Technician | 15.9 | 117 | (24) |
| | Marketing/Sales | 8.3 | 126 | (28) |
| | Clerical/Administrative | 21.7 | 123 | (27) |
| | Services | 9.2 | 132 | (27) |
| | Other | 11.8 | 124 | (29) |
| Years Spent Studying English | < = 4 years | 10.5 | 113 | (31) |
| | > 4–6 years | 9.1 | 122 | (26) |
| | > 6–10 years | 21.9 | 126 | (25) |
| | > 10 years | 58.5 | 132 | (24) |

*SD = Standard Deviation

Table 2: Mean TOEIC® Speaking Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Speaking | |
|---|---|------------------|----------|-------|
| | | | Mean | (SD)* |
| Language Skills Most Emphasized | Listening | 7.8 | 120 | (29) |
| | Reading | 4.5 | 125 | (28) |
| | Speaking | 16.6 | 126 | (25) |
| | Writing | 1.0 | 125 | (31) |
| | Listening and Speaking | 27.8 | 126 | (25) |
| | Reading and Writing | 2.5 | 130 | (29) |
| | Listening, Reading, Speaking, and Writing | 39.8 | 132 | (26) |
| Time Spent Daily Using English | None | 9.0 | 120 | (29) |
| | 1–10% | 39.5 | 125 | (26) |
| | 11–20% | 29.9 | 129 | (24) |
| | 21–50% | 15.7 | 134 | (25) |
| | 51–100% | 5.8 | 141 | (28) |
| English-Language Skills Used Most Often | Listening | 11.7 | 125 | (29) |
| | Reading | 22.6 | 127 | (25) |
| | Speaking | 12.2 | 126 | (26) |
| | Writing | 3.0 | 125 | (29) |
| | Listening and Speaking | 19.0 | 127 | (26) |
| | Reading and Writing | 11.2 | 129 | (25) |
| | Listening, Reading, Speaking, and Writing | 20.3 | 131 | (26) |
| Difficulty with English Communication | Almost never | 7.1 | 131 | (37) |
| | Seldom | 14.9 | 135 | (28) |
| | Sometimes | 46.3 | 130 | (24) |
| | Frequently | 21.6 | 123 | (23) |
| | Almost always | 10.2 | 114 | (27) |

*SD = Standard Deviation

Table 2: Mean TOEIC® Speaking Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Speaking | |
|---|------------------------------------|------------------|----------|-------|
| | | | Mean | (SD)* |
| Time in English-Speaking Country | No | 58.1 | 124 | (26) |
| | Yes, < 6 months | 24.0 | 128 | (24) |
| | Yes, 6–12 months | 7.7 | 134 | (24) |
| | Yes, 1–2 years | 3.9 | 141 | (25) |
| | Yes, > 2 years | 6.2 | 147 | (29) |
| Purpose for Time in English-Speaking Country | To study | 13.0 | 151 | (26) |
| | To participate in language program | 25.4 | 135 | (22) |
| | To travel | 36.2 | 128 | (23) |
| | To work | 17.0 | 123 | (25) |
| | Other | 8.4 | 142 | (29) |
| Times TOEIC® Speaking and Writing Test Was Taken | Never | 38.8 | 129 | (29) |
| | Once | 22.4 | 130 | (25) |
| | Twice | 12.0 | 128 | (24) |
| | Three times or more | 26.8 | 124 | (24) |
| Purpose for Taking TOEIC Speaking and Writing Test | For job application | 46.8 | 131 | (24) |
| | For promotion | 24.6 | 120 | (26) |
| | To assess language program | 5.2 | 128 | (27) |
| | For learning | 12.3 | 130 | (28) |
| | For graduation | 11.0 | 128 | (28) |
| | For visa | 0.1 | 110 | (41) |

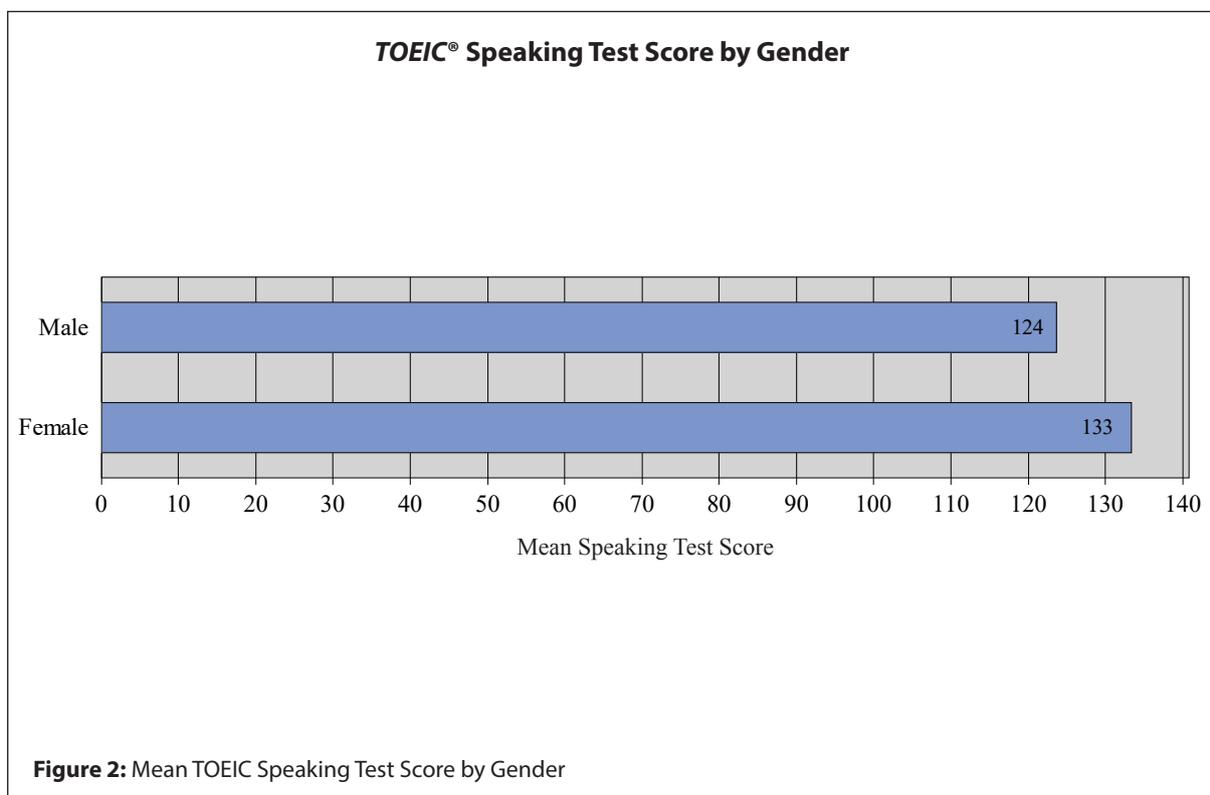
*SD = Standard Deviation

Gender

Overall, a larger proportion of males than females took the *TOEIC*® Speaking test (as shown in Table 2). Countries that had a large male test-taking population include the United States (86%), Indonesia (81%), China (76%), South Korea (59%), Chile (58%), Mexico (57%), the Philippines (56%), Thailand and Singapore (53% each), and Japan (52%).

In some countries, however, there was a higher proportion of female than male test takers. These countries include Ecuador (69%), Costa Rica and Panama (61% each), and Vietnam (60%).

Figure 2 shows that females had higher average Speaking scores than males.

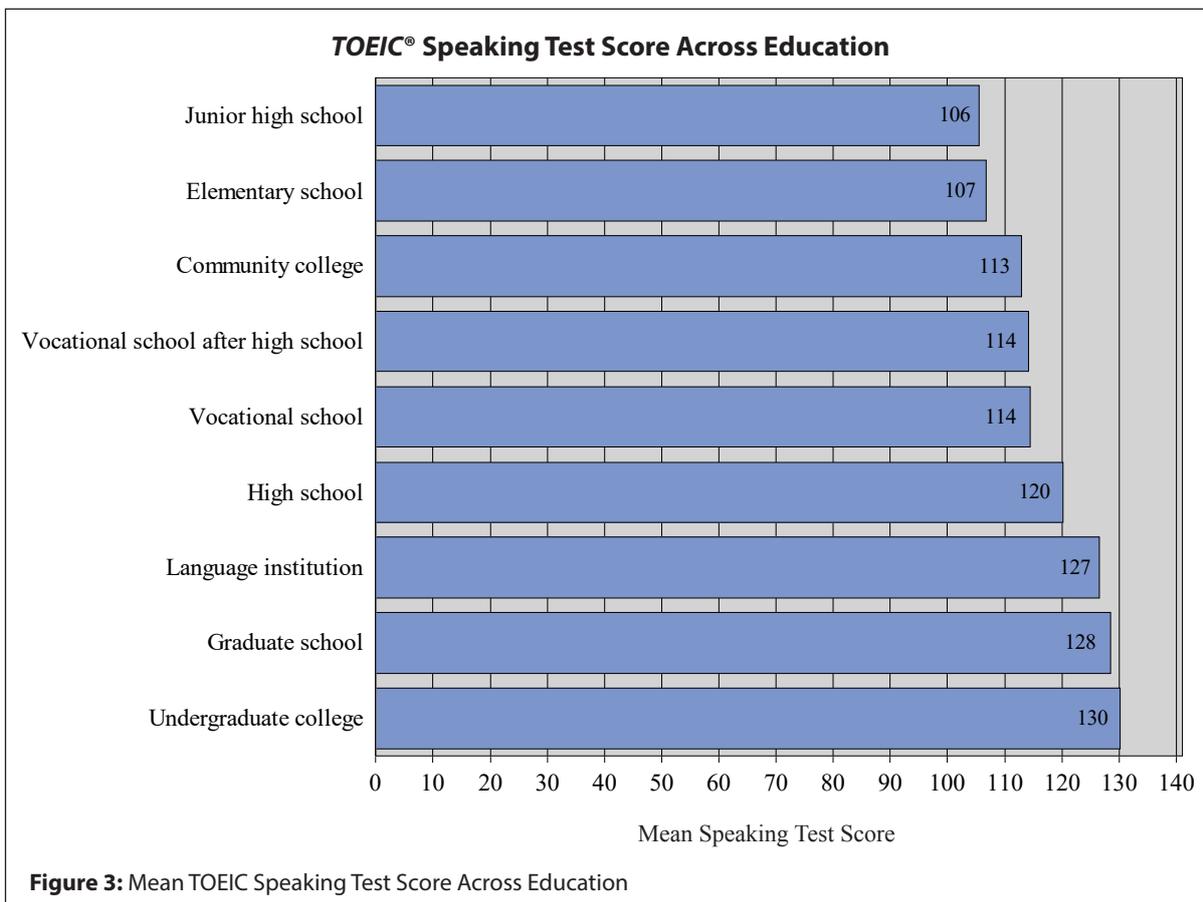


Education

The majority of test takers (69%) held an undergraduate degree as their highest level of education or were pursuing an undergraduate degree at the time that they answered the TOEIC® Background Questionnaire. A similar percentage of women (70%) and men (70%) held or were pursuing an undergraduate degree as their highest level of education. Slightly more men (16%) than women (11%) held or were pursuing a graduate degree.

Because of differences among countries and regions in educational systems, comparisons of

educational level are somewhat subjective. Results show that the Philippines (91%), the United Arab Emirates (75%), South Korea (74%), the United States (68%), Mexico (64%) and Japan (60%) had the highest proportion of test takers holding or pursuing an undergraduate degree, while France (48%) had the largest proportion of test takers holding or pursuing a graduate degree. Panama (60%) and El Salvador (56%) had the highest proportion of test takers with an elementary school education.

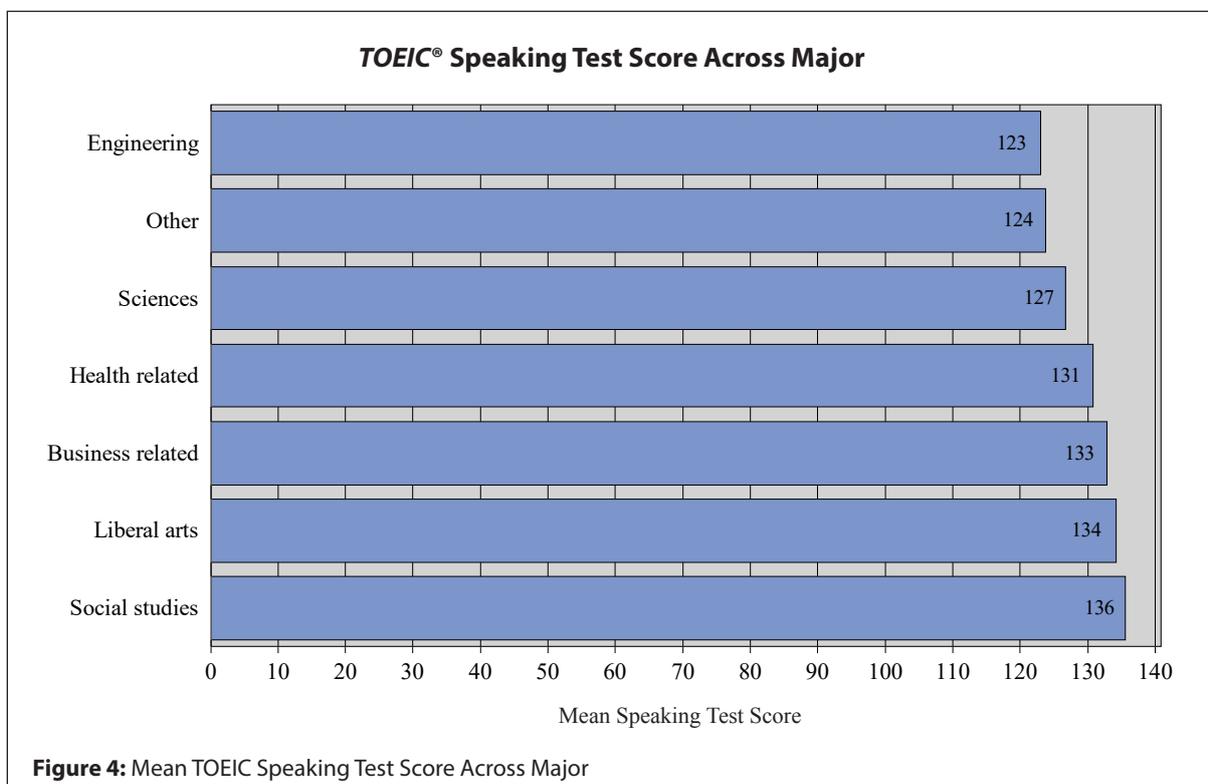


Academic Major

The largest percentage of TOEIC® Speaking test takers majored in engineering (41%). Indonesia (80%), the United Arab Emirates (69%), the Philippines (60%), and South Korea (46%) had the highest percentages of test takers with an engineering major. Liberal arts (18%) and business-related majors (14%) were the second and third most popular majors. Panama (73%), El Salvador (68%), and Vietnam (67%) had the highest percentage of test takers in liberal arts majors.

Countries with a high percentage of test takers with business-related majors include China (38%), Germany (34%), Mexico (28%), and Thailand (27%).

Across all test takers, more females (28%) majored in liberal arts than males (9%), and more males (57%) majored in engineering than females (21%).

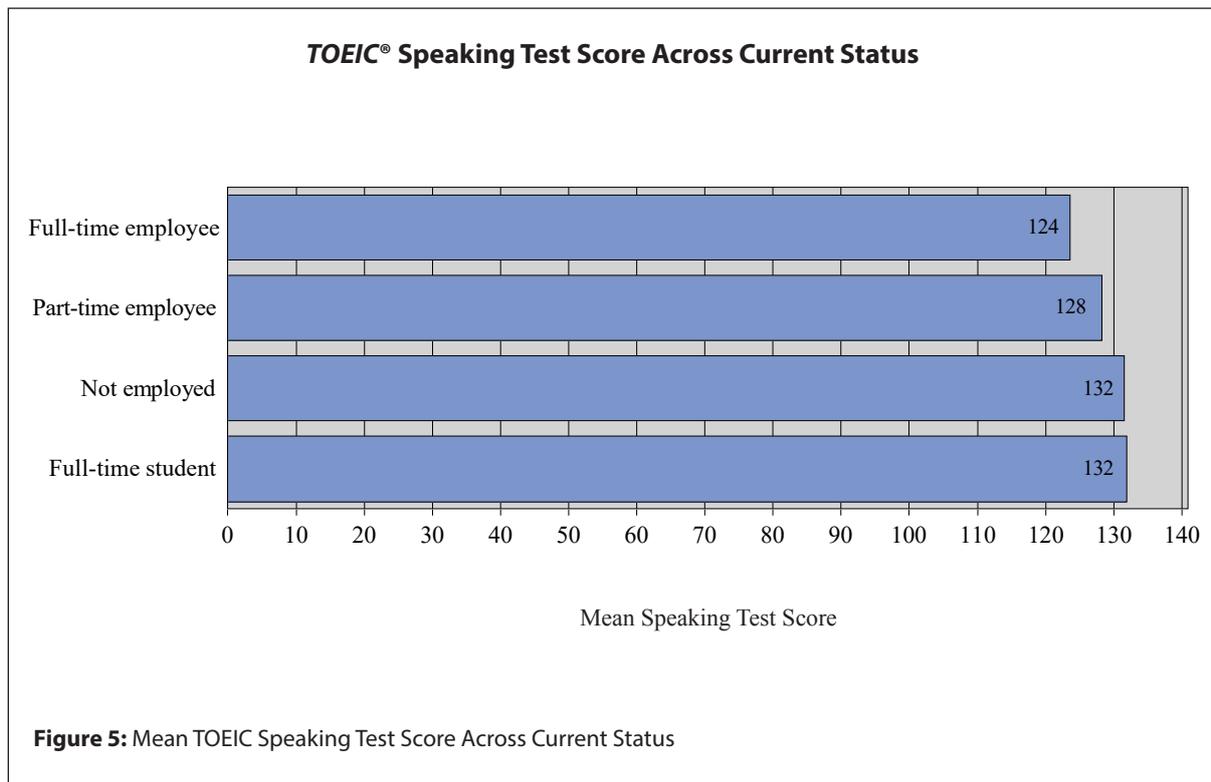


Employment Status

Overall, the majority of TOEIC® Speaking test takers were full-time employees (47%) or full-time students (32%). Countries such as the United Arab Emirates (97%), China (94%), the United States (92%), Thailand (87%), Vietnam (80%), Ecuador and Mexico (79% each), Japan (58%), and South Korea (44%) had a high proportion of full-time

employees. Countries such as the Philippines and Singapore (81% each), and the Netherlands (52%) had the highest proportion of full-time students.

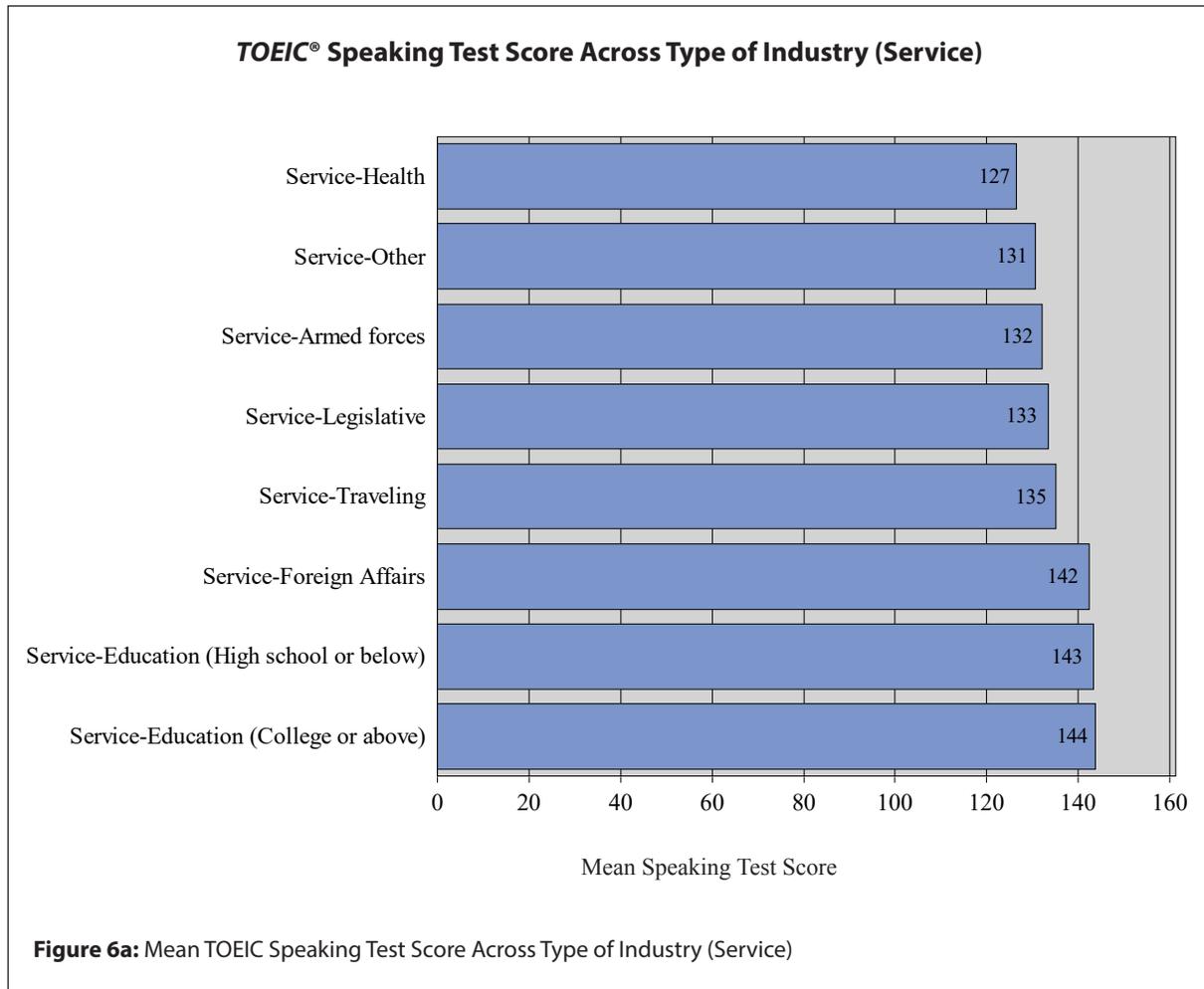
More males (54%) than females (37%) were full-time employees. More females (36%) than males (28%) were full-time students.



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 6a (Service), 6b (Manufacturing), and 6c (Other than Service or Manufacturing) provide average TOEIC® Speaking scores for the various industry types.



TOEIC® Speaking Test Score Across Type of Industry (Manufacturing)

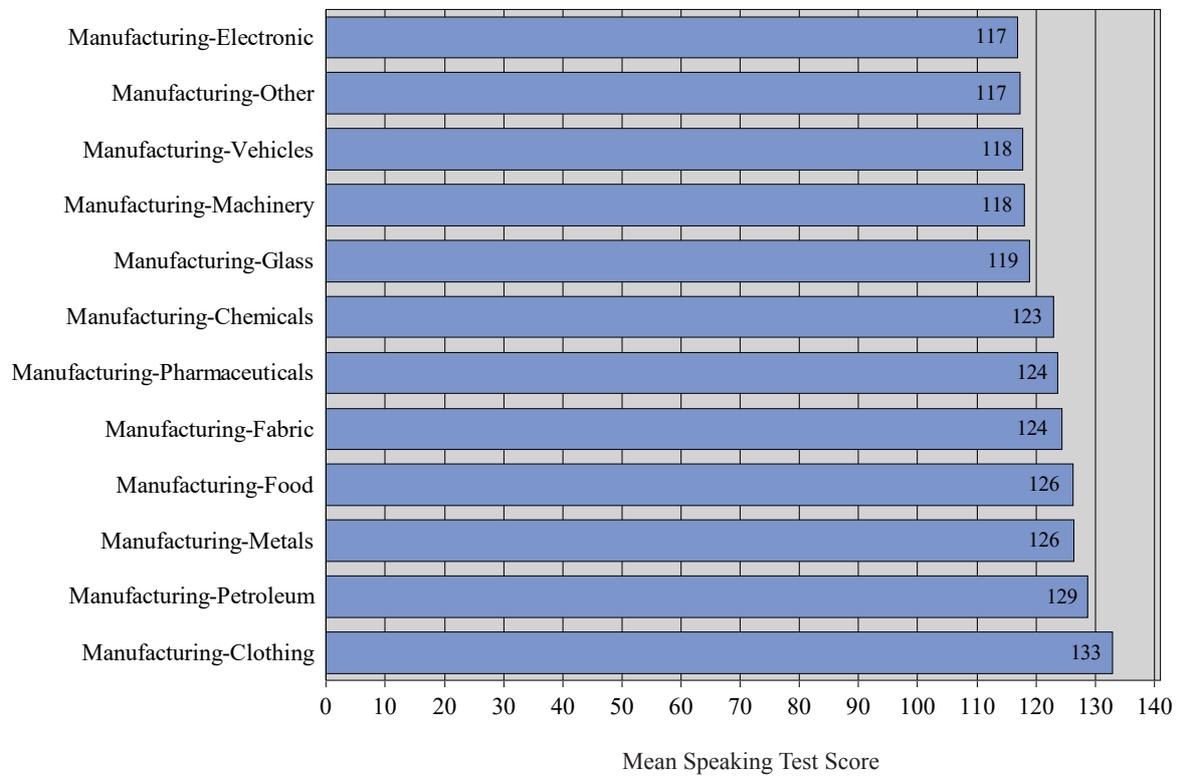


Figure 6b: Mean TOEIC Speaking Test Score Across Type of Industry (Manufacturing)

TOEIC® Speaking Test Score Across Type of Industry (Other)

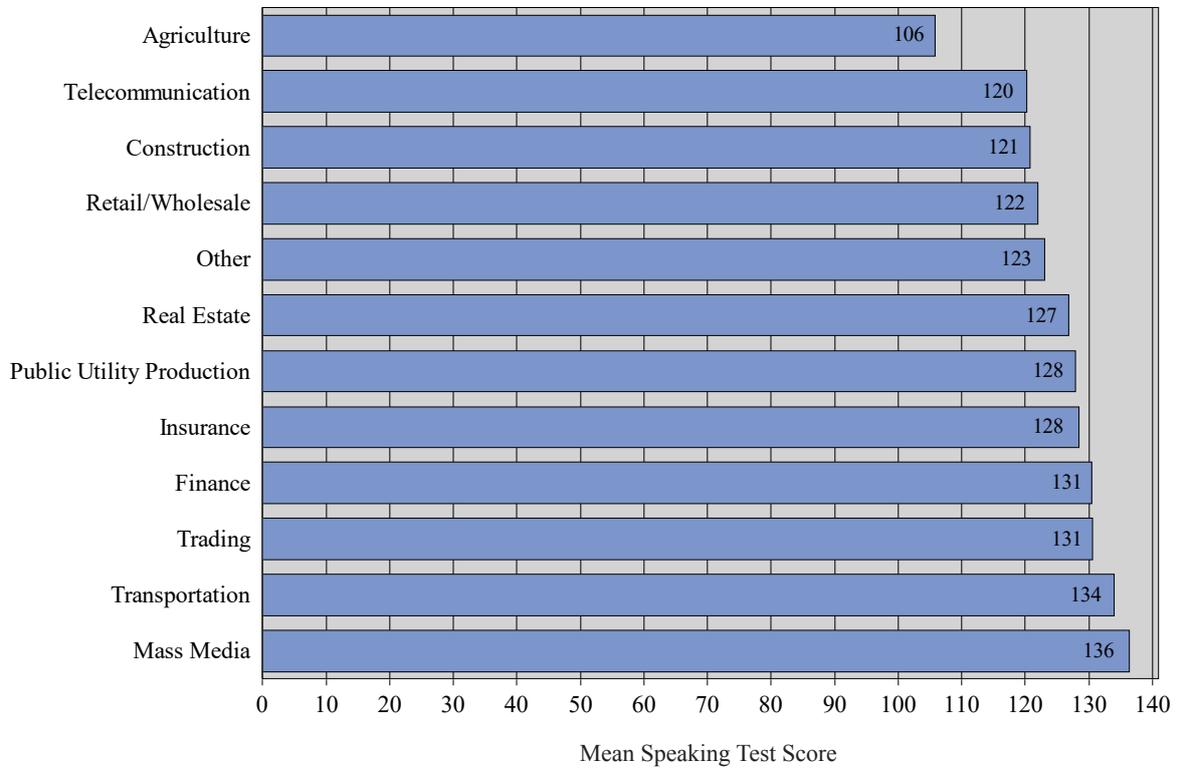


Figure 6c: Mean TOEIC Speaking Test Score Across Type of Industry (Other)

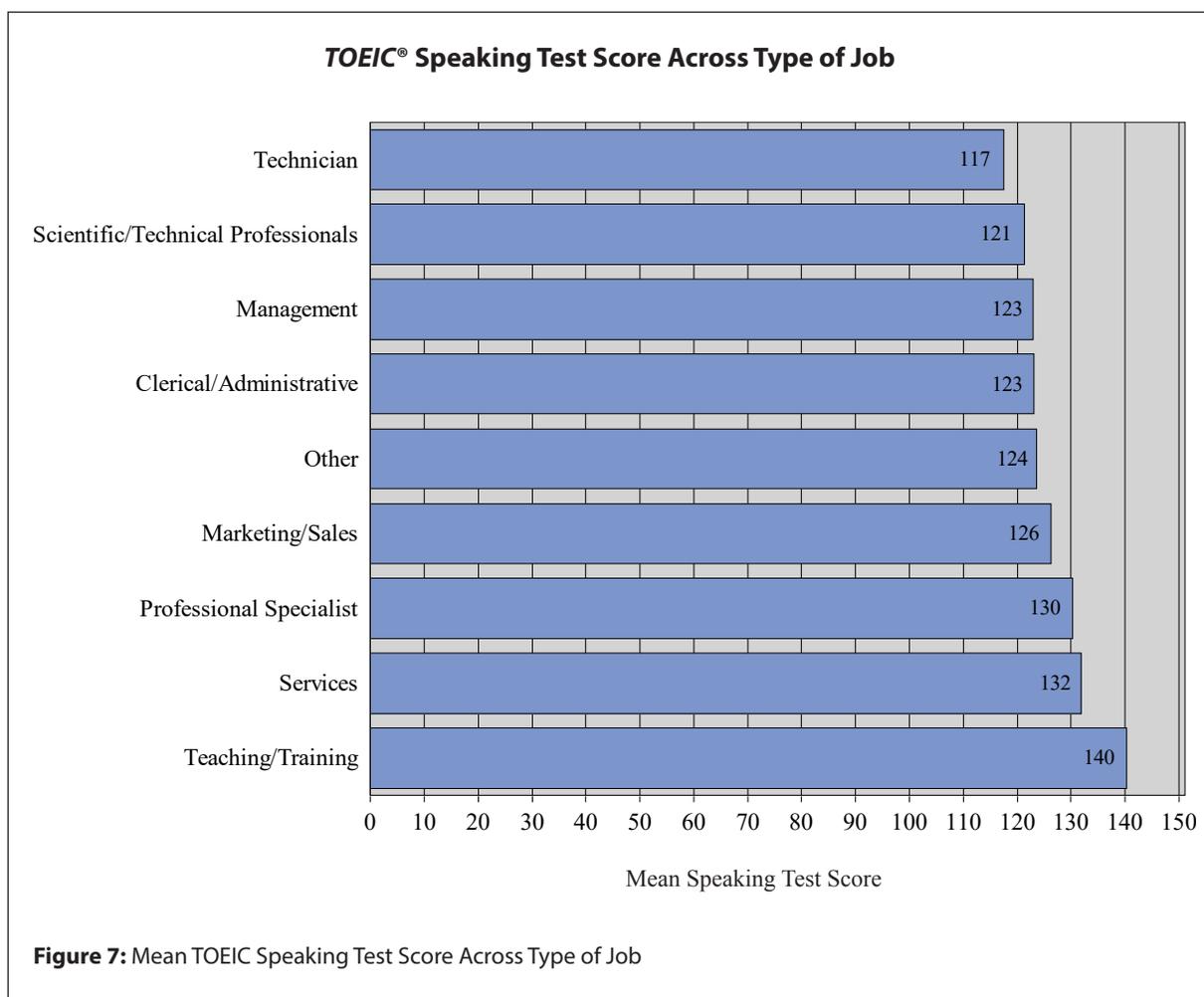
Type of Job

The types of jobs performed by test takers varied greatly across countries. Overall, the largest group of test takers was clerical/administrative professionals (22%).

South Korea (26%) had the largest percentage of test takers working in clerical/administrative positions. Almost all test takers in El Salvador and Panama (99% each) were in management

positions. A large percent of test takers in Indonesia (68%) were technician professionals.

Overall, more females (19%) worked in services positions than males (4%). More males (22%) worked in technician positions than females (5%). More males (18%) worked in scientific/technical positions than females (9%).



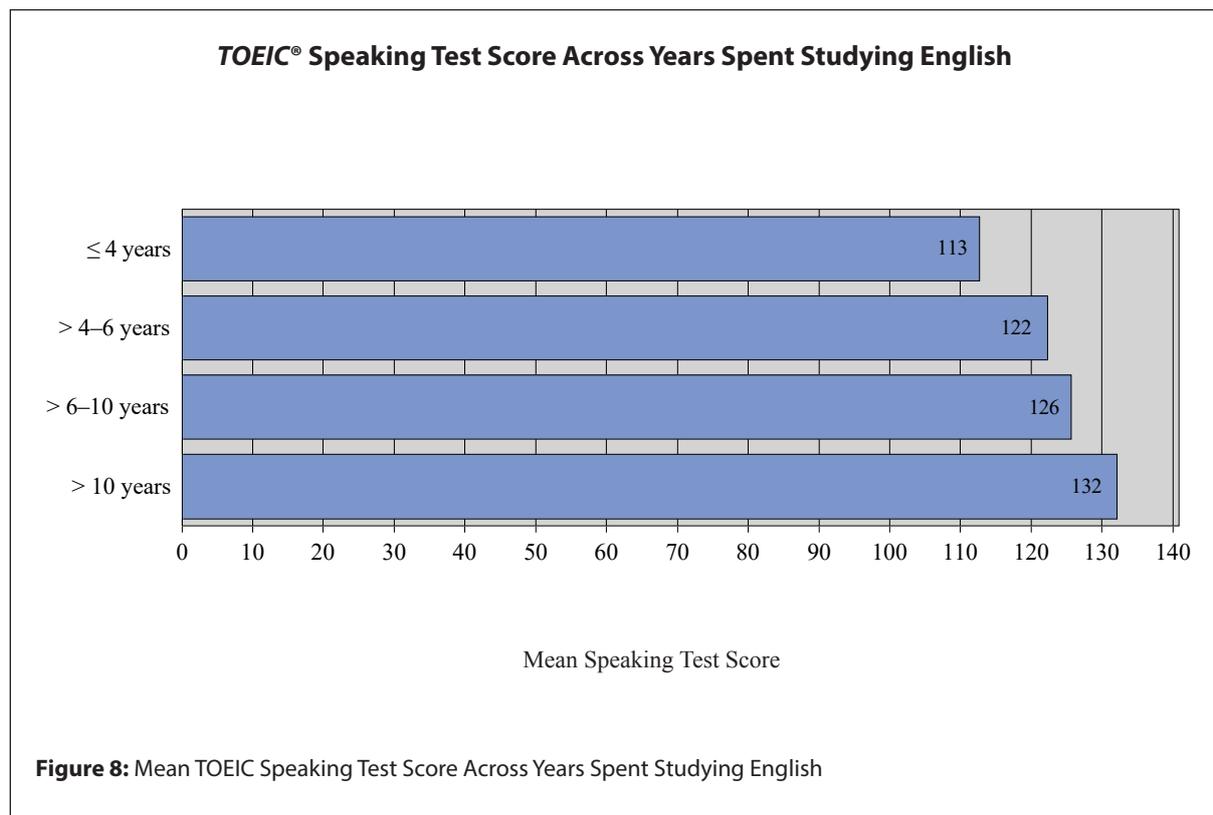
Years Spent Studying English

Eighty percent of 2021 test takers indicated that they had studied English for more than six years.

Most test takers in Panama (99%) and El Salvador (98%) had studied English for no more than four years. In contrast, most test takers in Taiwan (67%), the Philippines (63%), South Korea (61%), and

Japan (58%) had studied English for more than 10 years.

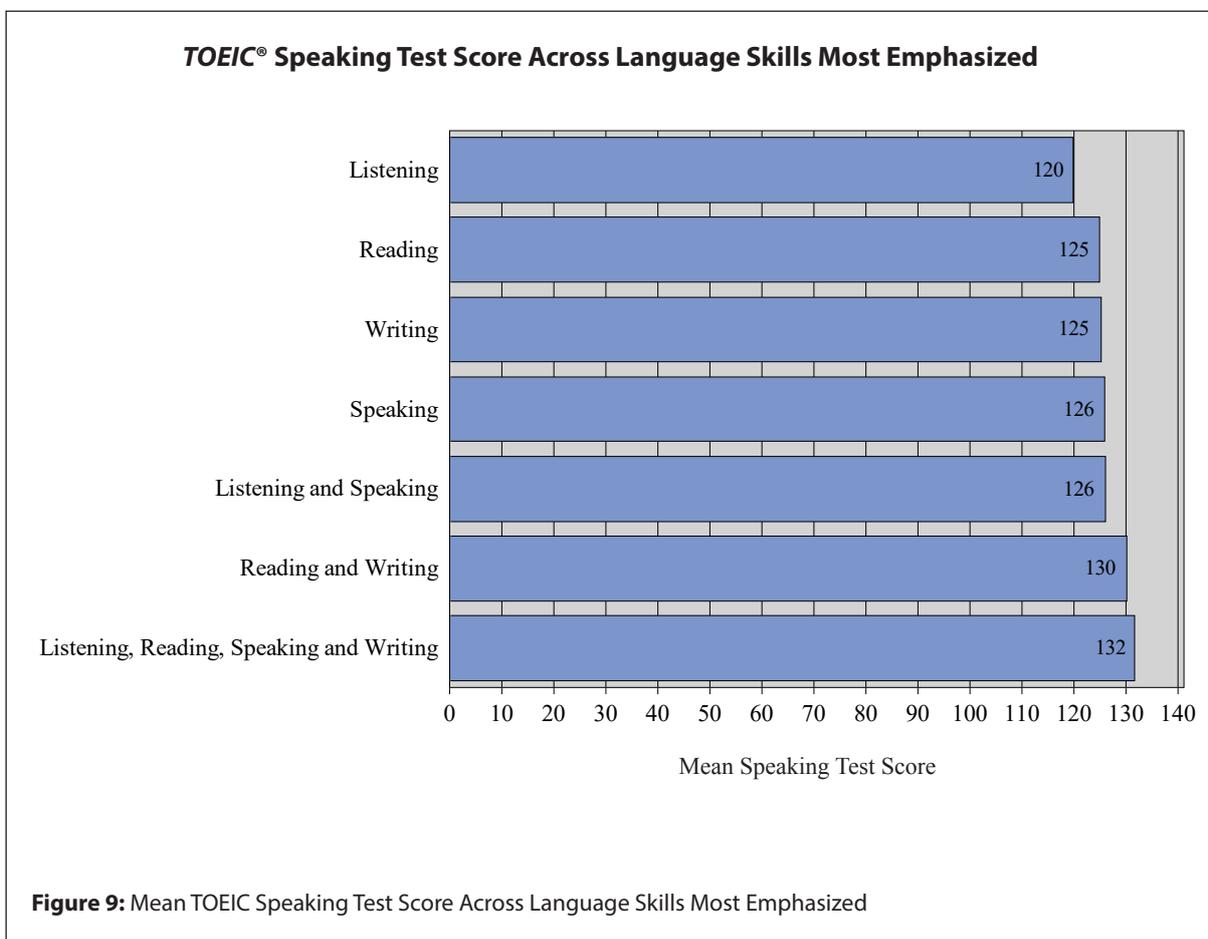
Overall, females (63%) had a slightly higher percentage than males (56%) who had studied English for more than ten years.



Type of Language Skill Most Emphasized When Studying English

Overall, 40% of test takers indicated that all four English language skills (Listening, Reading, Speaking, and Writing) were emphasized during their studies. Twenty-eight percent of test takers indicated that Listening and Speaking skills were the skills most emphasized.

Many test takers from South Korea (43%), Taiwan (38%), and the Philippines (36%) indicated an emphasis on all four English language skills. Meanwhile, the majority of test takers from Panama (78%), Vietnam (67%), and El Salvador (57%) indicated an emphasis on the Listening skill only.

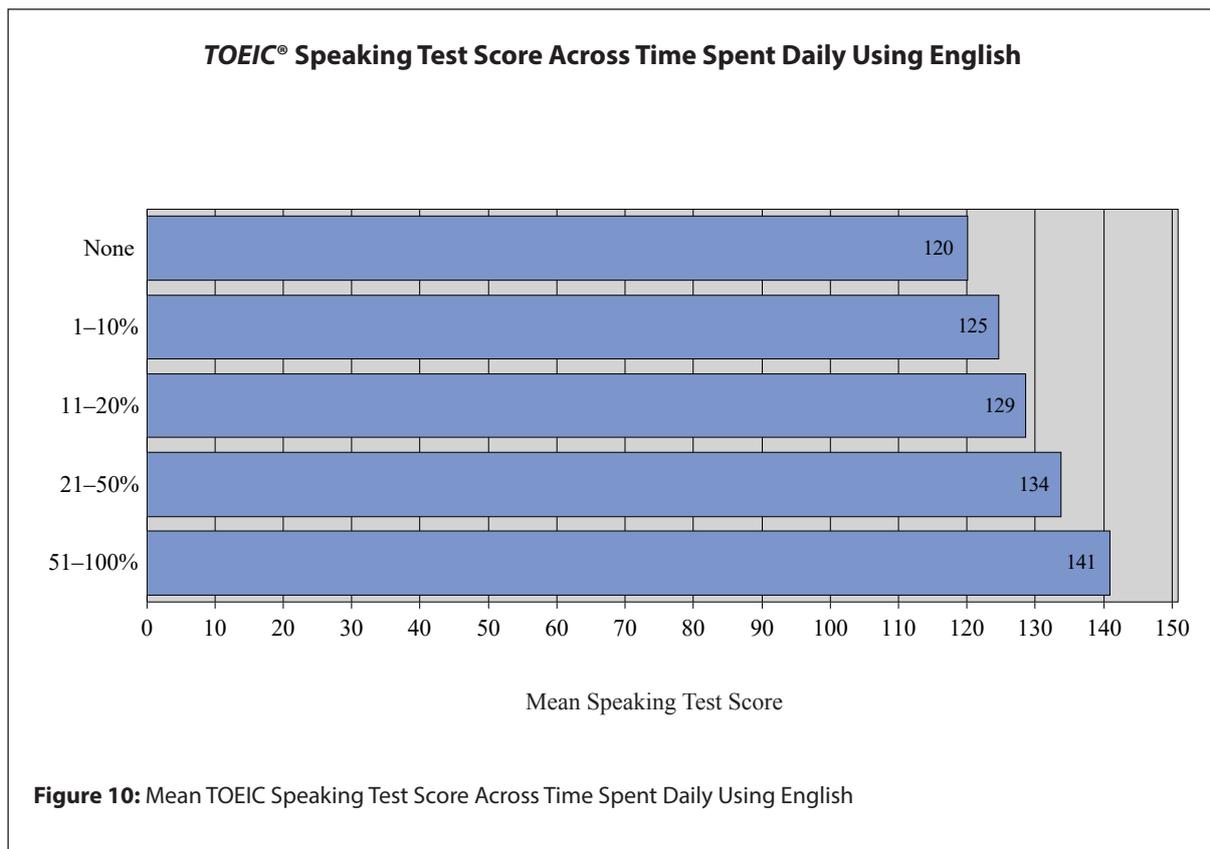


Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 40% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Countries that had a large proportion of test takers in this category

include Indonesia (63%), and Japan, South Korea, and Singapore (41% each).

Many test takers from Panama (73%), Vietnam (59%), and El Salvador (56%) responded that they spent none of their daily life using English.

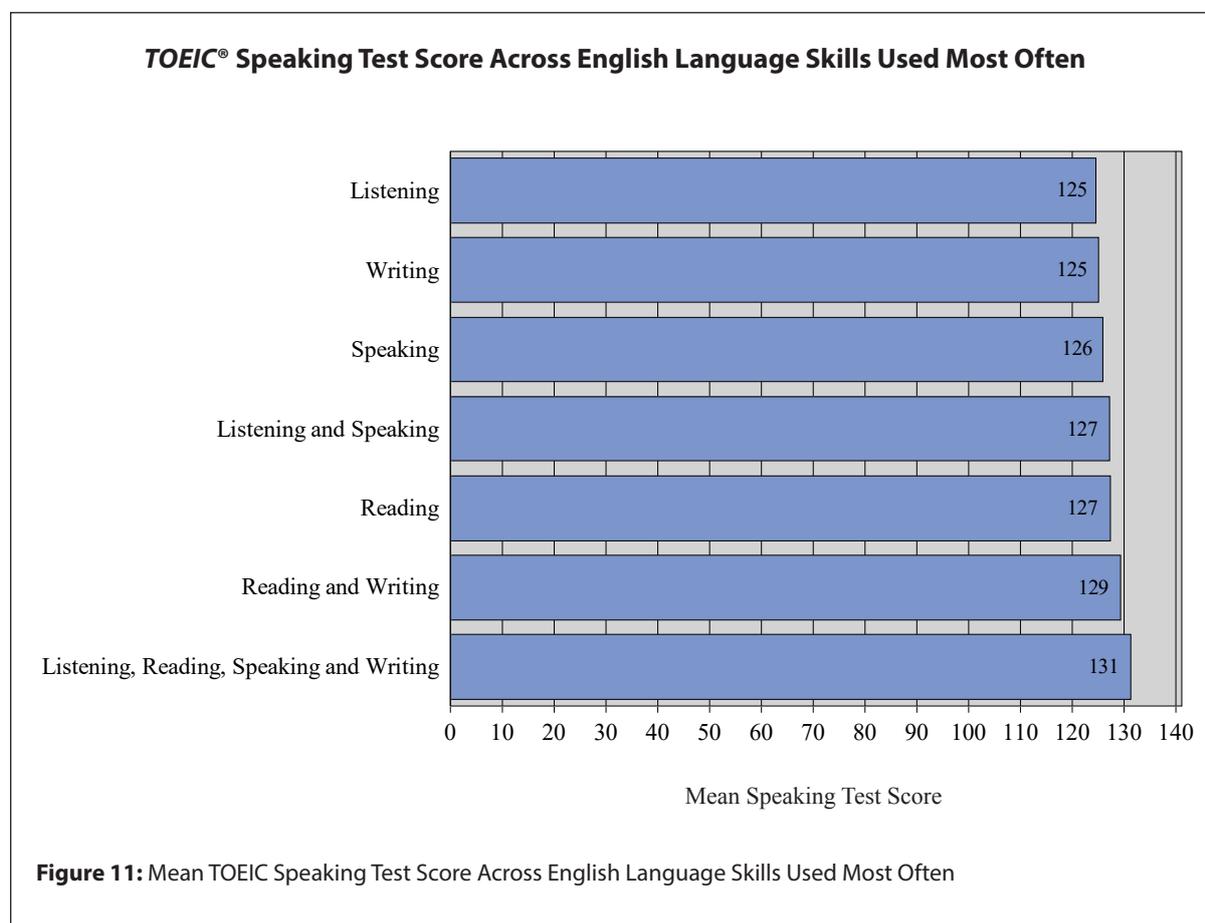


Most Frequently Used Language Skill

Nineteen percent of all test takers indicated that Listening and Speaking were the English language skills that they used most often. Twenty percent used all four skills most often, and twenty-three percent of test takers used the skill of Reading most often. The United States (24%) had the highest percentage of test takers who used all four English language skills most often. It also had the highest percentage (35%) of test takers who used Listening and Speaking skills most often, followed

by Singapore (26%). Listening was the most often used skill in Panama (80%), Vietnam (66%), El Salvador (65%), Italy (38%) and Japan (36%). Reading was the most often used skill in Taiwan (33%) and Chile (32%).

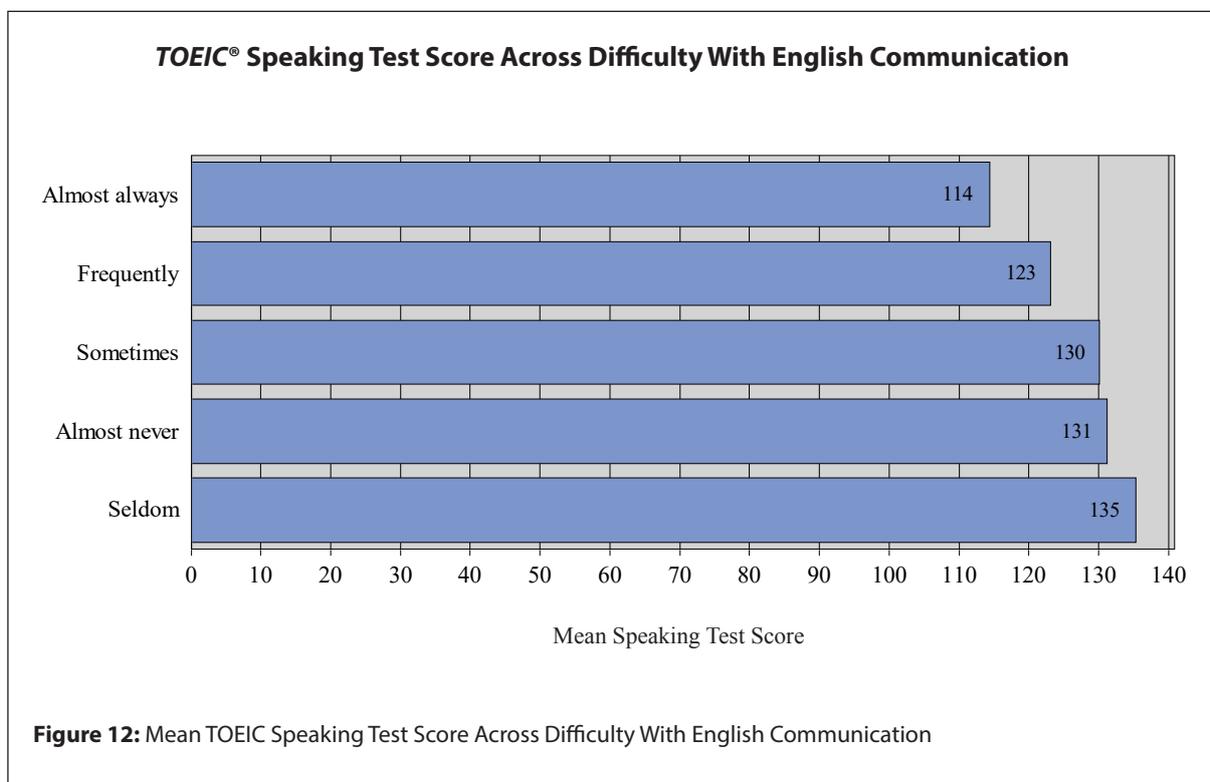
More females (21%) than males (18%) reported that they used both Listening and Speaking most often.



Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 46% of all test takers responded “Sometimes,” 22% responded that difficulty with English “Frequently” affected their ability to communicate, and 15% responded that difficulty with English “Seldom” affected their ability to communicate.

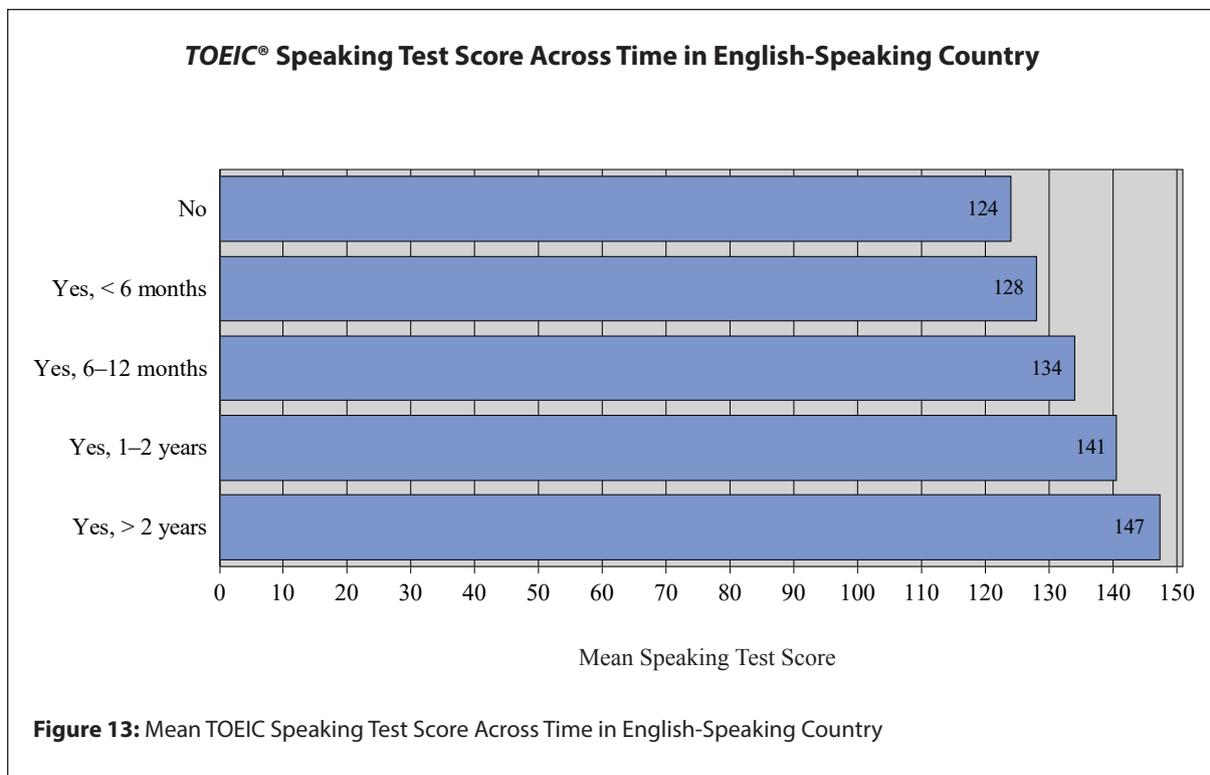
The majority of test takers in Panama (76%), and Vietnam and El Salvador (62% each), indicated that difficulty with English “Almost never” had affected their ability to communicate.



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?” About 18% of all test takers indicated that they had spent six months or more in a country in which English was the main spoken language. Fifty-eight percent indicated that they had never spent time in an English-speaking country.

Almost all test takers in El Salvador and Panama (100% each), and Vietnam (95%), reported that they had never spent time in English-speaking country. The United States (76%) and Singapore (57%) are among the countries with the highest percentage of test takers who spent more than two years in an English-speaking country.



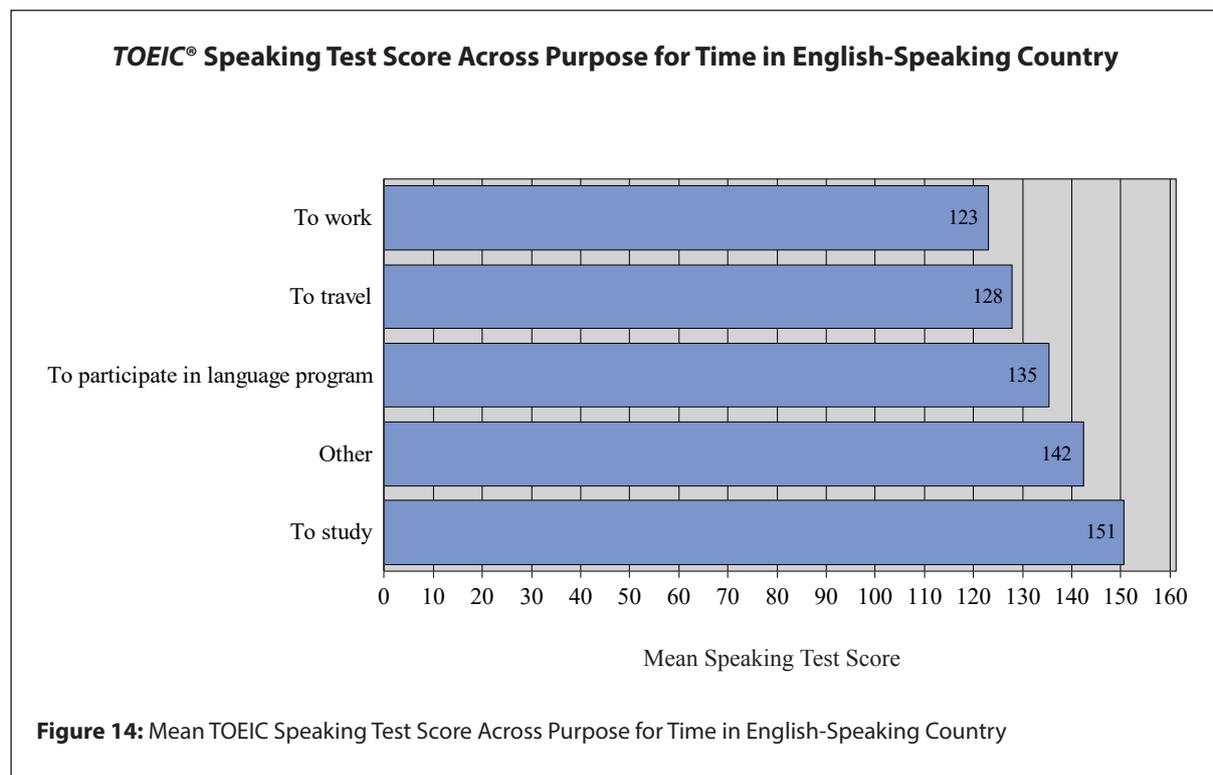
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 36% indicated travel as their purpose for spending time there. Twenty-five percent of test takers indicated they did so for the purpose of participating in a language program.

Many test takers in the United States (83%), the United Arab Emirates (73%), and China (73%) indicated work as their purpose. Many test takers

in Indonesia (50%) and Singapore (46%) spent time in an English-speaking country to study. Many test takers in the Philippines (41%) and South Korea (40%) spent time in an English-speaking country to travel.

More females (31%) than males (21%) indicated that their purpose was to participate in a language program. More males (23%) than females (8%) indicated that their purpose was to work.



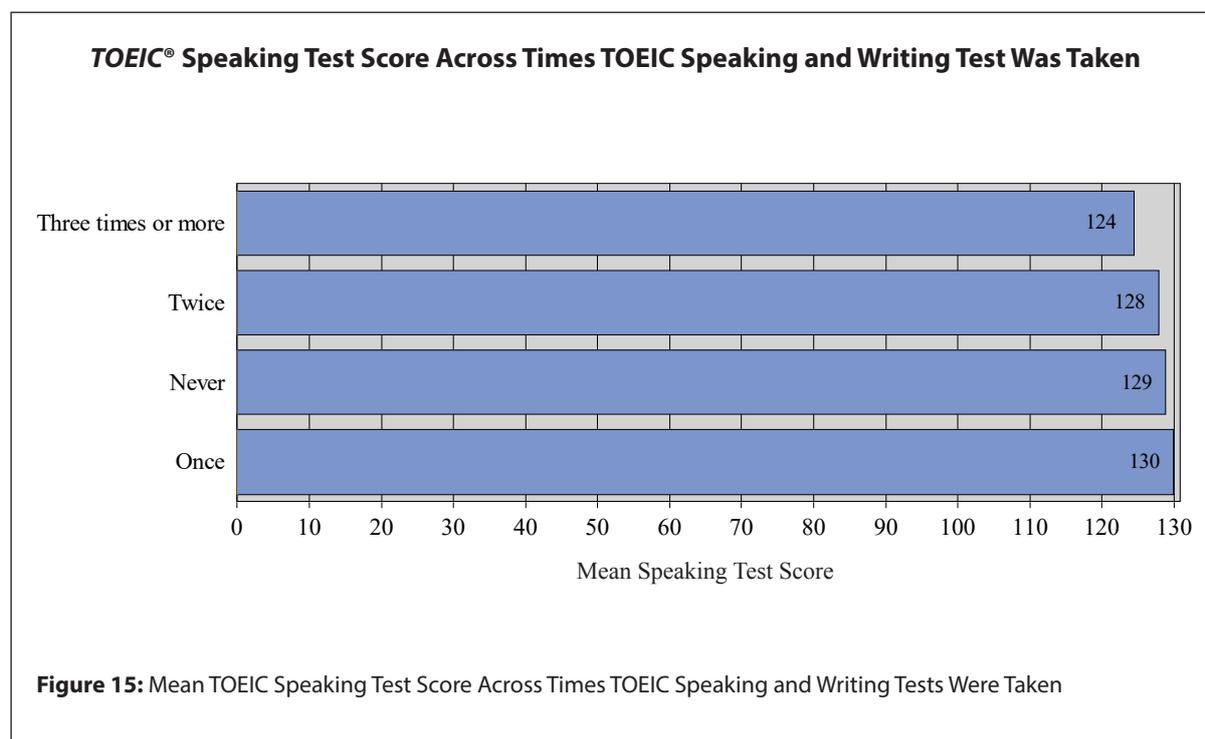
TOEIC® Speaking Test-Taking Experience

Overall, 61% of test takers had taken the TOEIC® Speaking test before, with about 27% of test takers having taken the TOEIC Speaking test three or more times previously.

The percentage of test takers who had previously taken the TOEIC Speaking test varied widely across

countries, from a low of 1% in El Salvador to a high of 78% in Indonesia.

In general, more females (44%) than males (34%) had never taken the TOEIC Speaking test before. More males (32%) than females (20%) had taken the test three times or more previously.



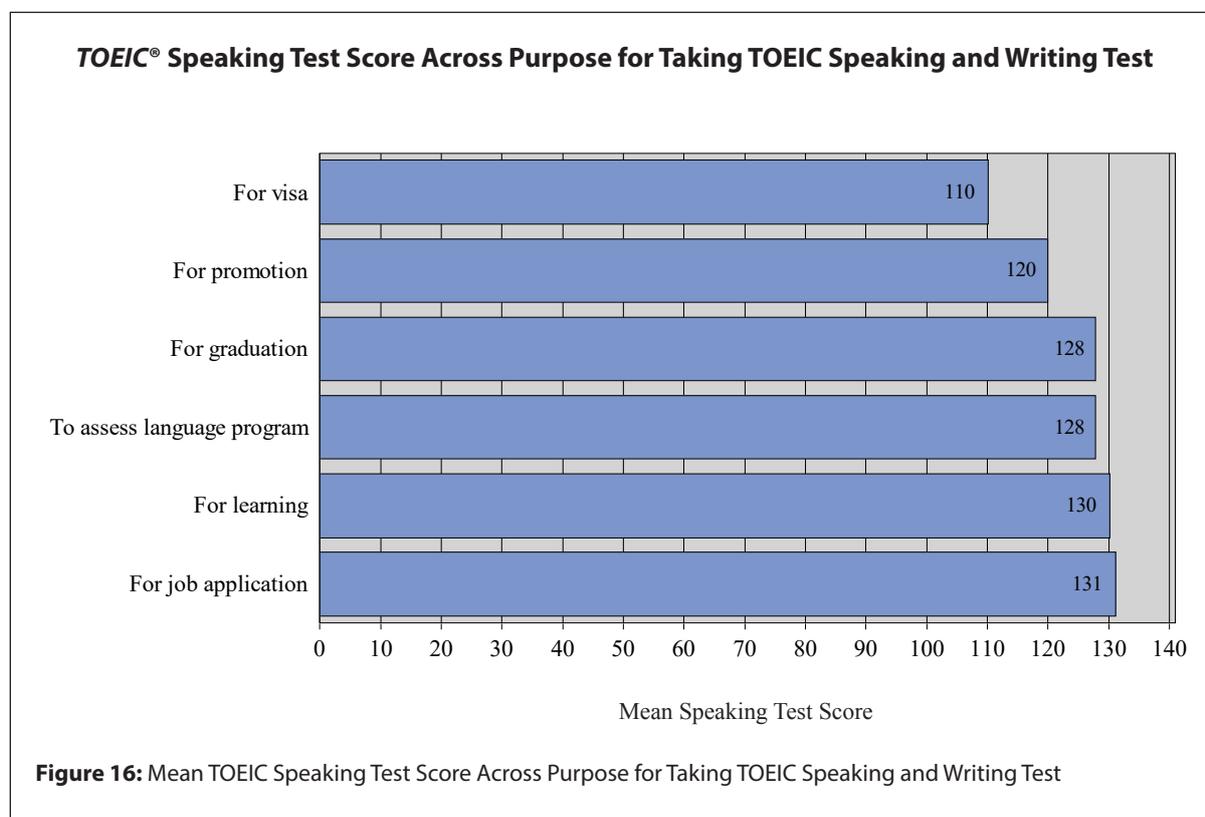
Purpose for Taking the *TOEIC*® Speaking Test

A high percentage of test takers indicated that their purpose for taking the *TOEIC*® Speaking test was for job application (47%) or for promotion (25%).

The majority of test takers in Panama (75%), Vietnam (71%), El Salvador (57%), Costa Rica (51%), and South Korea (50%) took the test for job application purposes. In Thailand (58%), most test takers took the test for promotion purposes. Many

test takers in Singapore (56%) and Japan (48%) took the test for learning. In the Philippines (57%) and Indonesia (54%), many test takers took the test for graduation.

More females (54%) than males (42%) indicated that their purpose for taking the test was for job application. More males (30%) than females (17%) took the test for job promotion.



Description of *TOEIC*® Writing Test Takers in 2021

Background information was collected from all test takers who took the *TOEIC*® Writing test in 2021 (including test takers who took both the *TOEIC*® Speaking test and the *TOEIC* Writing test and those who took only the *TOEIC* Writing test), through either the Public Testing Program or the Institutional Testing Program. The following are highlights about *TOEIC* Writing test takers based on the collected data. Please note that the percentage of test takers who responded to each of the background question varied across questions.

- 47% of test takers were male;
- Most test takers (50%) had an undergraduate degree as their highest level of education or were pursuing one;
- 31% of test takers majored in liberal arts while 14% and 18% majored in engineering and business, respectively;
- 53% of test takers were full-time employees, while 30% were full-time students;
- Among those employed, 29% and 21% of test takers worked in the service industry and manufacturing industry, respectively;
- 21% of test takers worked in management positions, 13% of test takers worked in clerical/administrative positions, and 12% of test takers worked in scientific/technical professional positions;
- 70% of test takers had spent more than 6 years studying English;
- 29% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 32% of test takers used English 1 to 10% of the time in their daily life;
- 28% and 21% of test takers selected Listening and Reading, respectively, as their most often used English language skill;
- 41% of test takers “sometimes” had difficulty with English communication;
- 63% of test takers had never spent time in a native English-speaking country;
- 48% of test takers indicated their purpose for spending time in English-speaking countries was to either study or participate in a language program;
- 68% of test takers who took the *TOEIC* Writing test in 2021 had never taken it before;
- 27% of test takers took the *TOEIC* Writing test for learning, 30% for job application, and 21% for graduation.

Mean *TOEIC*® Writing Test Scores Across Countries

Figure 17, below, shows the mean and standard deviation of *TOEIC*® Writing scores by geographic region. Table 3, on the following page, is organized by the country where test takers took the test and shows the average test scores of all individuals from a given country. Please keep in mind that

the country in which a test taker took the *TOEIC* Writing test is not necessarily his or her native country. Only countries with 50 or more *TOEIC* Writing test takers are included in this table.

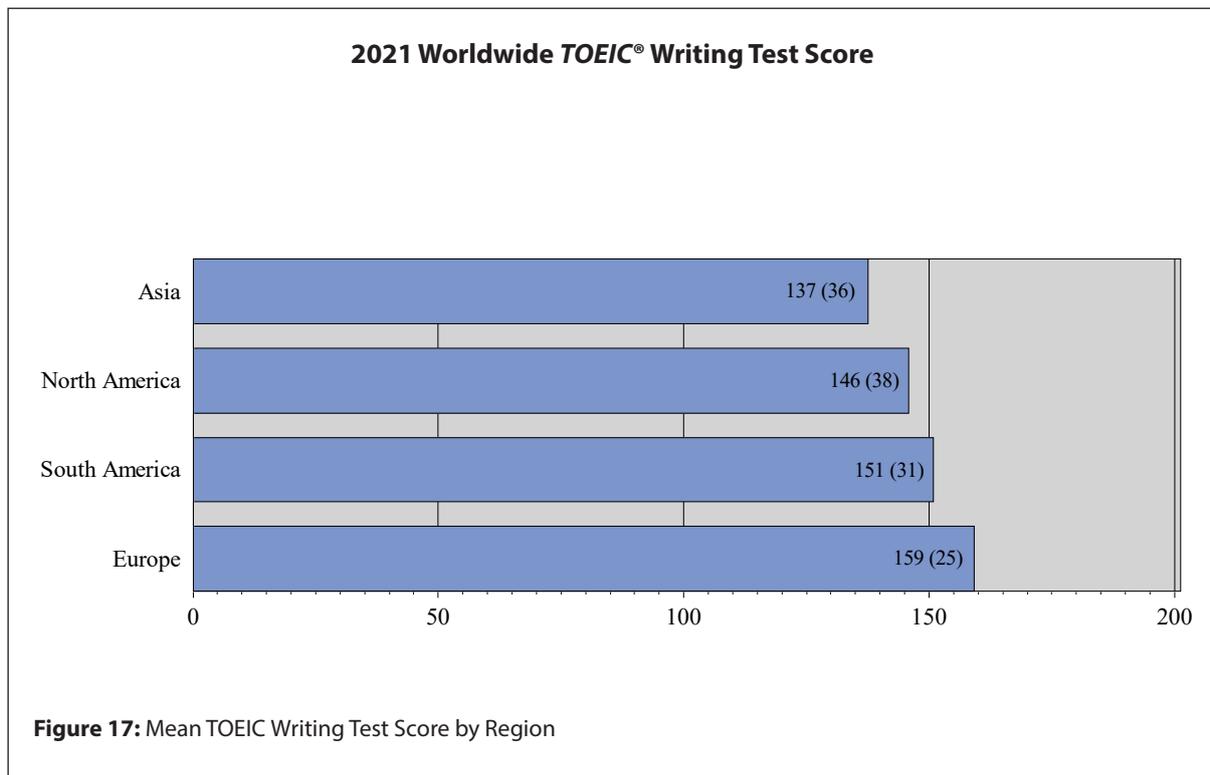


Table 3: Mean TOEIC® Writing Test Performance by Country

| Country | Writing | |
|---------------|---------|-------|
| | Mean | (SD)* |
| CHILE | 149 | (31) |
| CHINA | 147 | (26) |
| COLOMBIA | 157 | (30) |
| COSTA RICA | 147 | (43) |
| ECUADOR | 147 | (33) |
| EL SALVADOR | 155 | (19) |
| FRANCE | 165 | (22) |
| GERMANY | 164 | (27) |
| HONG KONG | 118 | (49) |
| INDONESIA | 138 | (23) |
| ITALY | 158 | (23) |
| JAPAN | 132 | (35) |
| JORDAN | 123 | (46) |
| KOREA, SOUTH | 148 | (30) |
| MEXICO | 160 | (26) |
| NETHERLANDS | 160 | (23) |
| PANAMA | 143 | (27) |
| PHILIPPINES | 171 | (20) |
| SINGAPORE | 145 | (22) |
| SPAIN | 158 | (26) |
| TAIWAN | 158 | (22) |
| UNITED STATES | 90 | (54) |
| VIETNAM | 130 | (36) |

*SD = Standard Deviation

TOEIC® Writing Test Takers by Demographic Variables

Table 4 presents the number and percentage of TOEIC® Writing test takers falling into different demographic categories, as well as the average TOEIC Writing scores for each category. More in-depth information about TOEIC Writing test takers

in these categories is shown after Table 4 in this report.

The categories used in this report are those found in the TOEIC® Background Questionnaire.

Table 4. Mean TOEIC® Writing Test Performance by Demographic Categories

| | | % of Test Takers | Writing | |
|-----------|-------------------------------------|------------------|---------|-------|
| | | | Mean | (SD)* |
| Gender | Female | 52.9 | 146 | (34) |
| | Male | 47.1 | 148 | (32) |
| Education | Elementary school | 7.8 | 123 | (41) |
| | Junior high school | 4.1 | 118 | (45) |
| | High school | 11.2 | 137 | (37) |
| | Vocational school | 1.1 | 126 | (42) |
| | Vocational school after high school | 2.1 | 136 | (34) |
| | Community college | 4.4 | 134 | (33) |
| | Undergraduate college | 49.6 | 155 | (27) |
| | Graduate school | 18.6 | 156 | (25) |
| | Language institution | 1.1 | 138 | (36) |
| Major | Liberal arts | 31.2 | 145 | (33) |
| | Social studies | 9.8 | 150 | (32) |
| | Business related | 17.9 | 149 | (30) |
| | Sciences | 7.8 | 148 | (31) |
| | Health related | 4.7 | 148 | (32) |
| | Engineering | 14.1 | 150 | (29) |
| | Other | 14.5 | 134 | (41) |

*SD = Standard Deviation

Table 4: Mean *TOEIC*® Writing Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Writing | |
|--------------------------------------|--|------------------|---------|-------|
| | | | Mean | (SD)* |
| Current Status | Full time employee | 52.8 | 145 | (32) |
| | Part time employee | 7.8 | 141 | (41) |
| | Not employed | 9.7 | 151 | (35) |
| | Full time student | 29.7 | 152 | (31) |
| Type of Industry | Agriculture | 13.4 | 129 | (38) |
| | Construction | 1.9 | 137 | (39) |
| | Manufacturing-Food | 1.8 | 133 | (44) |
| | Manufacturing-Pharmaceuticals | 1.4 | 144 | (30) |
| | Manufacturing-Chemicals | 1.4 | 144 | (29) |
| | Manufacturing-Fabric | 0.3 | 137 | (43) |
| | Manufacturing-Petroleum | 1.4 | 157 | (20) |
| | Manufacturing-Metals | 1.1 | 140 | (27) |
| | Manufacturing-Machinery | 2.3 | 141 | (28) |
| | Manufacturing-Electronic | 3.5 | 142 | (29) |
| | Manufacturing-Vehicles | 3.3 | 148 | (28) |
| | Manufacturing-Glass | | | |
| | Manufacturing-Clothing | 2.4 | 140 | (34) |
| | Manufacturing-Other | 1.9 | 143 | (33) |
| | Service-Education (High school or below) | 6.3 | 156 | (29) |
| Service-Education (College or above) | 3.4 | 160 | (27) | |

*SD = Standard Deviation

Note: No numbers are reported for the manufacturing-glass industry due to small sample size.

Table 4: Mean TOEIC® Writing Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Writing | |
|-------------------------------------|------------------------------------|------------------|---------|-------|
| | | | Mean | (SD)* |
| Type of Industry (cont.) | Service-Legislative | 2.9 | 152 | (27) |
| | Service-Foreign Affairs | 0.6 | 161 | (27) |
| | Service-Armed forces | 2.0 | 155 | (28) |
| | Service-Health | 2.7 | 145 | (34) |
| | Service-Traveling | 2.4 | 141 | (35) |
| | Service-Other | 9.1 | 147 | (31) |
| | Public Utility Production | 1.0 | 147 | (30) |
| | Mass Media | 0.8 | 150 | (32) |
| | Telecommunication | 1.8 | 151 | (28) |
| | Retail/Wholesale | 1.4 | 144 | (34) |
| | Trading | 4.2 | 141 | (31) |
| | Finance | 10.1 | 147 | (27) |
| | Insurance | 0.9 | 140 | (36) |
| | Real Estate | 0.8 | 144 | (34) |
| | Transportation | 2.4 | 148 | (30) |
| Other | 10.8 | 143 | (39) | |
| Type of Job | Management | 21.2 | 137 | (36) |
| | Scientific/Technical Professionals | 12.4 | 149 | (27) |
| | Teaching/Training | 11.6 | 154 | (30) |
| | Professional Specialist | 9.1 | 150 | (28) |
| | Technician | 4.1 | 136 | (34) |
| | Marketing/Sales | 10.2 | 145 | (30) |
| | Clerical/Administrative | 13.0 | 143 | (32) |
| | Services | 8.8 | 145 | (33) |
| | Other | 9.7 | 137 | (43) |
| Years Spent Studying English | < = 4 years | 19.5 | 127 | (41) |
| | > 4–6 years | 10.4 | 140 | (35) |
| | > 6–10 years | 19.0 | 149 | (29) |
| | > 10 years | 51.1 | 157 | (26) |

*SD = Standard Deviation

Table 4: Mean TOEIC® Writing Test Performance by Demographic Categories (Continued)

| | | % of Test Takers | Writing | |
|---|---|------------------|---------|-------|
| | | | Mean | (SD)* |
| Language Skills Most Emphasized | Listening | 21.1 | 140 | (35) |
| | Reading | 12.1 | 149 | (32) |
| | Speaking | 14.0 | 143 | (34) |
| | Writing | 3.5 | 148 | (34) |
| | Listening and Speaking | 13.1 | 145 | (34) |
| | Reading and Writing | 6.8 | 157 | (29) |
| | Listening, Reading, Speaking, and Writing | 29.3 | 154 | (30) |
| Time Spent Daily Using English | None | 16.1 | 133 | (36) |
| | 1–10% | 32.3 | 143 | (34) |
| | 11–20% | 24.9 | 150 | (31) |
| | 21–50% | 18.1 | 157 | (28) |
| | 51–100% | 8.6 | 164 | (26) |
| English-Language Skills Used Most Often | Listening | 28.2 | 142 | (34) |
| | Reading | 21.4 | 150 | (30) |
| | Speaking | 10.7 | 143 | (36) |
| | Writing | 5.3 | 152 | (31) |
| | Listening and Speaking | 10.1 | 145 | (35) |
| | Reading and Writing | 9.9 | 154 | (29) |
| | Listening, Reading, Speaking, and Writing | 14.3 | 154 | (31) |
| Difficulty With English Communication | Almost never | 20.6 | 146 | (38) |
| | Seldom | 22.4 | 155 | (29) |
| | Sometimes | 40.9 | 149 | (29) |
| | Frequently | 11.7 | 140 | (32) |
| | Almost always | 4.5 | 123 | (43) |

*SD = Standard Deviation

Table 4: Mean *TOEIC*® Writing Test Performance by Demographic Categories (*Continued*)

| | | % of Test Takers | Writing | |
|---|------------------------------------|------------------|---------|-------|
| | | | Mean | (SD)* |
| Time in English-Speaking Country | No | 62.8 | 145 | (34) |
| | Yes, < 6 months | 17.8 | 147 | (31) |
| | Yes, 6–12 months | 6.5 | 151 | (31) |
| | Yes, 1–2 years | 4.3 | 154 | (29) |
| | Yes, > 2 years | 8.5 | 160 | (28) |
| Purpose for Time in English-Speaking Country | To study | 27.9 | 157 | (29) |
| | To participate in language program | 20.3 | 150 | (27) |
| | To travel | 19.2 | 146 | (32) |
| | To work | 21.6 | 149 | (30) |
| | Other | 11.0 | 156 | (34) |
| Times <i>TOEIC</i>® Speaking and Writing Test Was Taken | Never | 67.9 | 148 | (33) |
| | Once | 17.1 | 147 | (33) |
| | Twice | 6.0 | 145 | (33) |
| | Three times or more | 9.0 | 145 | (30) |
| Purpose for Taking <i>TOEIC</i>® Speaking and Writing Test | For job application | 29.7 | 146 | (34) |
| | For promotion | 13.2 | 142 | (31) |
| | To assess language program | 8.9 | 148 | (33) |
| | For learning | 26.5 | 149 | (32) |
| | For graduation | 21.2 | 150 | (33) |
| | For visa | 0.4 | 126 | (43) |

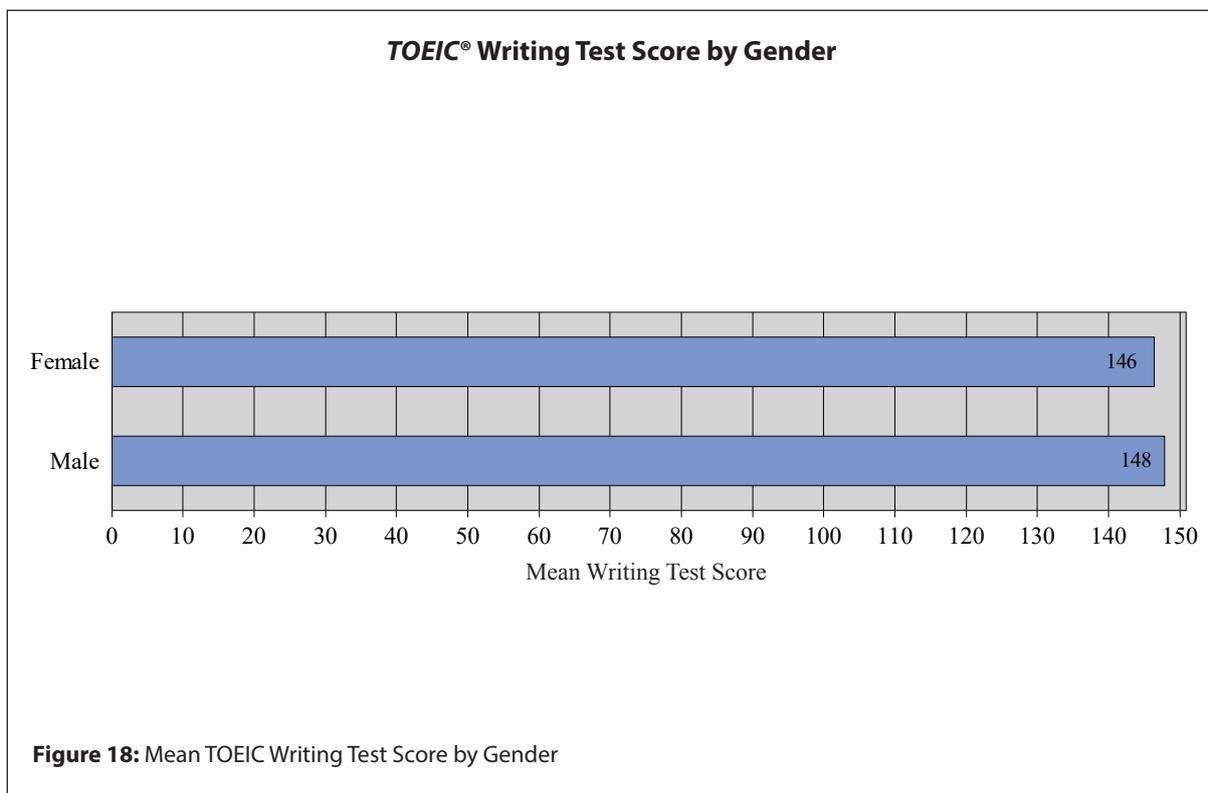
*SD = Standard Deviation

Gender

Overall, a smaller proportion of males (47%) took the TOEIC® Writing test than females (53%) (as shown in Table 4). In Indonesia, 81% of test takers were male and 19% of test takers were female. In the United States, 92% of test takers were male. In South Korea, 57% of test takers were male. However, some countries had a large percentage of female test takers. For example, Ecuador had

69% females. Panama had 61% females and Vietnam had 60% females. Some test takers reported “Other” as their gender.

Figure 18 shows that males and females had similar Writing score means.

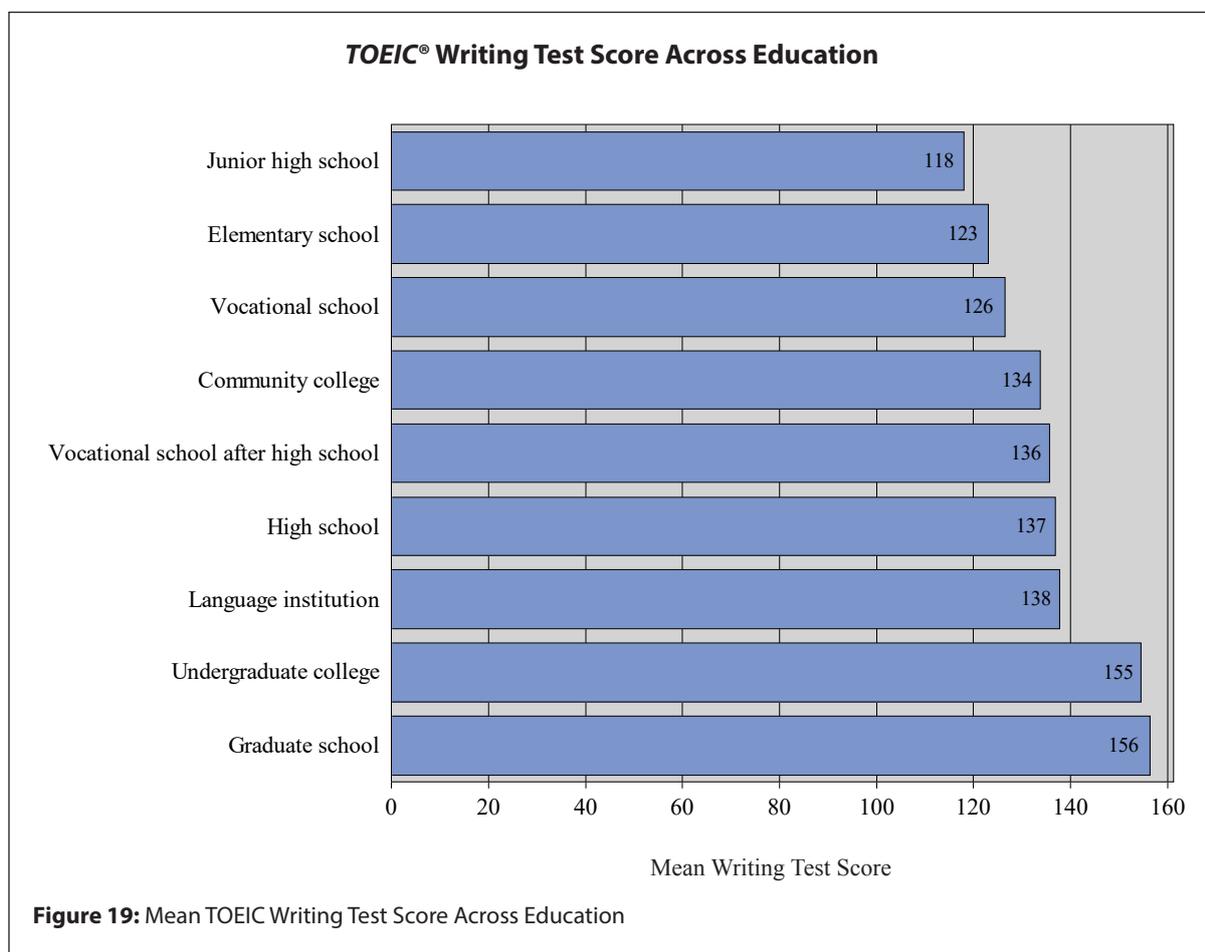


Education

The majority of test takers (50%) held or were pursuing an undergraduate degree as their highest level of education at the time that they answered the Background Questionnaire. Because of differences among countries in educational systems, comparisons of educational level are somewhat subjective. Results show that the Philippines (91%) had the highest percentage of test takers holding or pursuing undergraduate degrees as their highest level of education. The United States (71%), South Korea (70%), Mexico (64%), Japan (58%), and Taiwan (54%) also had

a majority of test takers holding or pursuing undergraduate degrees. Many test takers from France (49%) had or were pursuing degrees at the graduate school level. Some other countries, such as Panama (60%) and El Salvador (56%), had high percentages of test takers with an elementary school education.

Overall, a higher percentage of males (77%) than females (62%) held or were pursuing an undergraduate degree or a graduate degree.

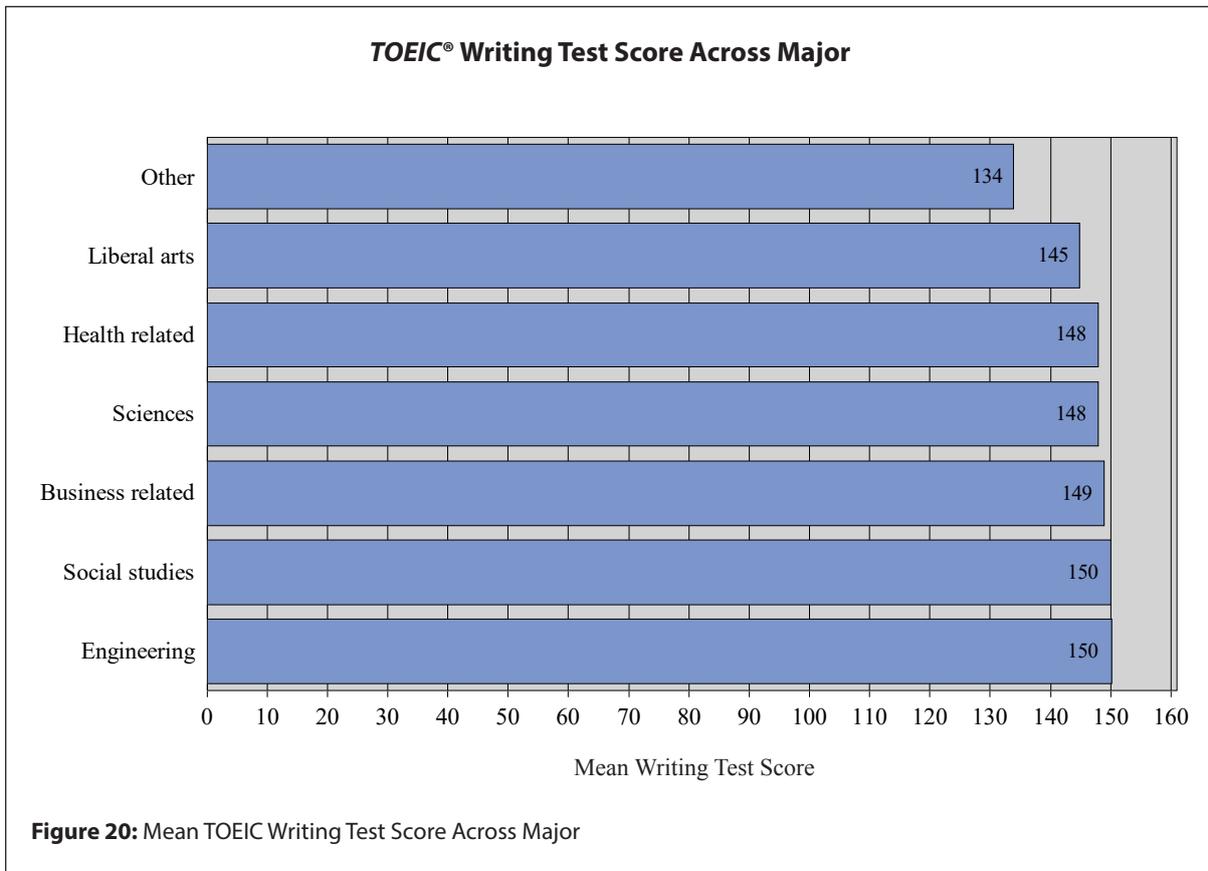


Academic Major

Overall, the largest percentage of TOEIC® Writing test takers majored in liberal arts (31%). In Panama and Vietnam, 73% and 69% of test takers majored in liberal arts, respectively. In some other countries, many test takers majored in engineering. These countries include Indonesia (80%) and the

Philippines (60%). In the United States, 63% of test takers majored in sciences.

Across all test takers, more females (41%) majored in liberal arts than males (19%), and more males (24%) majored in engineering than females (6%).



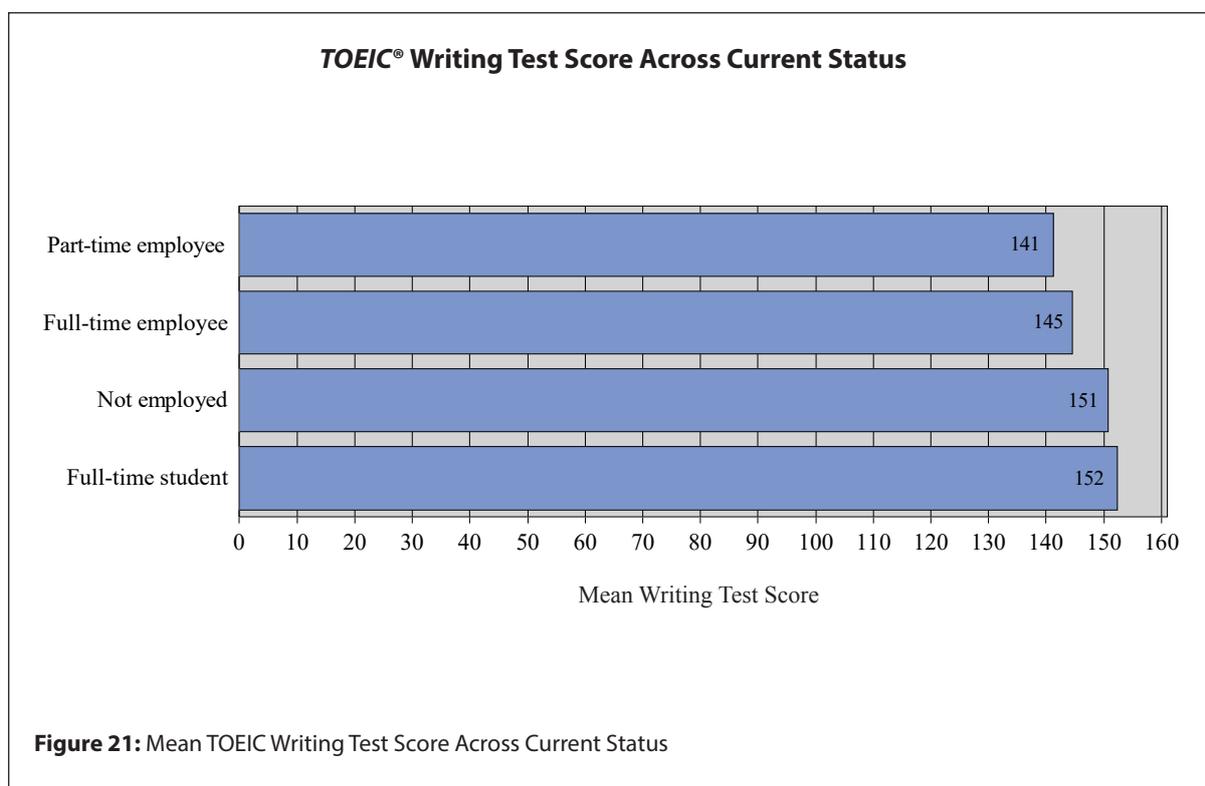
Employment Status

Overall, many TOEIC® Writing test takers were full-time employees (53%). Countries such as the United States (97%), China (93%), Jordan (87%), Vietnam (80%), Mexico (79%), and Ecuador (79%) had the highest proportion of full-time employees.

Thirty percent of test takers indicated they were full-time students. Test takers in the Philippines

(81%) and Singapore (86%) were mostly full-time students.

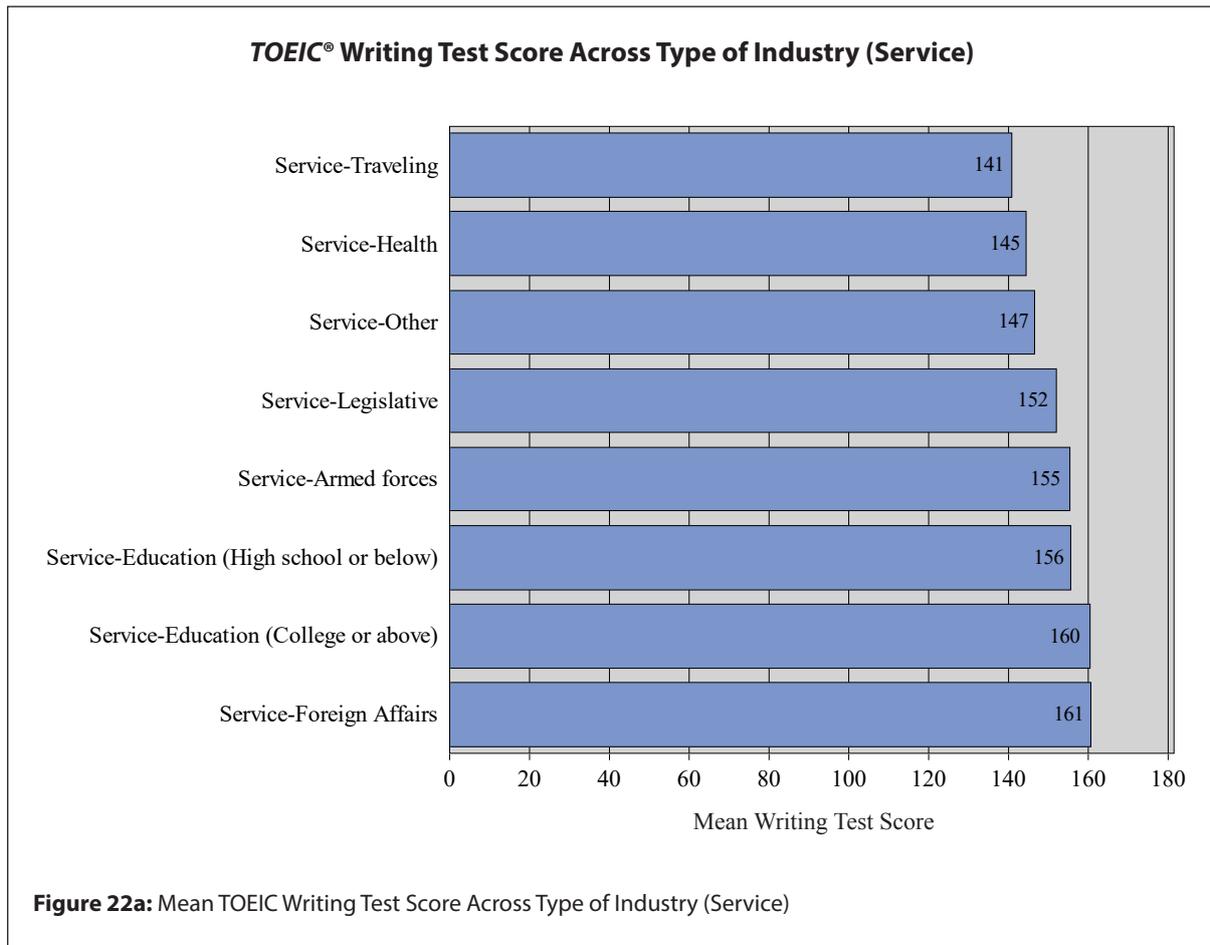
More males (57%) than females (48%) were full-time employees. More females (33%) than males (27%) were full-time students.



Type of Industry

As seen in Table 4, most test takers who were employed full-time worked in either the manufacturing or the service industries.

Figures 22a (Service), 22b (Manufacturing) and 22c (Other than Service or Manufacturing) provide average *TOEIC*® Writing scores for the various industry types.



TOEIC® Writing Test Score Across Type of Industry (Manufacturing)

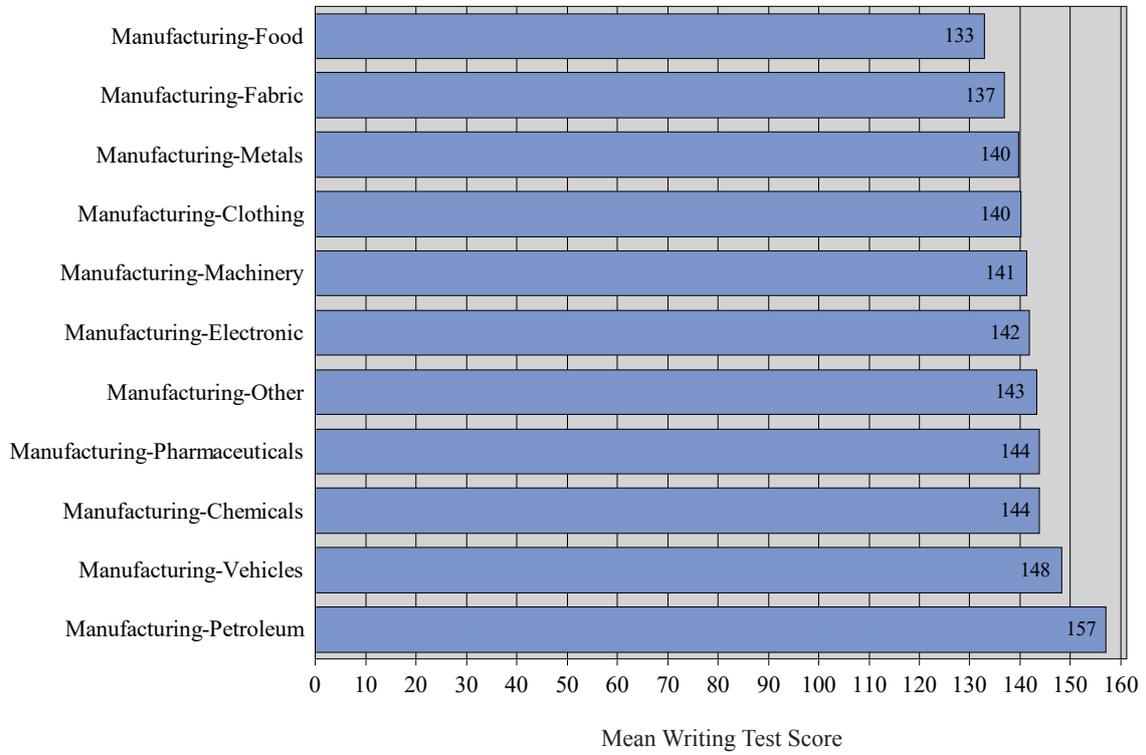


Figure 22b: Mean TOEIC Writing Test Score Across Type of Industry (Manufacturing)

Note: No mean scores are reported for the manufacturing-glass industry due to small sample size.

TOEIC® Writing Test Score Across Type of Industry (Other)

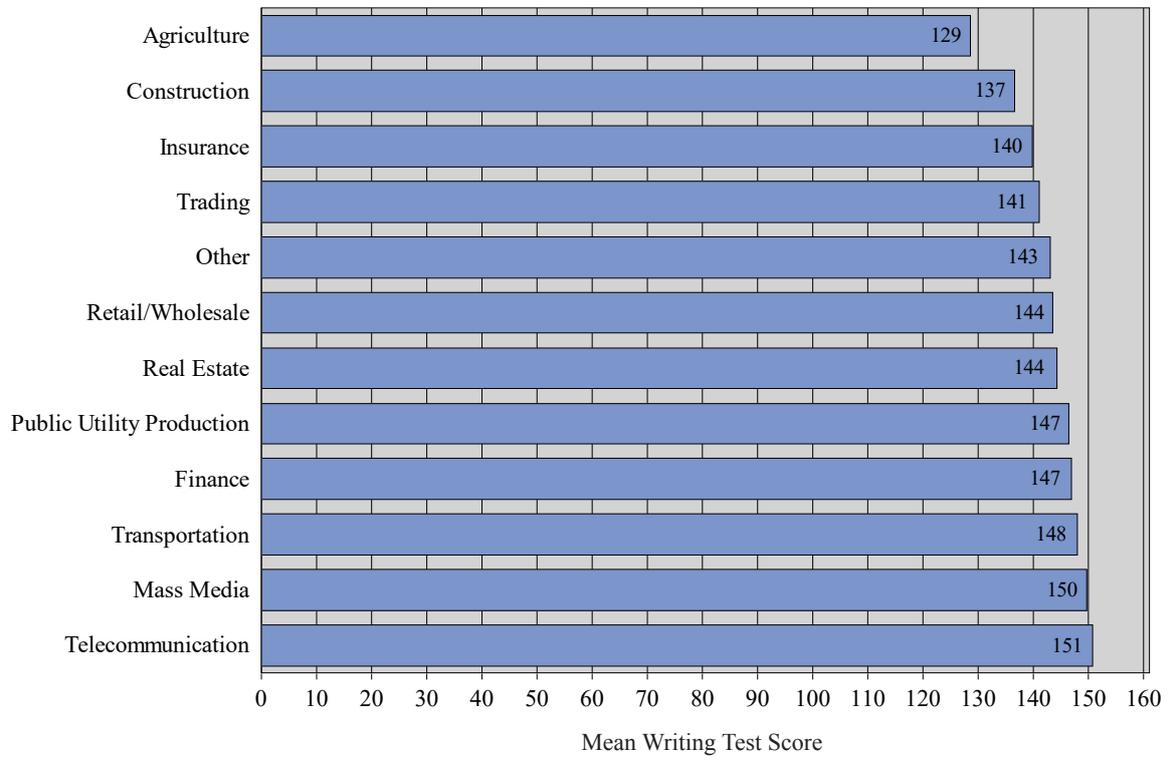


Figure 22c: Mean TOEIC Writing Test Score Across Type of Industry (Other)

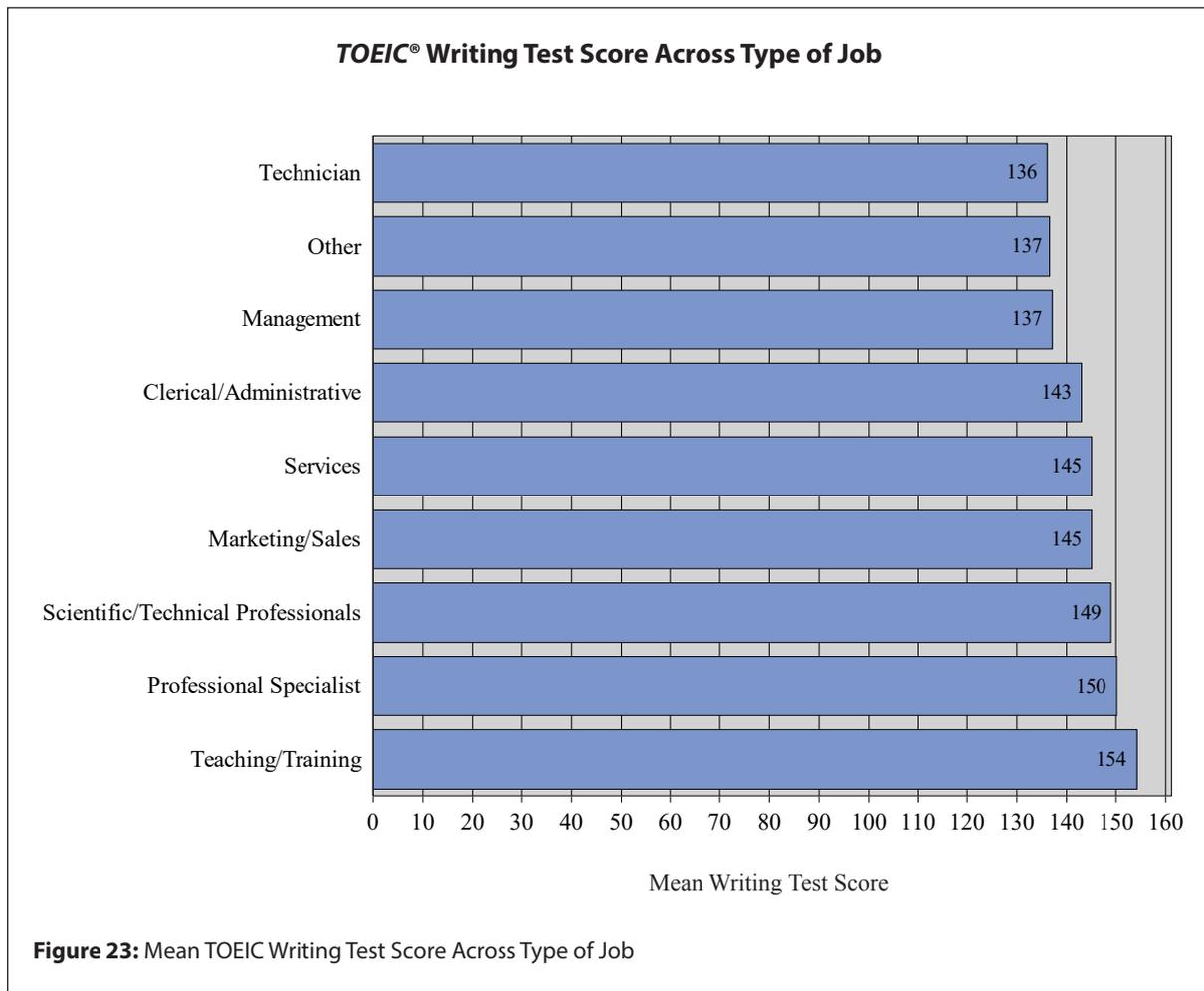
Type of Job

The types of jobs performed by test takers varied greatly across countries. Overall, the largest groups of test takers were in management (21%), clerical/administrative (13%), or scientific/technical positions (12%).

El Salvador and Panama (99% each), and Vietnam (73%), had the largest percentages of test takers working in management positions.

A high percentage of test takers in South Korea (39%) were in clerical/administrative positions. In the Philippines, 32% of test takers were in scientific/technical positions.

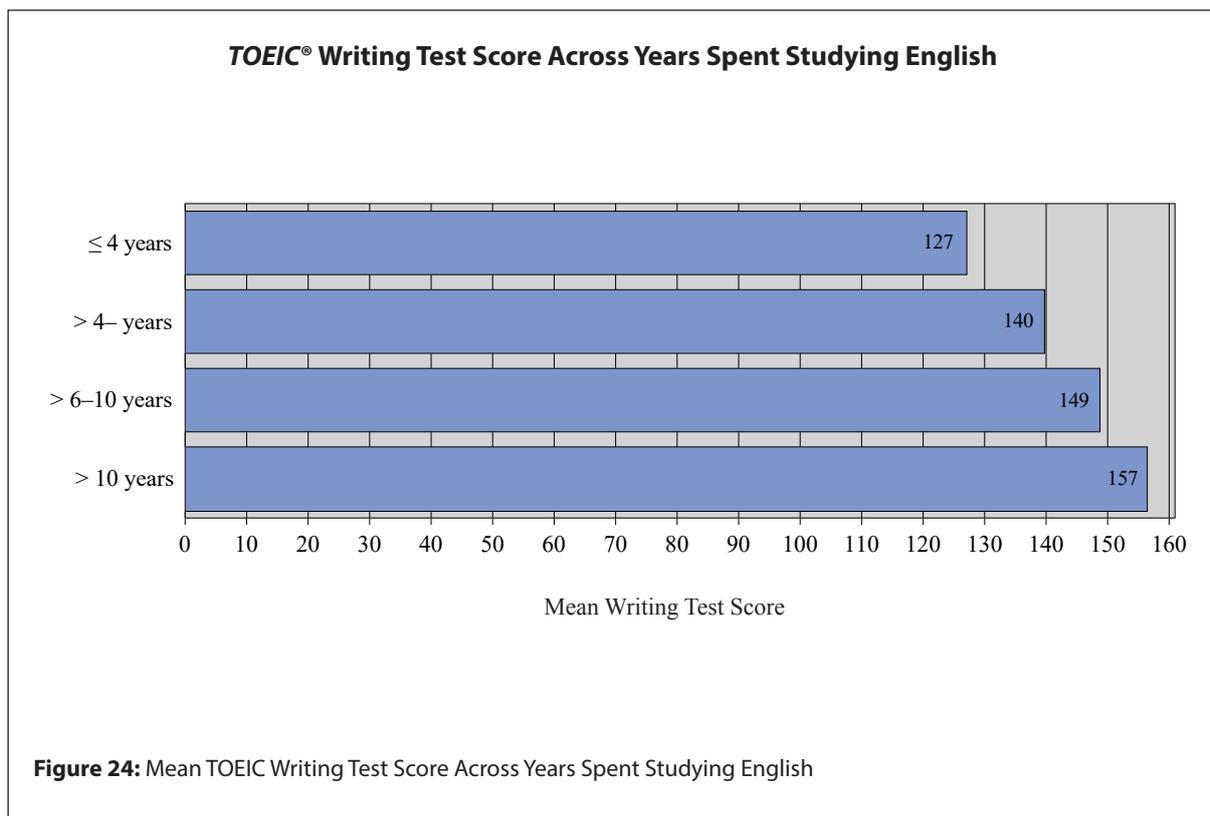
Overall, more females (16%) worked in teaching/training positions than males (8%), and more females (16%) worked in clerical/administrative positions than males (11%). More males (19%) worked in scientific/technical positions than females (6%).



Years Spent Studying English

Seventy percent of 2021 test takers indicated that they had studied English for more than six years. However, in Panama (99%), El Salvador (98%), and the United States (69%), many test takers indicated that they had studied English for no more than four years.

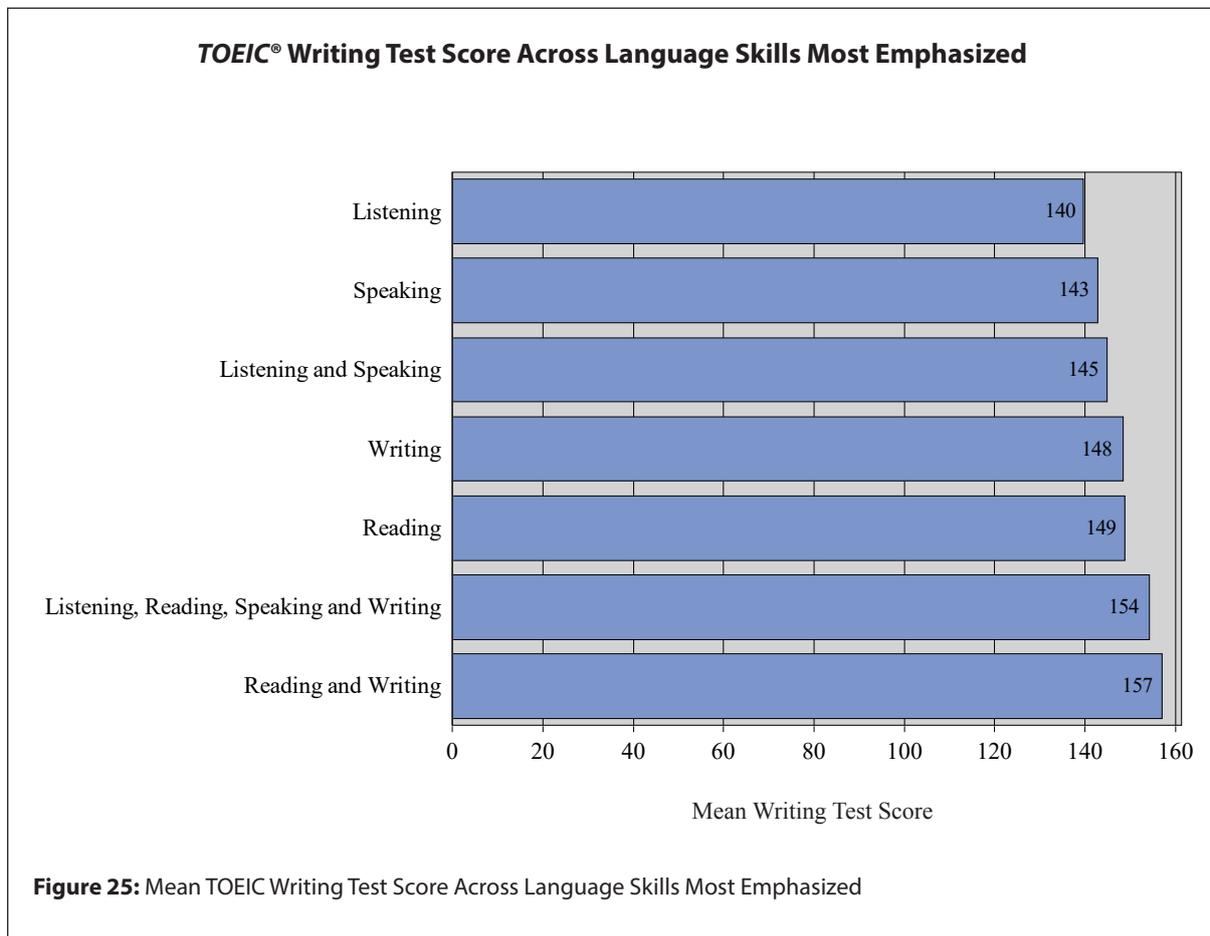
Overall, more females (20%) than males (16%) studied English for less than 4 years. More males (54%) than females (51%) studied English for more than 10 years.



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-nine percent of all test takers indicated that all four English language skills (Listening, Reading, Speaking, and Writing) were emphasized.

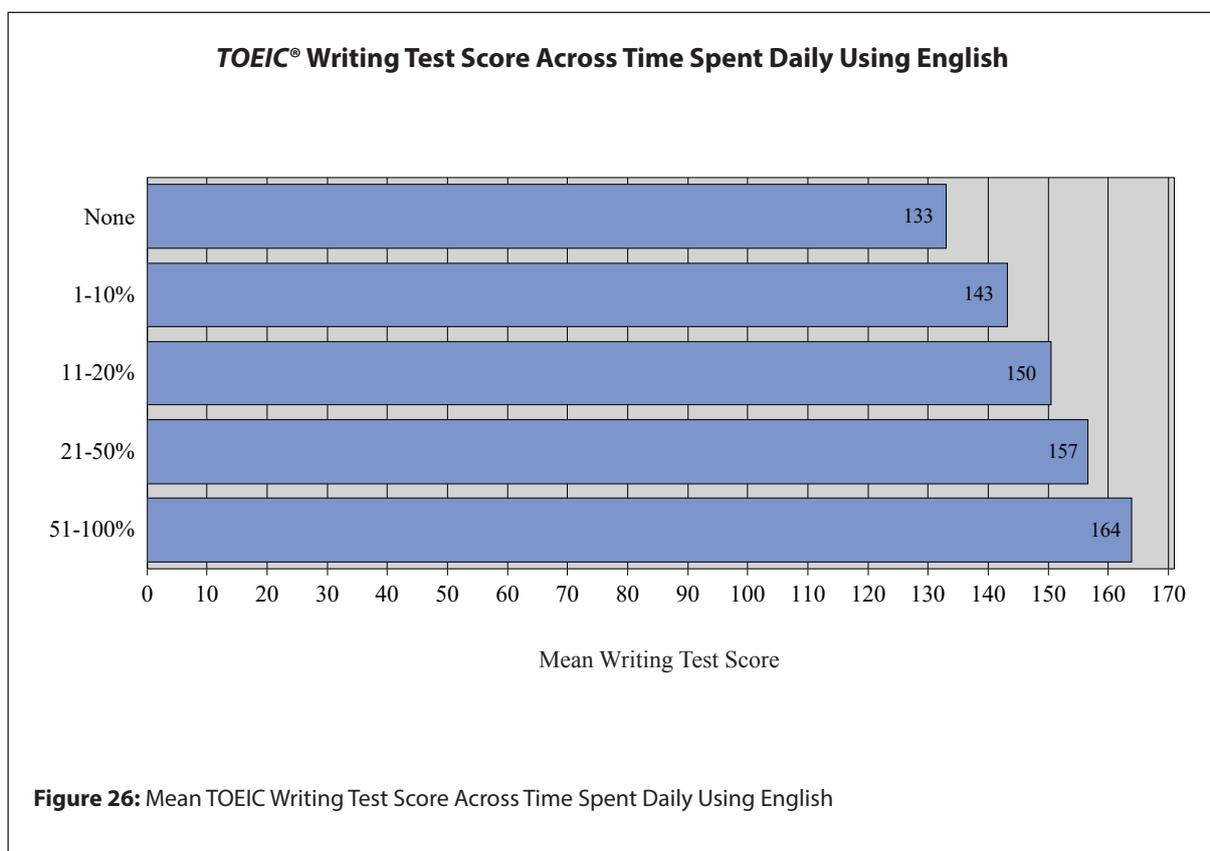
In South Korea, 59% of test takers indicated that all four skills were emphasized when studying English. In contrast, many test takers in Panama (78%), Vietnam (69%), and El Salvador (57%) indicated that Listening was the language skill most emphasized. In Indonesia (32%), the highest percentage of test takers reported that Reading was most emphasized when studying English.



Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 32% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Countries and regions that had a large proportion of test takers in this category include Indonesia (63%), China (49%), Singapore (44%), and Japan (40%).

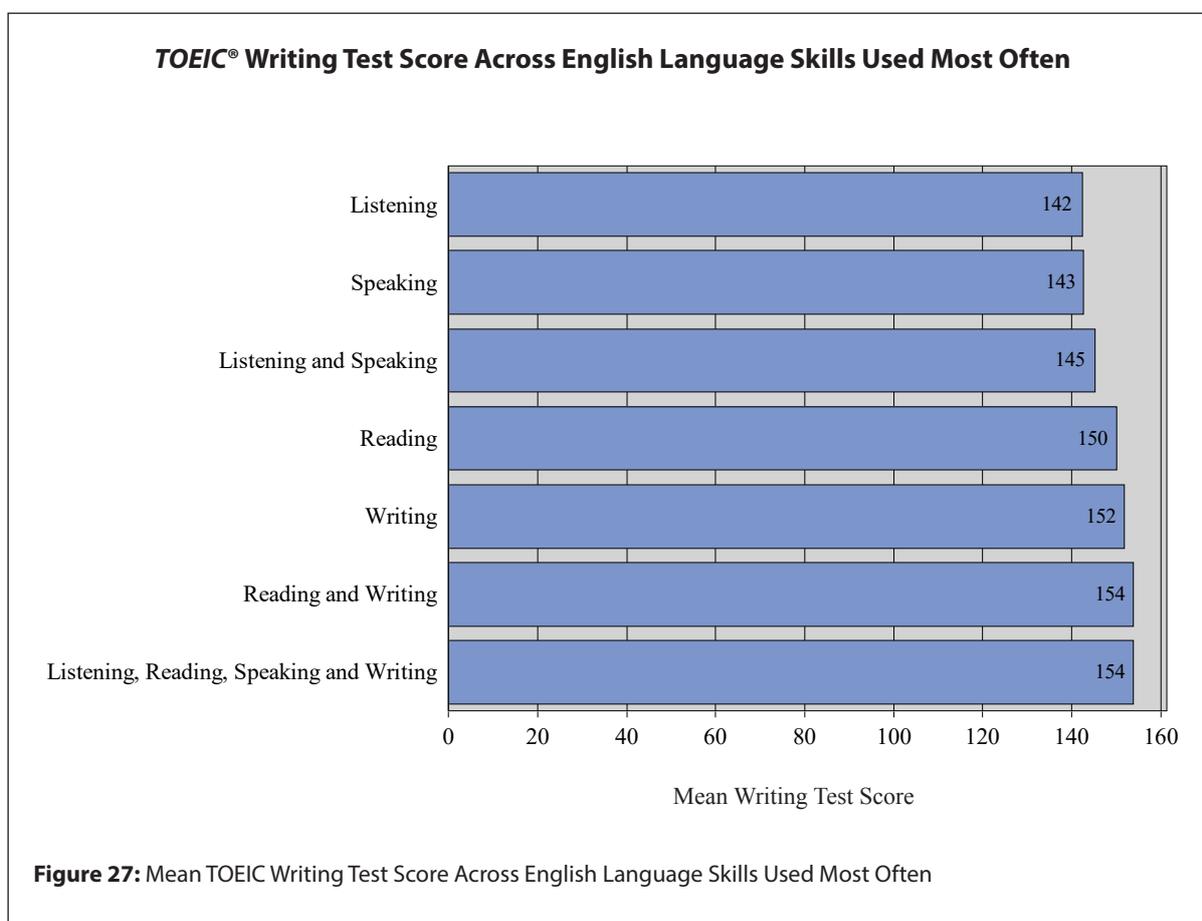
The majority of test takers in Panama (73%) and El Salvador (56%) reported that they did not use English daily. The United States (43%) had the highest percentage of test takers using English for 51-100% of their daily life.



Most Frequently Used Language Skill

Twenty-eight percent of all test takers indicated that Listening was the English language skill that they used most often. Panama (80%), Vietnam (67%), and El Salvador (65%) had the highest percentages of test takers with Listening as their most used skill. Twenty-one percent of all test takers indicated that Reading was the skill they used most often. Countries and regions that had

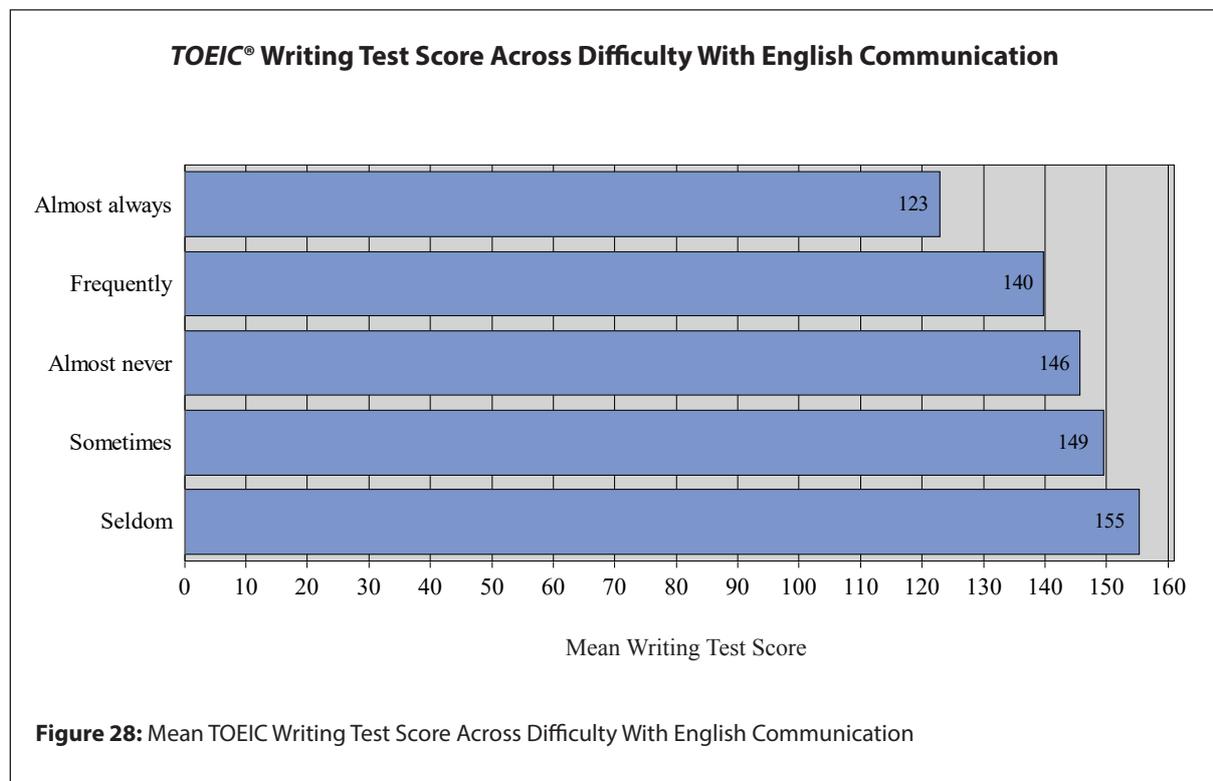
high percentages of test takers selecting Reading include China (43%), Taiwan (33%), and Chile (32%). Fourteen percent of all test takers indicated that they use all four language skills. Jordan (33%) and South Korea (29%) had a large percent of test takers indicating that they used all four skills frequently.



Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 41% of all test takers responded “Sometimes,” 22% responded that difficulty with English “Seldom” affected their ability to communicate, and 21% responded that difficulty with English “Almost never” affected their ability to communicate.

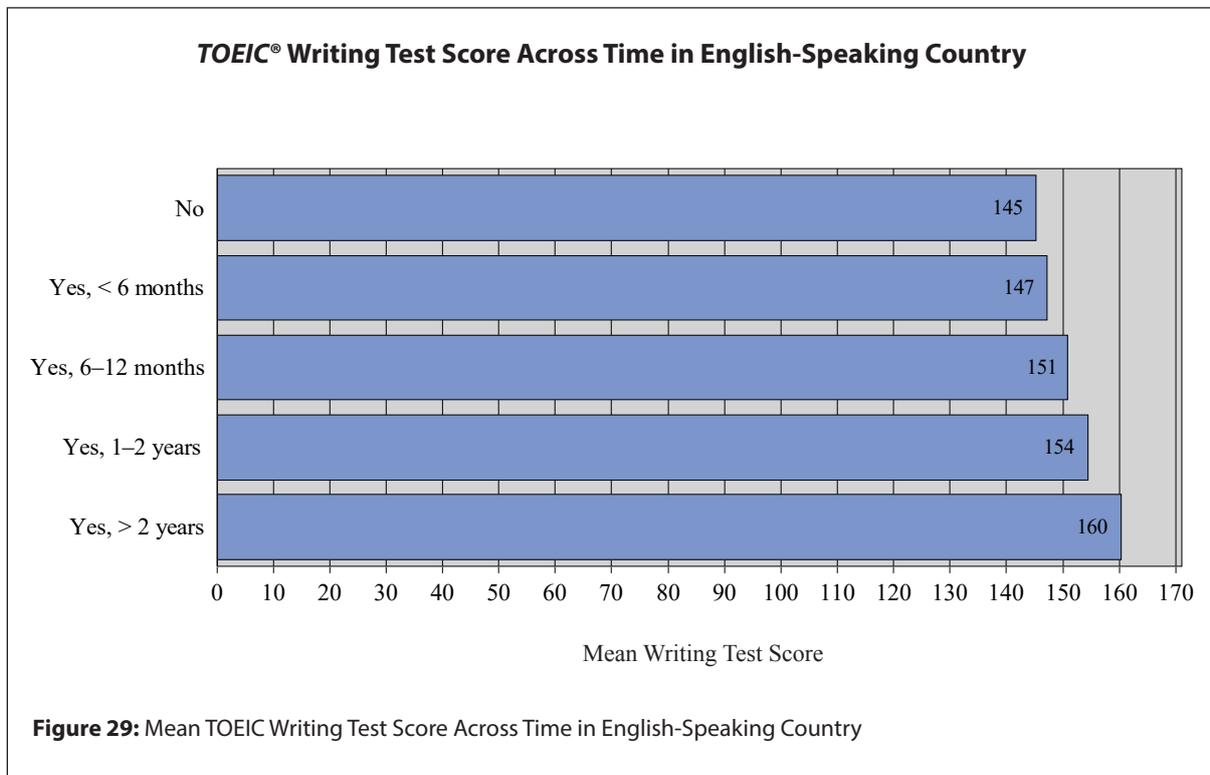
The majority of test takers in Panama (76%), Vietnam (64%), and El Salvador (62%) reported that difficulty with English “Almost never” affected their communication.



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 19% 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-three percent indicated that they had never spent time in an English-speaking country.

The United States (77%) and Singapore (58%) had the highest percentage of test takers that spent more than two years in an English-speaking country.



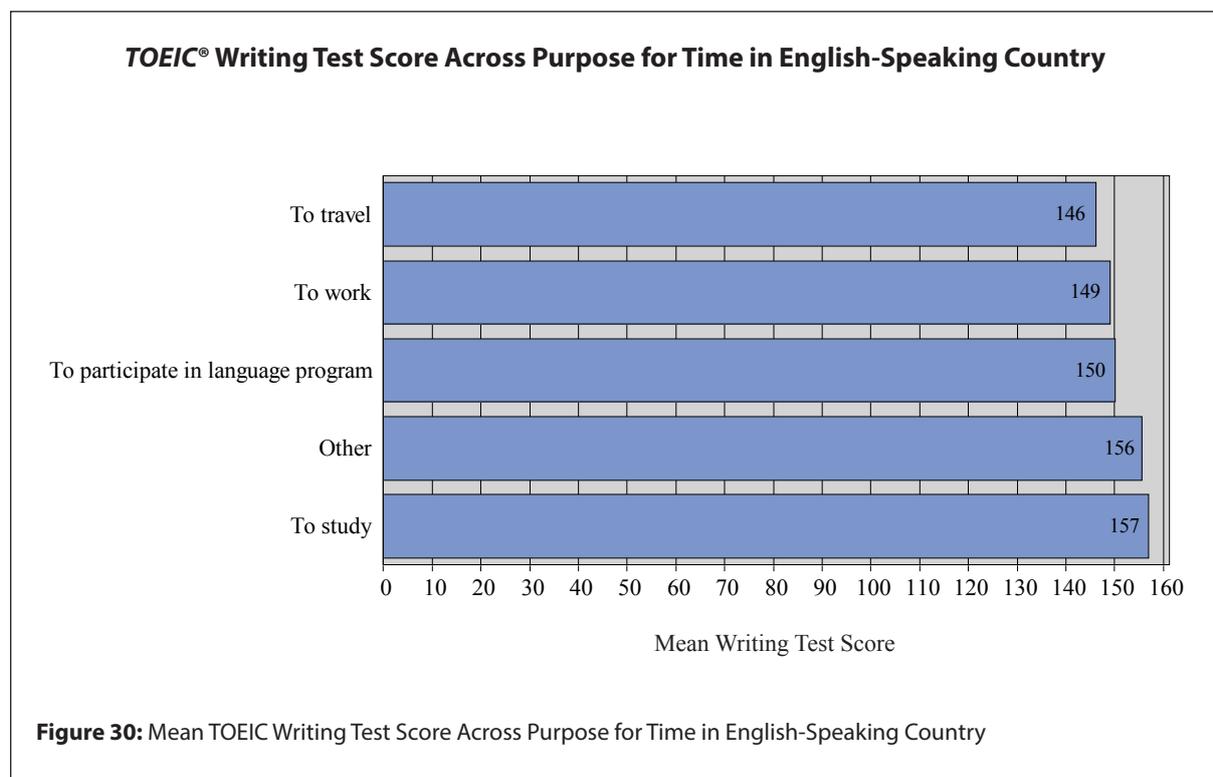
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 48% indicated that their purpose was to study or to participate in a language program.

In Jordan and China, 54% and 53% of test takers, respectively, indicated that their purpose was to study. A high percentage of test takers in the Philippines (42%) spent time in an English-

speaking country for travel purposes. The highest percentage of test takers in the United States (88%) indicated that they spent time in an English-speaking country to work.

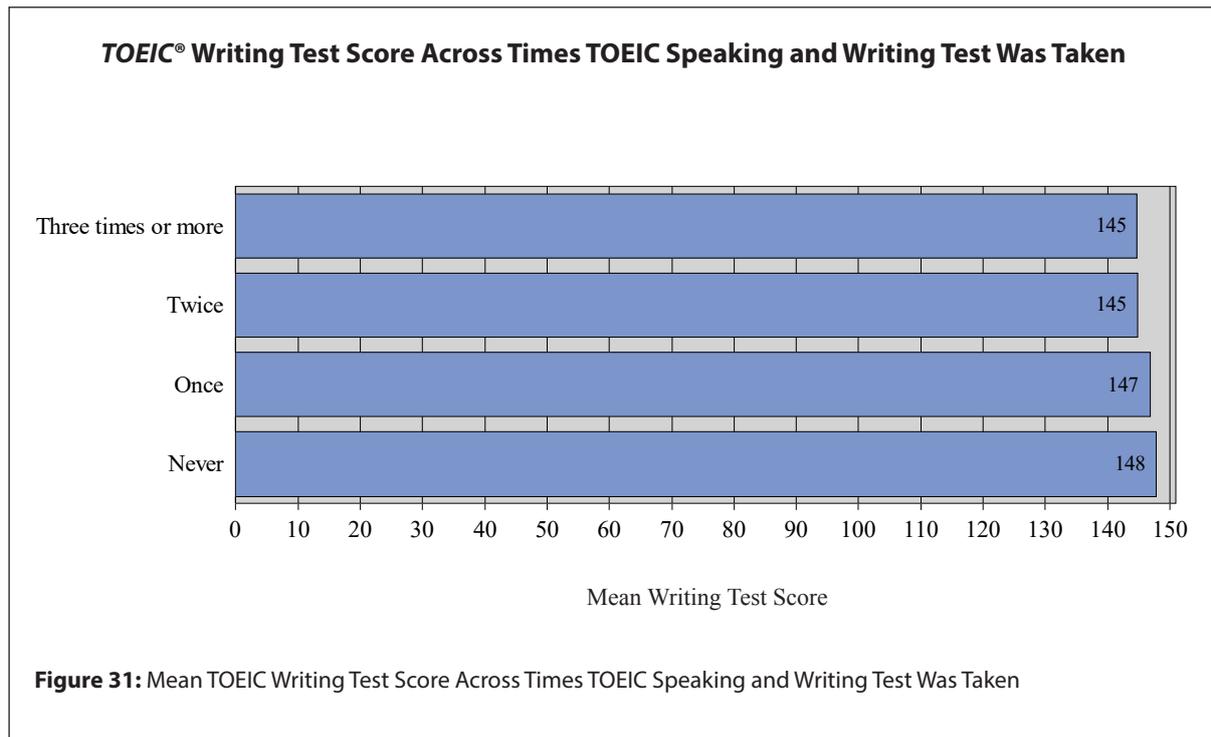
More females (24%) than males (17%) indicated that their purpose was to participate in a language program. More males (28%) than females (14%) indicated that their purpose was to work.



TOEIC® Writing Test-Taking Experience

The percentage of test takers who had previously taken the TOEIC® Writing test varied widely across countries, from a low of 1% in El Salvador to a high of 78% in Indonesia.

Overall, more females (70%) than males (63%) reported that they had never taken the TOEIC Writing test before. More males (12%) than females (7%) had taken the test three times or more.

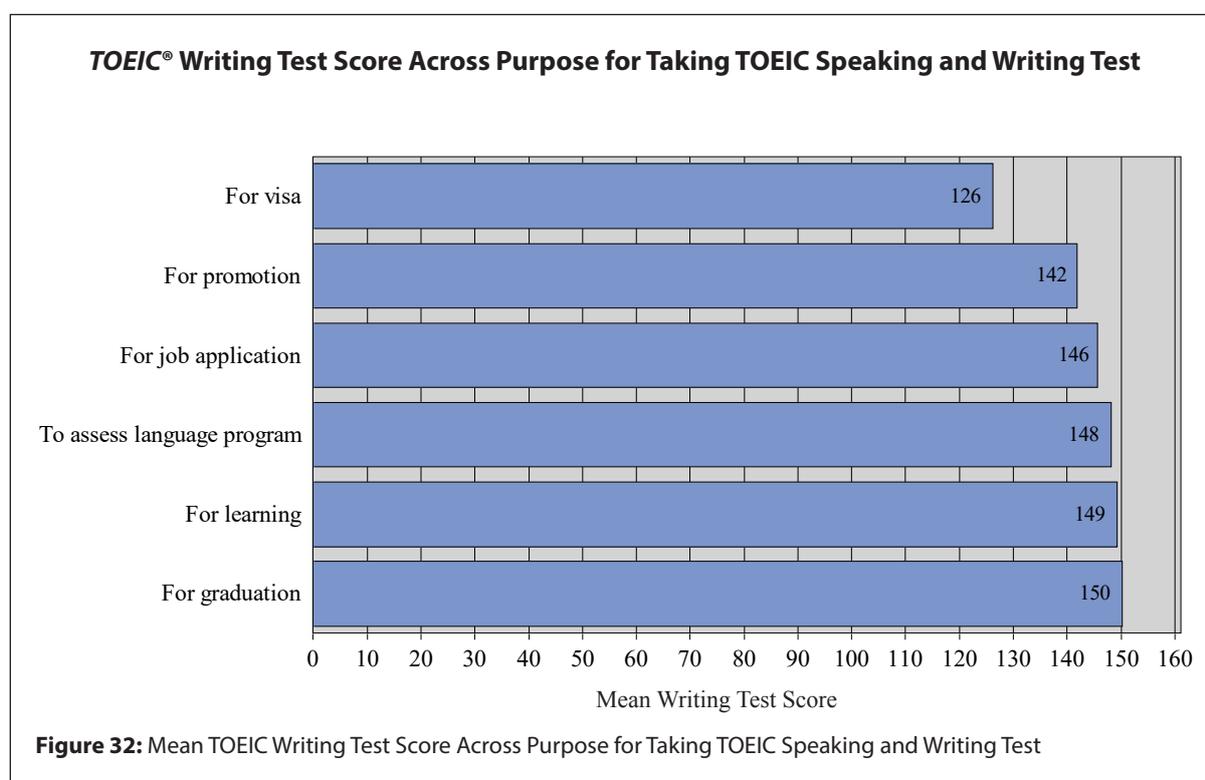


Purpose for Taking the *TOEIC*® Writing Test

High percentages of test takers indicated that their purpose for taking the *TOEIC*® Writing test was for learning (27%), job application (30%), and graduation (21%). Many test takers in South Korea (45%) indicated that they took the *TOEIC* Writing test for promotion. Many test takers in Panama (75%), Vietnam (72%), Jordan (63%), and El Salvador (57%) took the test for job application.

Sixty percent of test takers in Singapore took the test for learning purposes.

More males (16%) took the test for promotion purposes than females (11%). More females (30%) took the test for job application purposes than males (26%).



Relationship Between *TOEIC*® Speaking and Writing Test Scores

The correlation between the *TOEIC*® Speaking test and the *TOEIC*® Writing test was about 0.78 based on test takers who took both tests. (Appendix C presents the correlations between Speaking and Writing across regions). This level of correlation

indicates that the two measures are moderately related. Both the Speaking and the Writing tests measure test takers’ proficiencies in using English in business communications, but each measures a unique set of language skills.

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 B1

Response Rates to Each Background Question Based on TOEIC® Speaking Test Population in 2021

| Background Questions | Response Rate |
|--|---------------|
| 1. Education | 89% |
| 2. Major | 85% |
| 3. Current Status | 89% |
| 4. Type of Industry | 99% |
| 5. Type of Job | 99% |
| 6. Years Spent Studying English | 88% |
| 7. Language Skills Most Emphasized | 88% |
| 8. Time Spent Daily Using English | 88% |
| 9. English Language Skills Used Most Often | 87% |
| 10. Difficulty With English Communication | 87% |
| 11. Time in English-Speaking Country | 87% |
| 12. Purpose for Time in English-Speaking Country | 100% |
| 13. Times TOEIC Speaking and Writing Test Was Taken | 88% |
| 14. Purpose for Taking TOEIC Speaking and Writing Test | 88% |

***Note:** Given the nature of background questions 4, 5, and 12 (i.e., not applicable to all test takers), the response rates for these questions are based on smaller samples than the samples for other questions.

APPENDIX B2

Response Rates to Each Background Question Based on TOEIC® Writing Test Population in 2021

| Background Questions | Response Rate |
|--|---------------|
| 1. Education | 65% |
| 2. Major | 59% |
| 3. Current Status | 65% |
| 4. Type of Industry | 98% |
| 5. Type of Job | 96% |
| 6. Years Spent Studying English | 61% |
| 7. Language Skills Most Emphasized | 61% |
| 8. Time Spent Daily Using English | 61% |
| 9. English Language Skills Used Most Often | 61% |
| 10. Difficulty With English Communication | 61% |
| 11. Time in English-Speaking Country | 61% |
| 12. Purpose for Time in English-Speaking Country | 99% |
| 13. Times TOEIC Speaking and Writing Test Was Taken | 65% |
| 14. Purpose for Taking TOEIC Speaking and Writing Test | 65% |

***Note:** Given the nature of background questions 4, 5, and 12 (i.e., not applicable to all test takers), the response rates for these questions are based on smaller samples than the samples for other questions.

APPENDIX C

Correlations Between *TOEIC*® Speaking and Writing Test Scores by Region

| Regions | Correlations |
|---------------|--------------|
| Asia | 0.78 |
| Europe | 0.65 |
| North America | 0.80 |
| South America | 0.74 |



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