



toeic

2023

Report on
Test Takers
Worldwide

TOEIC®

SPEAKING
&
WRITING

TESTS

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The TOEIC® Speaking and Writing Background Questionnaire

The TOEIC® Speaking and Writing 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 Speaking and Writing Background Questionnaire before taking the TOEIC Speaking and Writing tests.

The TOEIC Speaking and Writing Background Questionnaire is presented in Appendix A.

This report is based on the information gathered from all test takers who completed the TOEIC Speaking and Writing Background Questionnaire administered in 2023.

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 2023

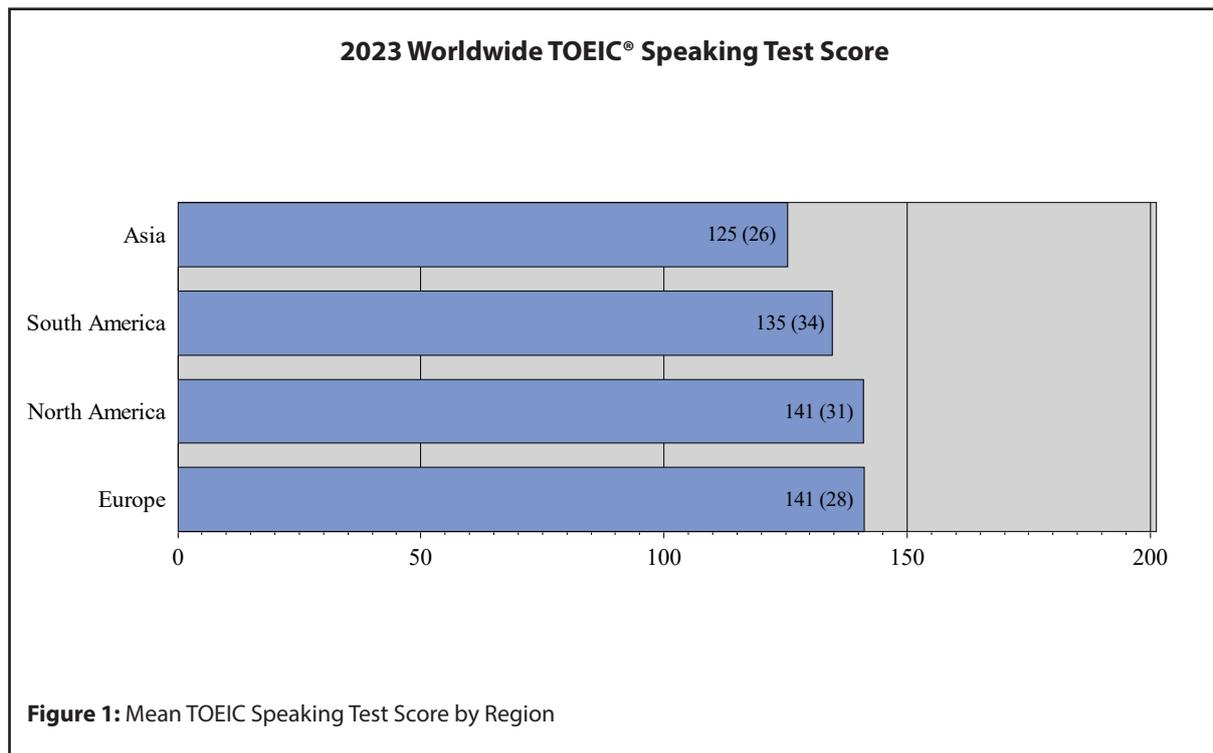
Background information was collected from all test takers who took the TOEIC® Speaking test in 2023 (including test takers who took both the TOEIC Speaking test and the TOEIC® Writing test and those who only took the TOEIC Speaking test), through either the Public Testing Program or the Institutional 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.

- 54% of test takers were male;
- Most test takers (70%) had an undergraduate degree as their highest level of education or were pursuing one;
- 39% of test takers majored in engineering while 20% and 13% majored in liberal arts and business-related majors, respectively;
- 33% of test takers were full-time students, while 45% were employed full-time;
- Among those employed, 39% of test takers worked in the manufacturing industry and 22% of test takers worked in the service industry;
- 22% of test takers worked in clerical/administrative positions and 15% worked in management positions;
- 78% of test takers had spent more than 6 years studying English;
- 37% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 37% 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;
- 47% of test takers indicated that they “sometimes” had difficulty with English communication;
- 63% of test takers had never spent time in a native English-speaking country;
- 39% of test takers indicated travel as their purpose for time spent in English-speaking countries and 26% of test takers indicated participating in language programs as their purpose;
- 42% of test takers who took the TOEIC Speaking test in 2023 had never taken the test before, and 24% had previously taken the test three or more times;
- 50% of test takers had taken the TOEIC Speaking test for job application and 20% 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)*
BRAZIL	144	(21)
CHILE	117	(39)
CHINA	115	(28)
COLOMBIA	147	(31)
COSTA RICA	144	(31)
EL SALVADOR	126	(25)
FRANCE	145	(26)
GERMANY	161	(29)
HONG KONG	101	(40)
INDONESIA	111	(39)
ITALY	148	(23)
JAPAN	114	(32)
KOREA, SOUTH	127	(23)
MEXICO	139	(29)
NETHERLANDS	137	(23)
PHILIPPINES	157	(21)
SINGAPORE	123	(25)
SPAIN	136	(29)
TAIWAN	143	(23)
THAILAND	102	(33)
UNITED STATES	125	(58)
VIETNAM	118	(25)

*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® Speaking and Writing Background Questionnaire.

Table 2: Mean TOEIC® Speaking Performance by Demographic Categories

		% of Test Takers	Speaking	
			Mean	(SD)*
Gender	Female	46.3	131	(25)
	Male	53.7	125	(25)
Education	Elementary school	3.2	116	(27)
	Junior high school	0.4	116	(33)
	High school	3.2	121	(31)
	Vocational school	0.4	116	(29)
	Vocational school after high school	0.5	114	(32)
	Community college	5.6	116	(28)
	Undergraduate college	70.3	129	(23)
	Graduate school	12.4	129	(23)
	Language institution	4.1	126	(24)
Major	Liberal arts	19.7	131	(26)
	Social studies	6.7	134	(23)
	Business related	13.1	133	(24)
	Sciences	7.3	127	(23)
	Health related	3.0	131	(24)
	Engineering	38.7	124	(22)
	Other	11.5	124	(27)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Current Status	Full time employee	44.8	125	(25)
	Part time employee	5.6	128	(28)
	Not employed	16.6	131	(22)
	Full time student	33.0	130	(24)

Type of Industry	Agriculture	6.4	115	(28)
	Construction	3.3	122	(25)
	Manufacturing-Food	2.0	123	(30)
	Manufacturing-Pharmaceuticals	1.6	129	(25)
	Manufacturing-Chemicals	4.5	123	(22)
	Manufacturing-Fabric	0.2	123	(27)
	Manufacturing-Petroleum	0.6	127	(27)
	Manufacturing-Metals	2.3	126	(26)
	Manufacturing-Machinery	6.5	120	(23)
	Manufacturing-Electronic	10.6	121	(22)
	Manufacturing-Vehicles	3.6	121	(26)
	Manufacturing-Glass	0.1	119	(29)
	Manufacturing-Clothing	0.7	132	(28)
	Manufacturing-Other	5.9	119	(26)
	Service-Education (High school or below)	2.7	143	(26)
	Service-Education (College or above)	1.5	141	(26)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	1.1	135	(23)
	Service-Foreign Affairs	0.3	140	(25)
	Service-Armed forces	2.0	130	(23)
	Service-Health	2.4	131	(23)
	Service-Traveling	4.1	129	(25)
	Service-Other	7.8	129	(25)
	Public Utility Production	2.9	128	(22)
	Mass Media	1.0	135	(26)
	Telecommunication	3.3	124	(21)
	Retail/Wholesale	1.0	128	(28)
	Trading	2.3	132	(28)
	Finance	3.6	132	(24)
	Insurance	0.4	128	(27)
	Real Estate	0.3	130	(25)
	Transportation	1.3	131	(27)
Other	13.6	124	(27)	
Type of Job	Management	14.5	124	(27)
	Scientific/Technical Professionals	13.8	123	(23)
	Teaching/Training	4.1	142	(28)
	Professional Specialist	2.9	133	(26)
	Technician	13.9	120	(24)
	Marketing/Sales	6.9	128	(26)
	Clerical/Administrative	21.9	125	(25)
	Services	9.6	129	(24)
	Other	12.4	125	(27)
Years Spent Studying English	<= 4 years	12.6	115	(28)
	> 4–6 years	9.5	123	(25)
	> 6–10 years	22.3	126	(23)
	> 10 years	55.6	132	(23)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	9.1	121	(27)
	Reading	4.5	126	(26)
	Speaking	18.1	127	(23)
	Writing	0.7	129	(31)
	Listening and Speaking	28.1	126	(23)
	Reading and Writing	2.2	132	(28)
	Listening, Reading, Speaking and Writing	37.2	131	(24)
Time Spent Daily Using English	None	10.4	121	(27)
	1–10%	37.1	125	(24)
	11–20%	29.7	128	(23)
	21–50%	16.6	133	(24)
	51–100%	6.2	139	(27)
English-Language Skills Used Most Often	Listening	13.1	124	(27)
	Reading	23.0	128	(24)
	Speaking	13.3	126	(24)
	Writing	2.7	126	(27)
	Listening and Speaking	19.3	127	(24)
	Reading and Writing	9.9	130	(24)
	Listening, Reading, Speaking and Writing	18.8	131	(25)
Difficulty with English Communication	Almost never	8.4	130	(33)
	Seldom	14.3	136	(26)
	Sometimes	46.6	130	(22)
	Frequently	21.1	123	(21)
	Almost always	9.6	115	(25)

*SD = Standard Deviation

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

	% of Test Takers	Speaking	
		Mean	(SD)*
Time in English-Speaking Country	No	63.2	125 (24)
	Yes, < 6 months	22.1	129 (23)
	Yes, 6–12 months	6.5	134 (23)
	Yes, 1–2 years	3.2	141 (24)
	Yes, > 2 years	5.0	146 (27)
Purpose for Time in English-Speaking Country	To study	12.5	149 (26)
	To participate in language program	25.5	135 (22)
	To travel	38.6	128 (22)
	To work	15.5	125 (24)
	Other	7.9	141 (28)
Times TOEIC® Speaking and Writing Test Was Taken	Never	42.2	128 (27)
	Once	22.2	129 (24)
	Twice	11.4	128 (23)
	Three times or more	24.2	125 (22)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	50.2	130 (23)
	For promotion	19.9	121 (25)
	To assess language program	4.9	129 (25)
	For learning	11.8	130 (26)
	For graduation	13.2	127 (25)
	For visa	0.0	135 (30)

*SD = Standard Deviation

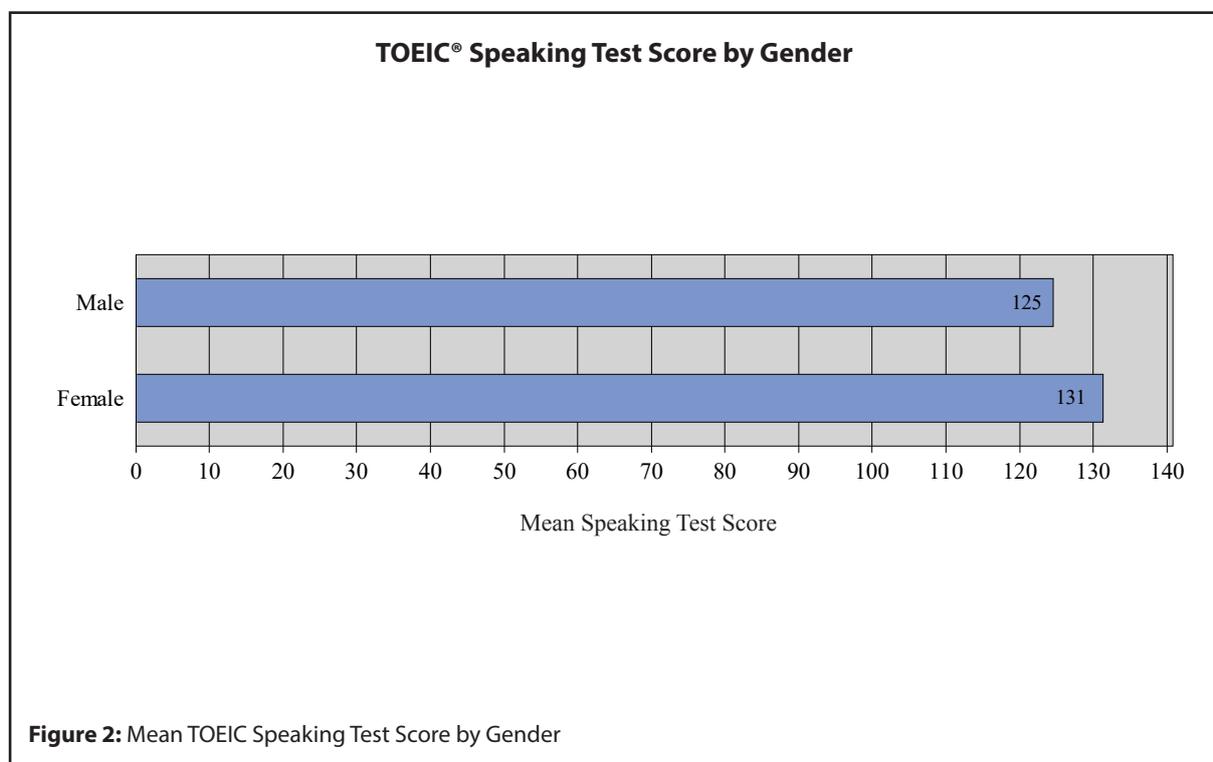
**Note: Percent of test takers taking the test for visa is rounded from 0.0334.

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 China (77%), Chile (68%), Singapore (63%), Indonesia (61%), the Philippines (57%), South Korea (54%), and Japan and Mexico (53% each).

In some countries, however, there was a higher proportion of female than male test takers. These countries included Brazil (86%), Hong Kong (68%), El Salvador (66%), and the Netherlands and Costa Rica (64% each).

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

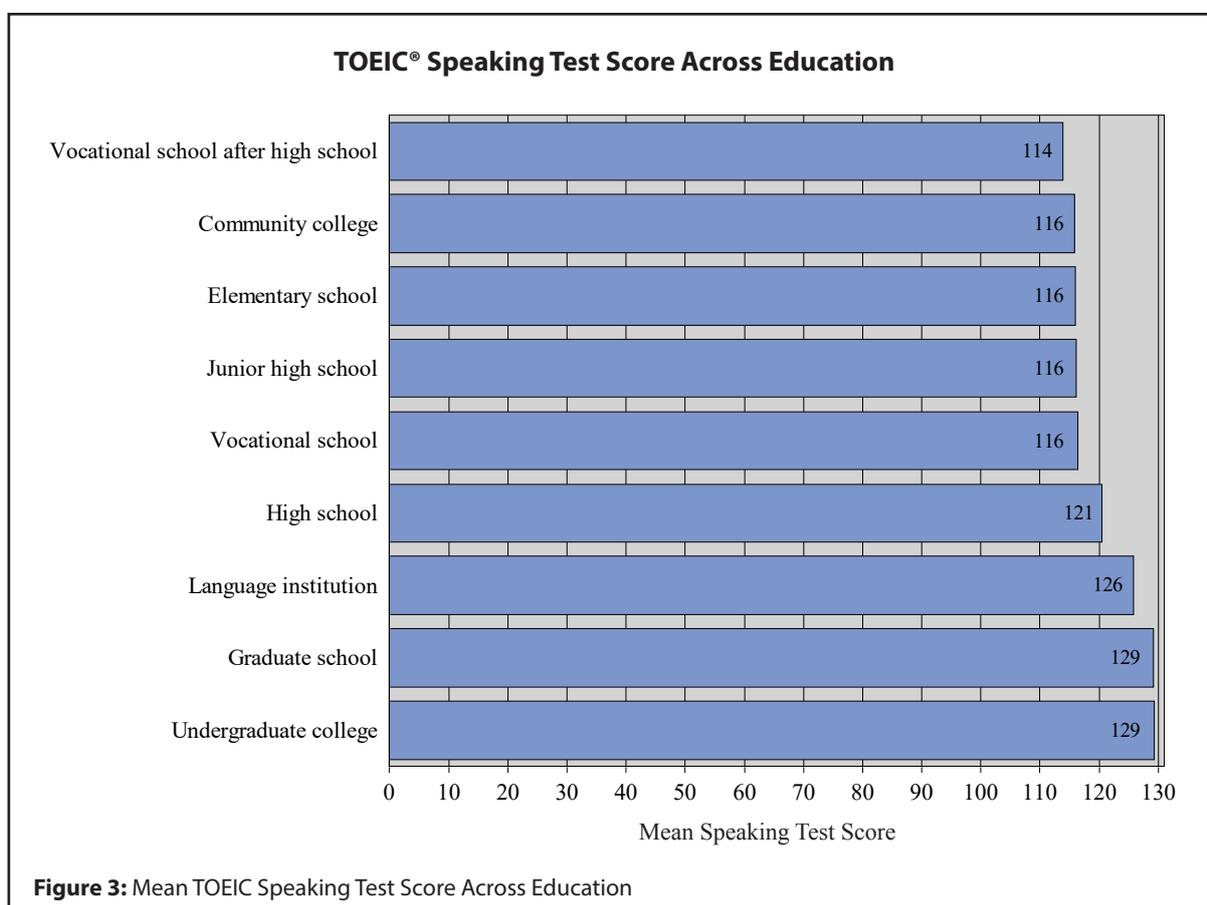


Education

The majority of test takers (70%) held an undergraduate degree as their highest level of education or were pursuing an undergraduate degree at the time that they answered the Background Questionnaire. A similar percentage of women (70%) and men (71%) held or were pursuing an undergraduate degree as their highest level of education. Slightly more men (14%) than women (10%) 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 South Korea (74%), the Philippines (73%), and Japan (61%) had the highest proportion of test takers holding or pursuing an undergraduate degree, while China (43%) and France (40%) had the largest proportion of test takers holding or pursuing a graduate degree. El Salvador (100%) and Vietnam (69%) had the highest proportions of test takers with an elementary school education.

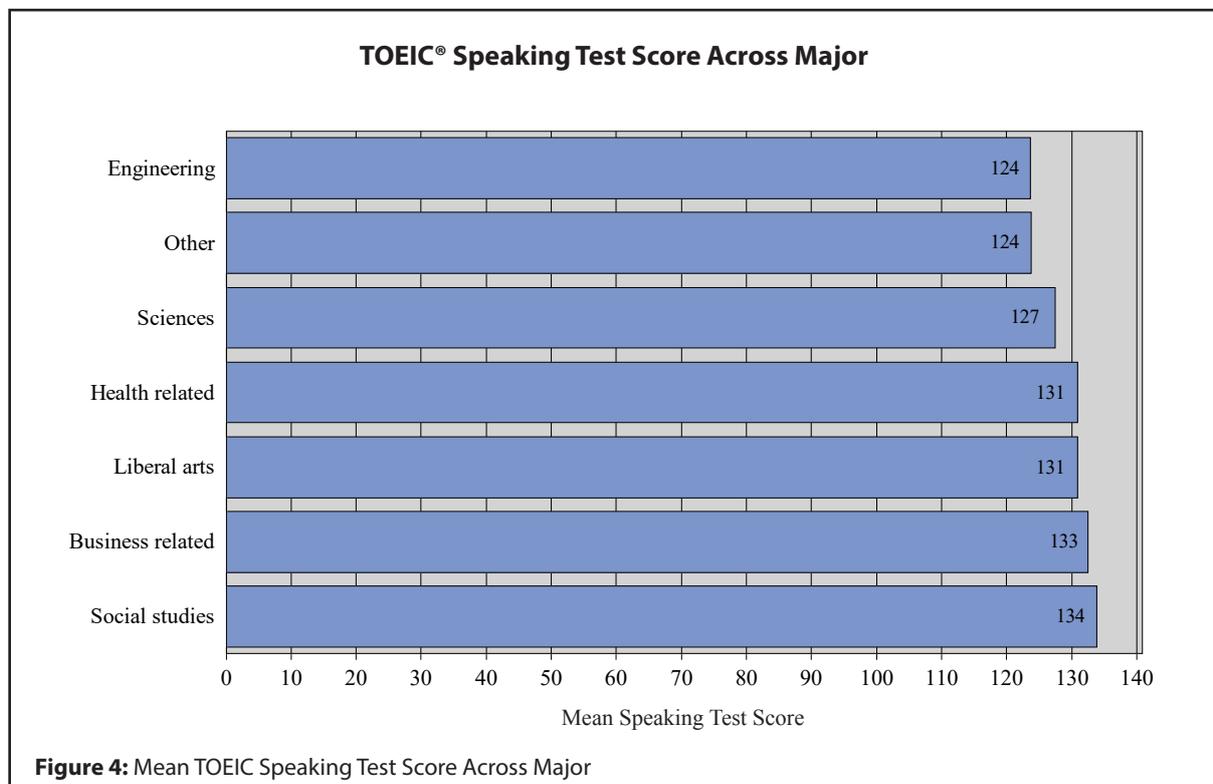


Academic Major

The largest percentage of TOEIC® Speaking test takers majored in engineering (39%). China (44%) and South Korea (43%) had the highest percentages of test takers with an engineering major. Liberal arts (20%) and business-related majors (13%) were the second and third most popular majors. Colombia (100%), El Salvador (100%), and Vietnam (75%) had the highest percentages of test takers in liberal arts majors.

Countries with a high percentage of test takers with business-related majors included Chile (50%), Spain (36%), and Germany and France (33% each).

Across all test takers, more females (30%) majored in liberal arts than males (11%), and more males (56%) majored in engineering than females (19%).

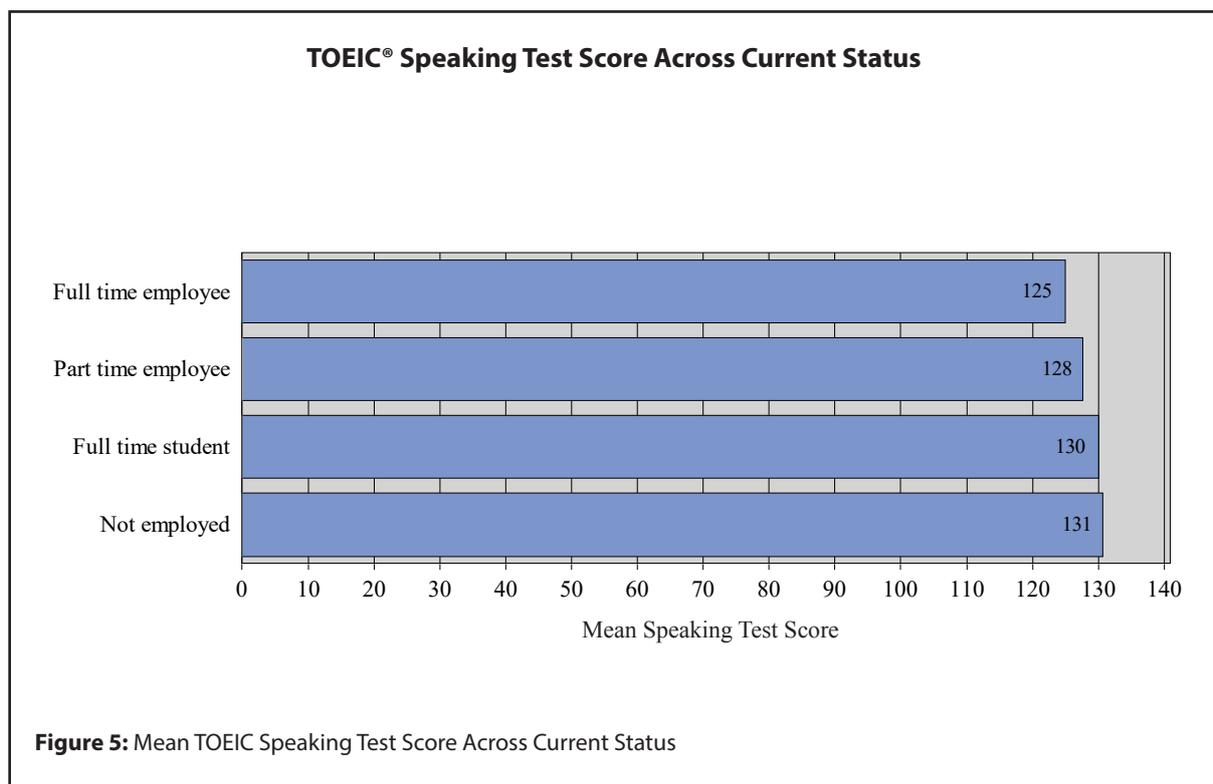


Employment Status

Overall, the majority of TOEIC® Speaking test takers were full-time employees (45%) or full-time students (33%). Countries such as Singapore and Thailand (96% each), China (93%), Vietnam (92%), Indonesia (89%), Chile (81%), Hong Kong (80%), Mexico (79%), Brazil (71%), Costa Rica (63%), and Japan (60%) had a high proportion of full-time

employees. Countries such as the Philippines (78%) and El Salvador (72%) had the highest proportions of full-time students.

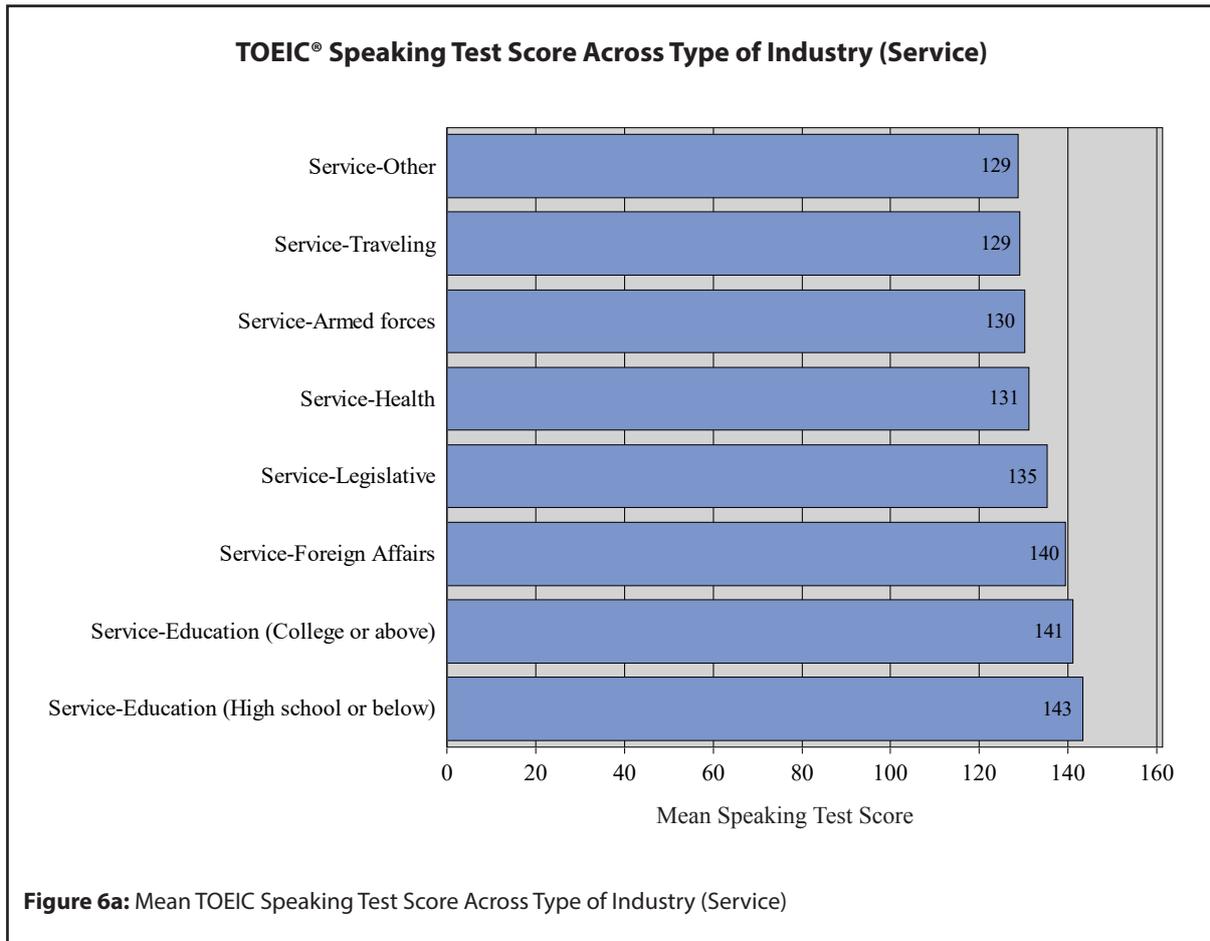
More males (52%) than females (37%) were full-time employees. More females (35%) than males (31%) were full-time students.



Type of Industry

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

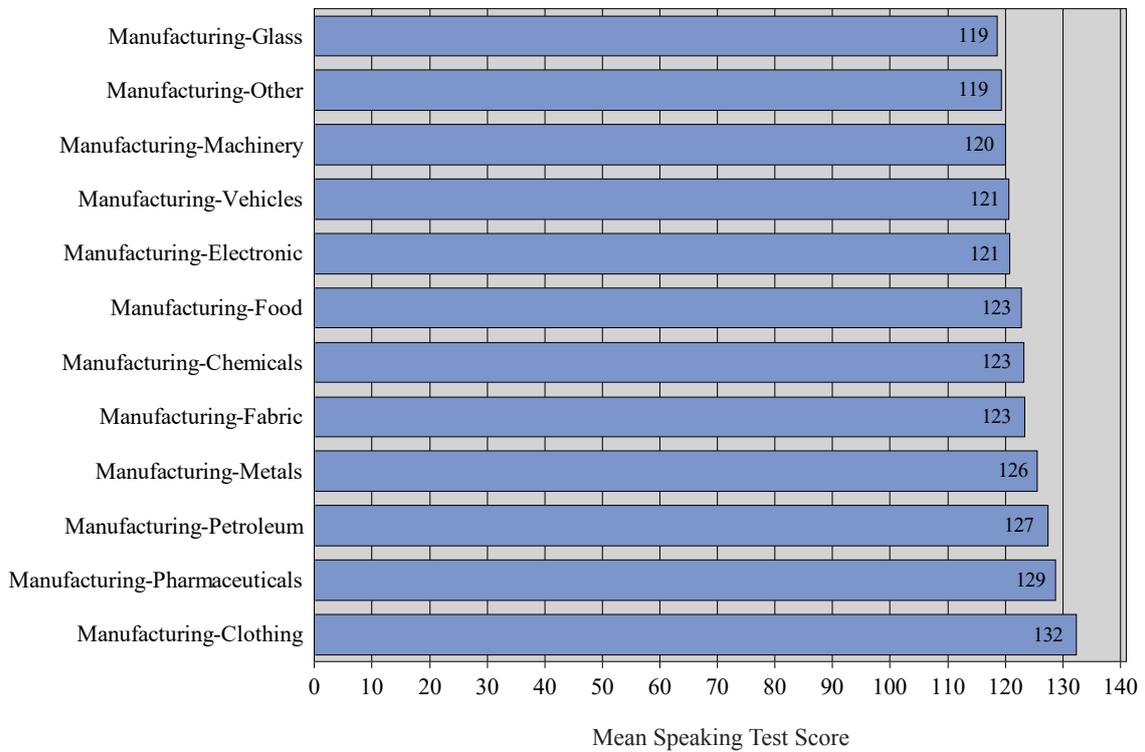


Figure 6b: Mean TOEIC Speaking Test Score Across Type of Industry (Manufacturing)

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

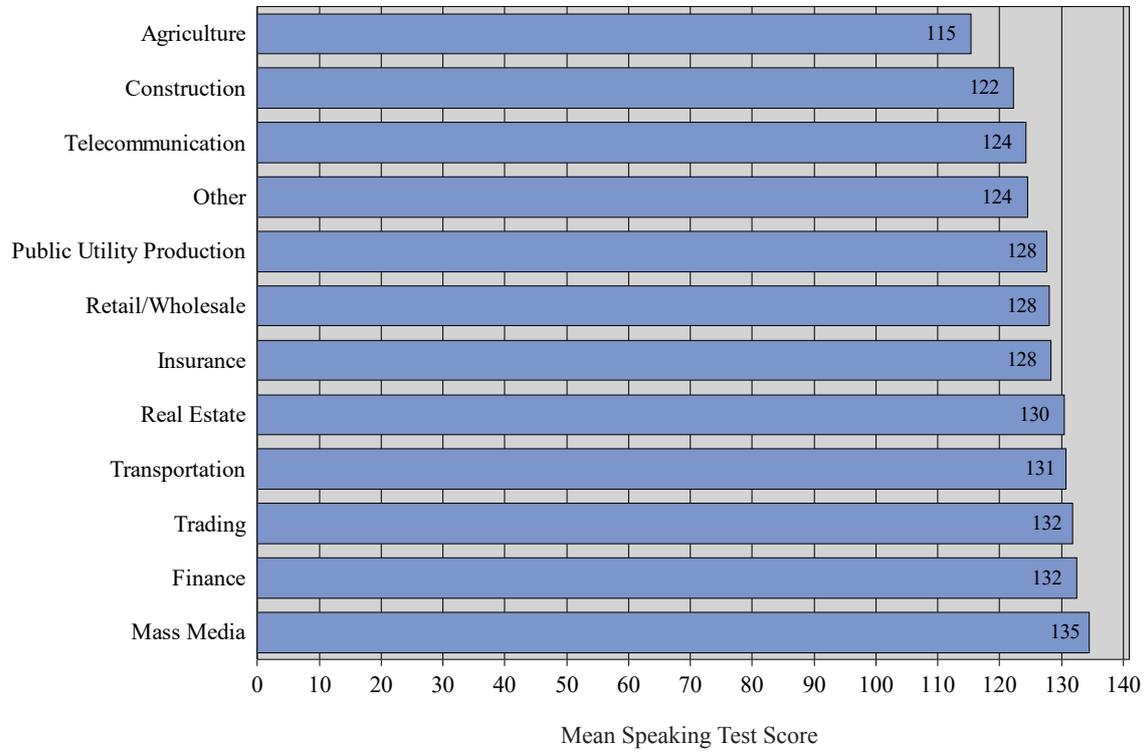


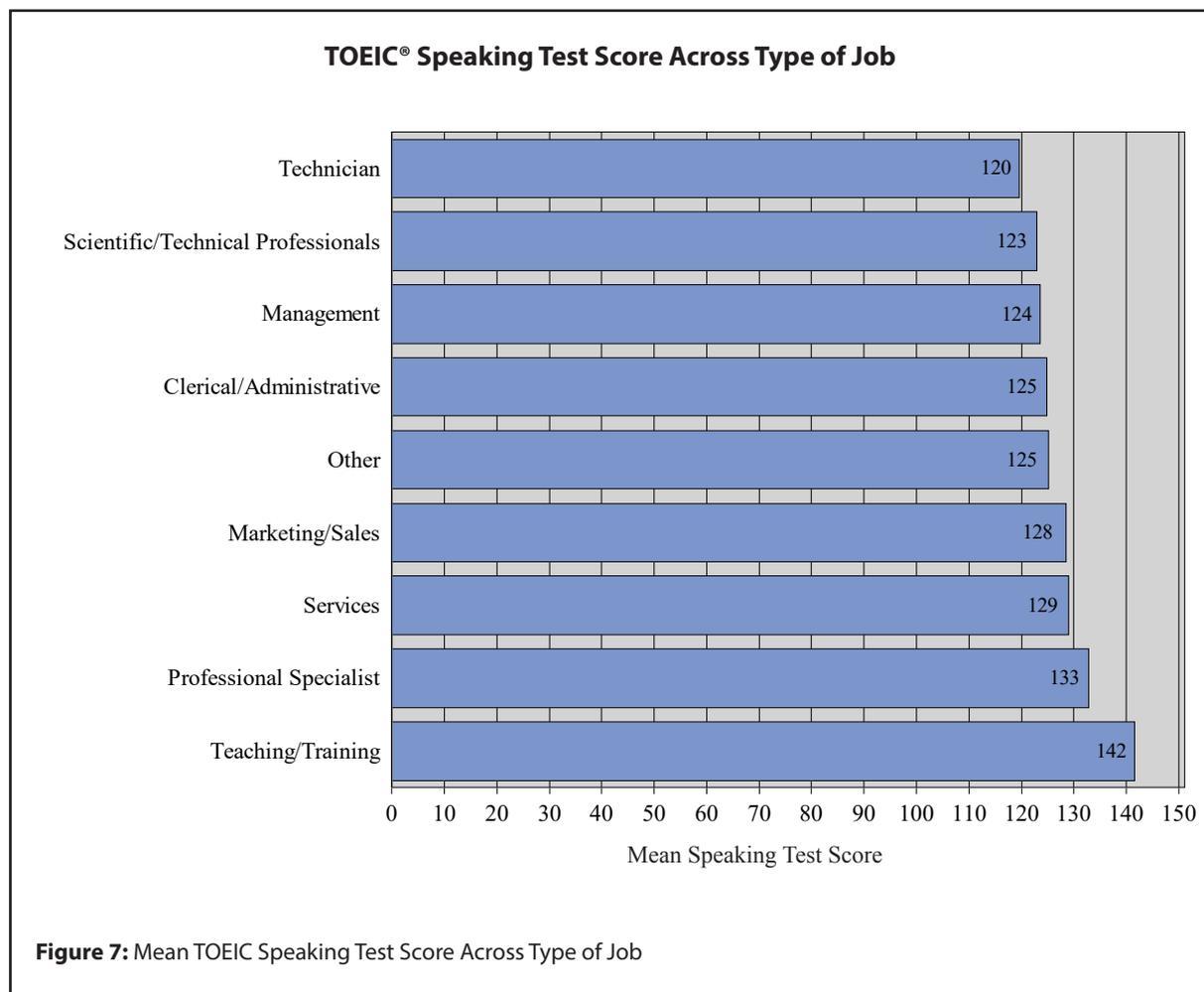
Figure 6c: Mean TOEIC Speaking Test Score Across Type of Industry (Other)

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 (27%) had the largest percentage of test takers working in clerical/administrative positions. Vietnam (80%) had a large proportion of test takers in management positions. A large percent of test takers in Costa Rica (50%) were teaching/training professionals.

Overall, more females (18%) worked in services positions than males (4%). More males (20%) worked in technician positions than females (5%). More males (18%) worked in scientific/technical positions than females (8%).



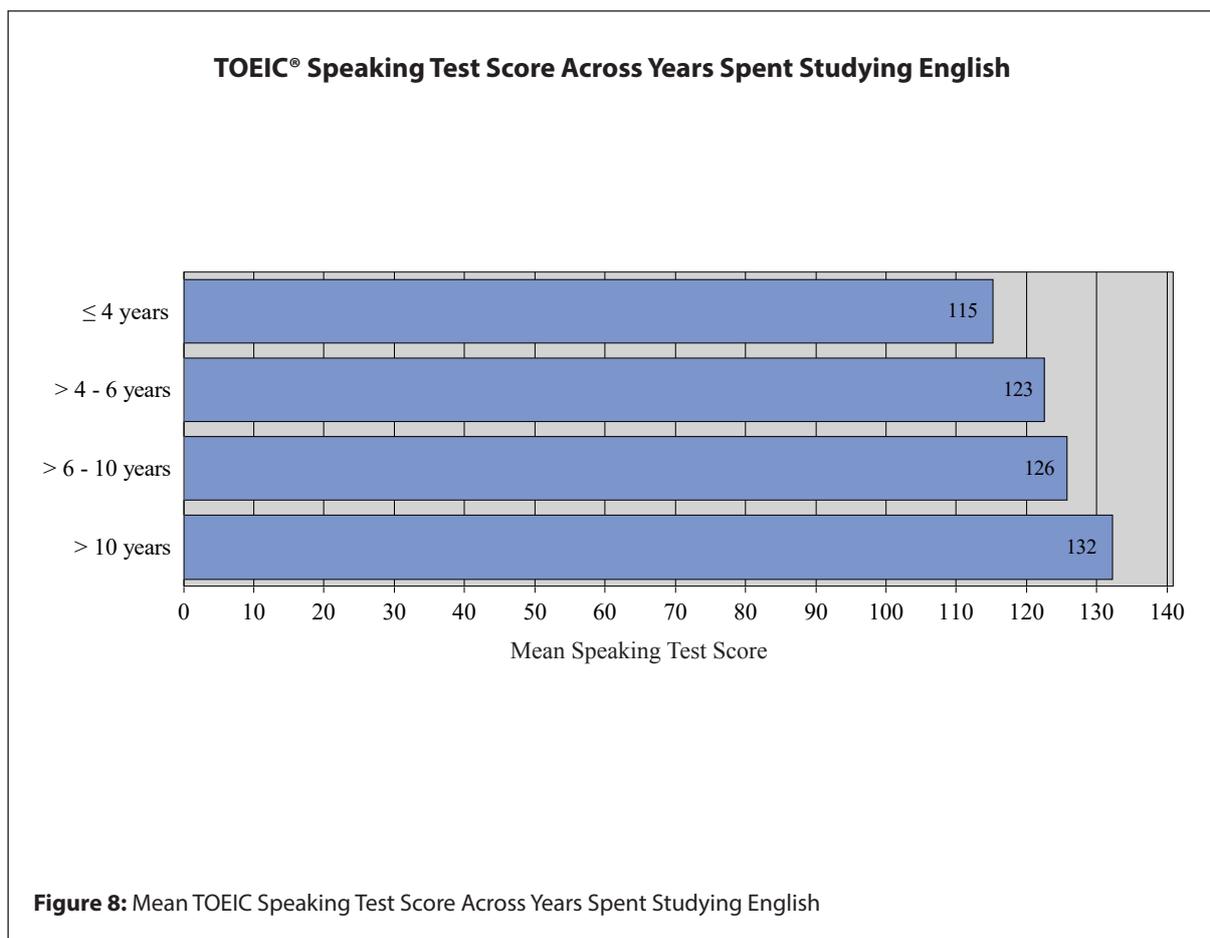
Years Spent Studying English

Seventy-eight percent of 2023 test takers indicated that they had studied English for more than six years.

Most test takers in El Salvador (99%) and Vietnam (82%) had studied English for no more than four years. In contrast, most test takers in Taiwan (66%), the Philippines (61%), Japan (60%) and South

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

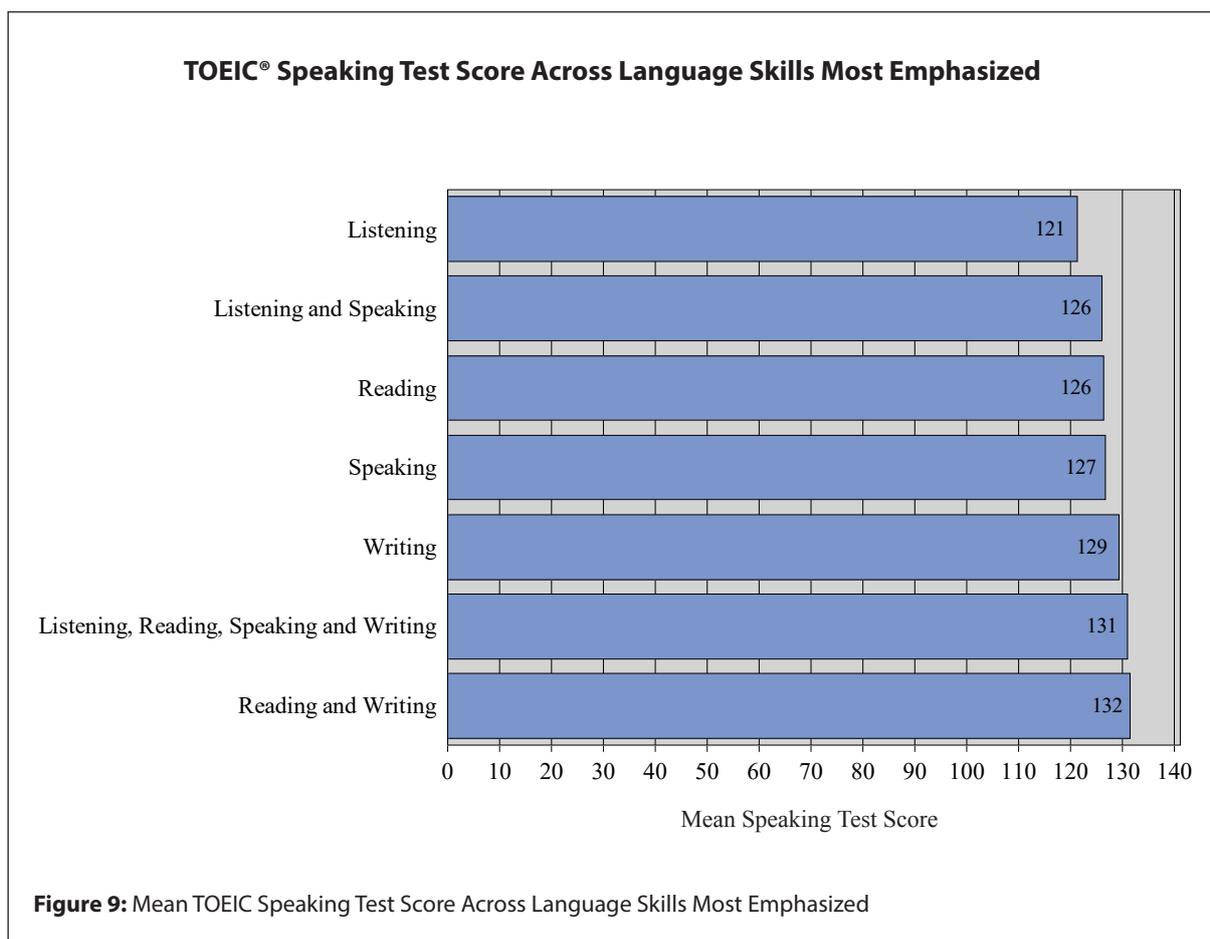
Overall, females (60%) had a higher percentage than males (52%) who had studied English for more than ten years.



Type of Language Skill Most Emphasized When Studying English

Overall, 37% 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 El Salvador (78%), South Korea (40%), and Taiwan (36%) indicated an emphasis on all four English language skills. Meanwhile, most test takers from Vietnam (80%), the Netherlands (41%), and Italy (34%) indicated an emphasis on the Listening skill only.

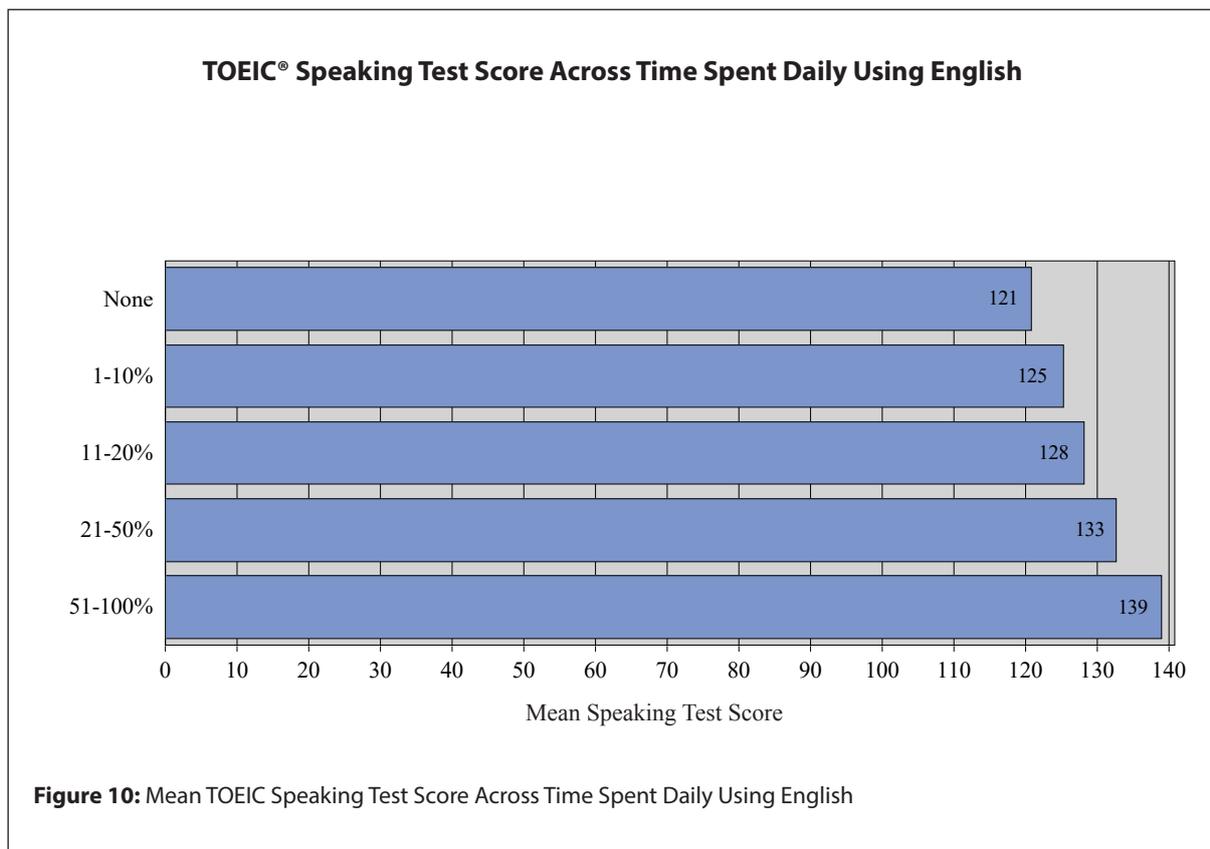


Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 37% 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

included Hong Kong (40%), Japan and South Korea (39% each), and China (38%).

Many test takers from Vietnam (75%) responded that they spent none of their daily life using English.

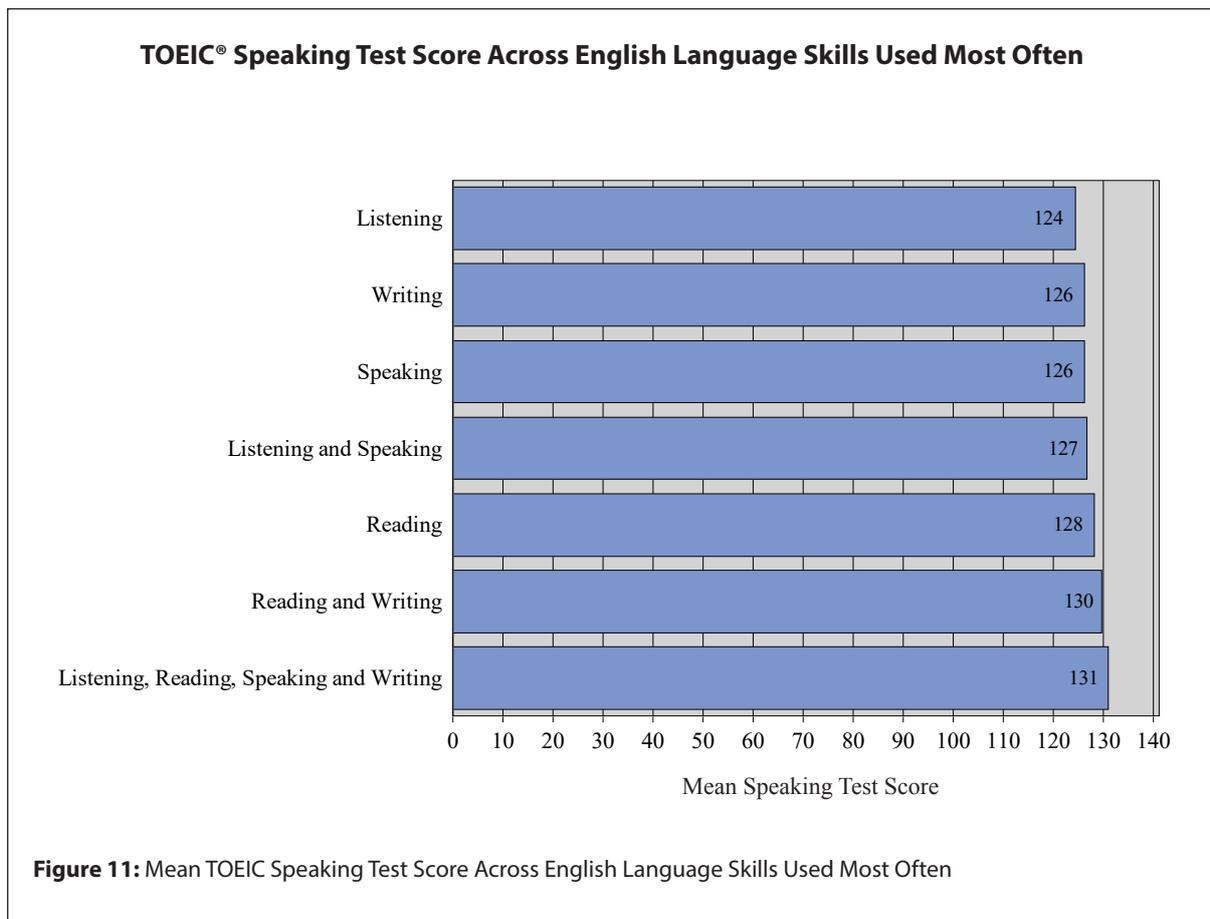


Most Frequently Used Language Skill

Nineteen percent of all test takers indicated that Listening and Speaking were the English language skills that they used most often. Nineteen percent used all four skills most often, and 23% of test takers used the skill of Reading most often. Listening was the most often used skill in Vietnam (80%), the Netherlands (40%) and Brazil (36%).

Reading was the most often used skill in Taiwan (35%) and China (34%).

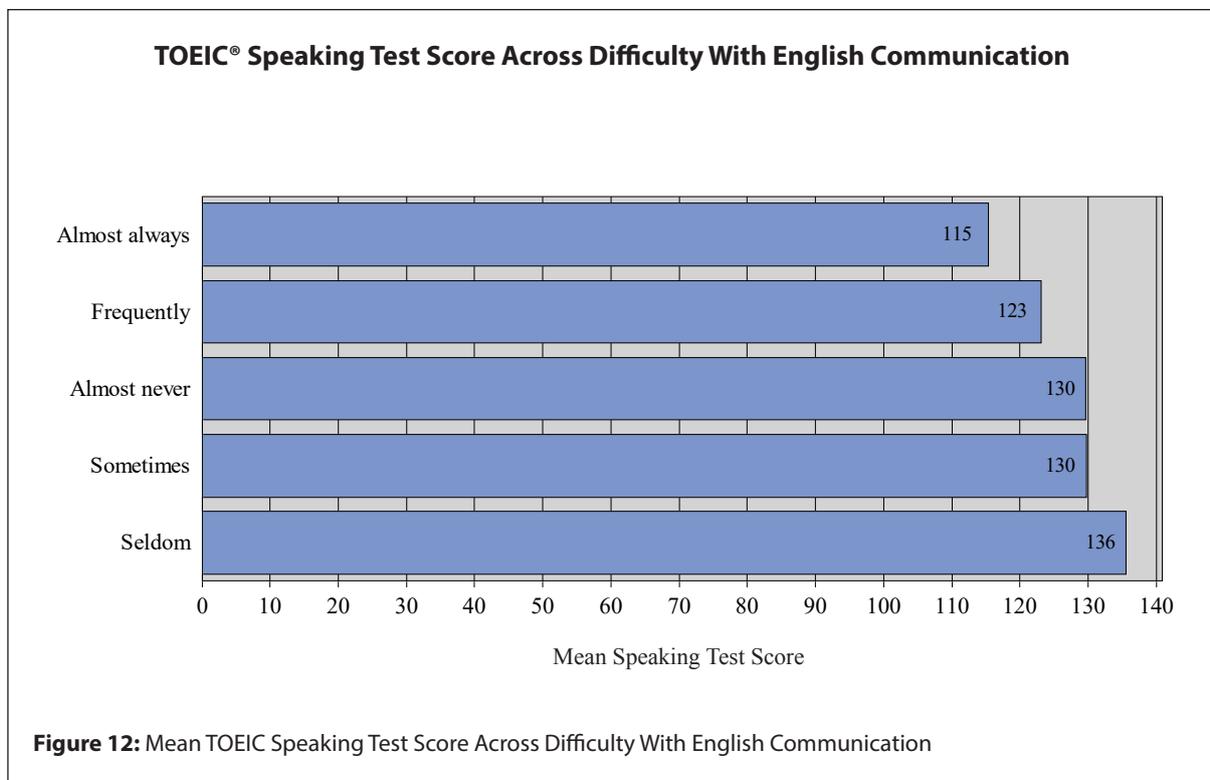
More females (22%) than males (17%) reported that they used both Listening and Speaking most often.



Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 47% of all test takers responded “Sometimes,” 21% responded that difficulty with English “Frequently” affected their ability to communicate, and 14% responded that difficulty with English “Seldom” affected their ability to communicate.

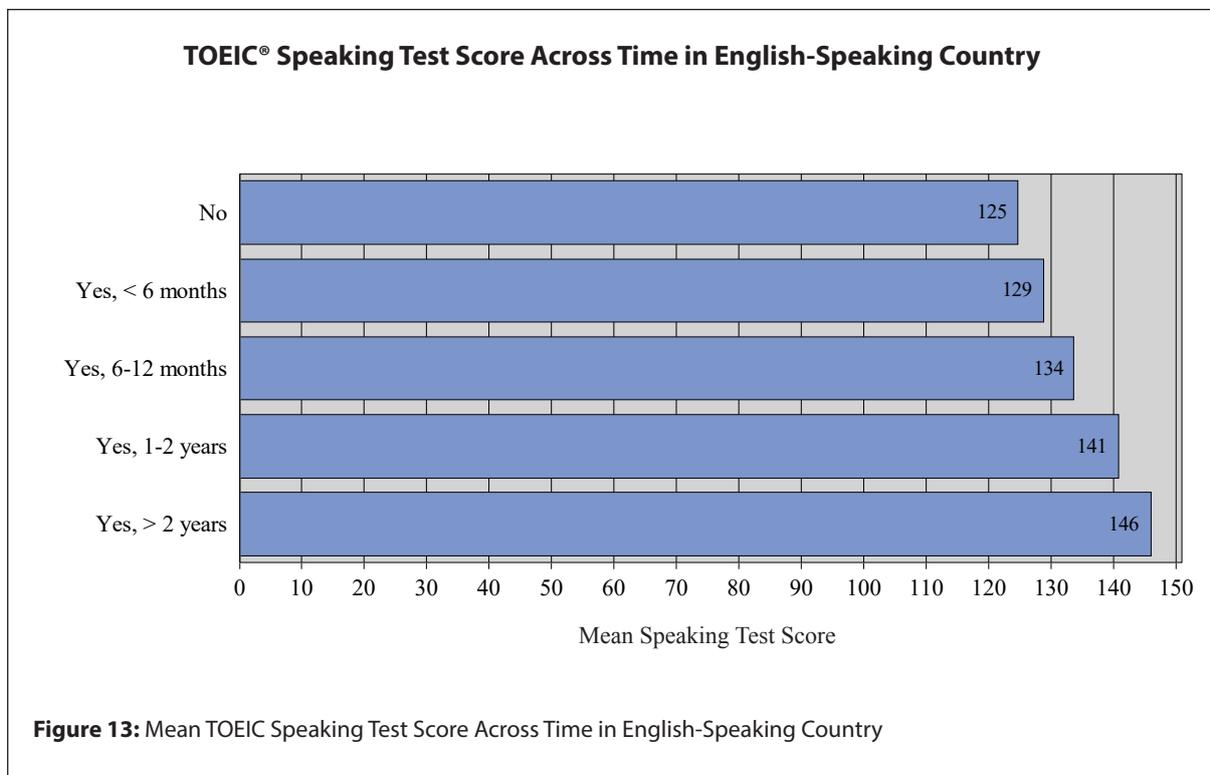
The majority of test takers in Vietnam (78%) indicated that difficulty with English “Almost never” had affected their ability to communicate.



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 15% 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.

Almost all test takers in Vietnam (98%), El Salvador (97%), the Philippines (91%), Brazil (89%), Costa Rica (88%), and Germany (86%) reported that they had never spent time in an English-speaking country. The United States (49%) had the highest percentage of test takers who spent more than two years in an English-speaking country.



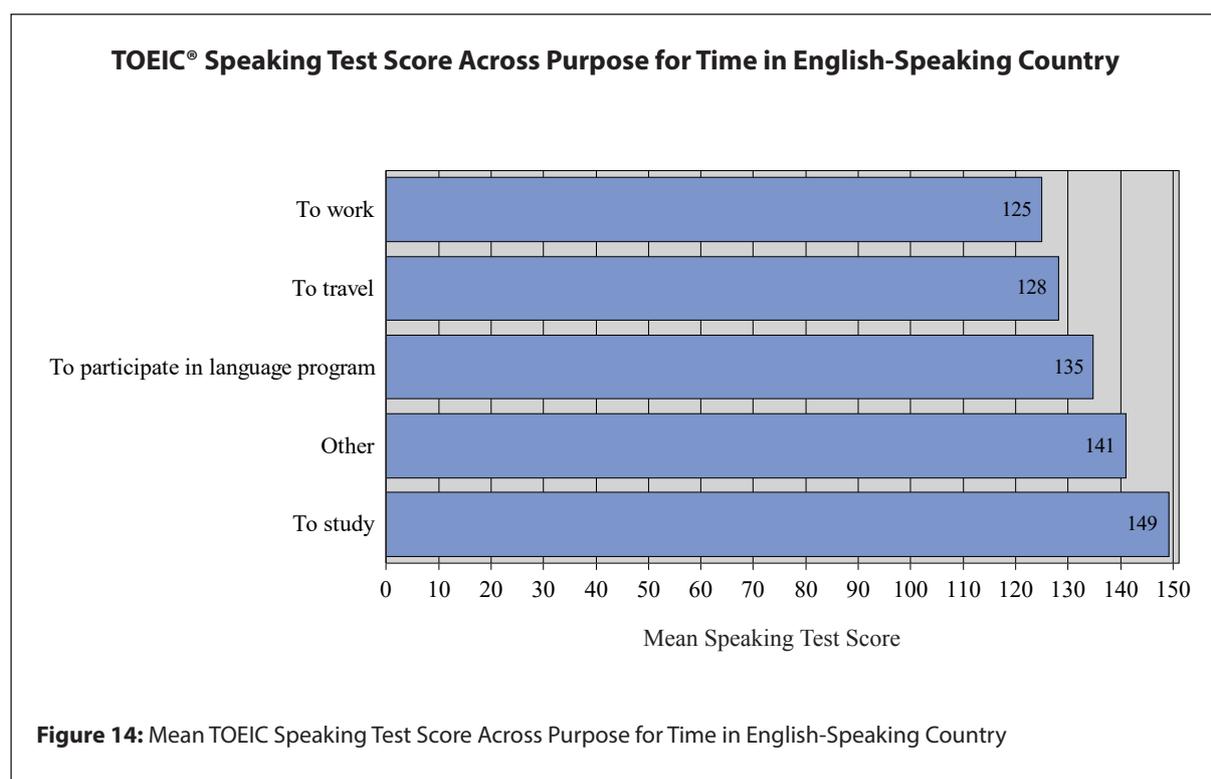
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 39% indicated travel as their purpose for spending time there. Twenty-six percent of test takers indicated they did so for the purpose of participating in a language program.

Many test takers in Singapore (77%), China (69%), Brazil (60%), and Indonesia (50%) indicated work as their purpose. Many test takers in El Salvador

(86%), and the Netherlands (44%) spent time in an English-speaking country to study. Many test takers in South Korea and the Philippines (42% each) 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 (21%) than females (8%) indicated that their purpose was to work.



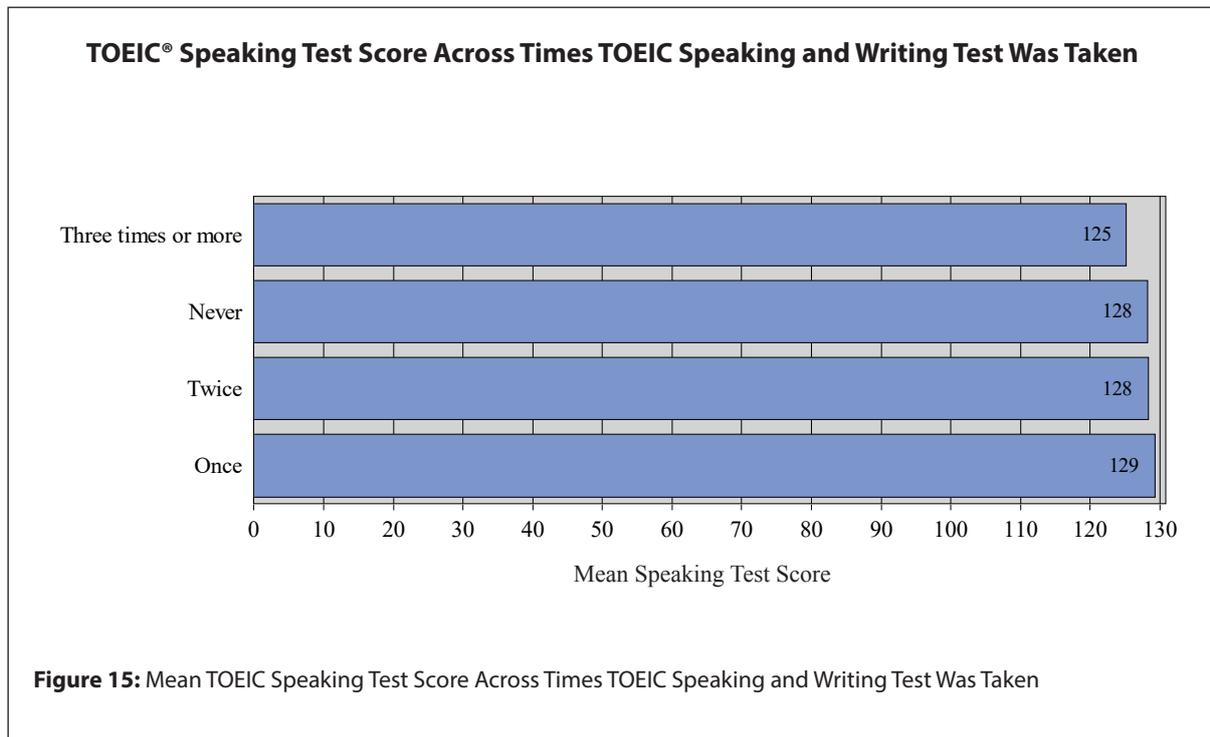
TOEIC® Speaking Test-Taking Experience

Overall, 58% of test takers had taken the TOEIC® Speaking test before, with about 24% 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 7% in Vietnam to a high of 71% in China.

In general, more females (46%) than males (39%) had never taken the TOEIC Speaking test before. More males (28%) than females (19%) had taken the test three times or more previously.



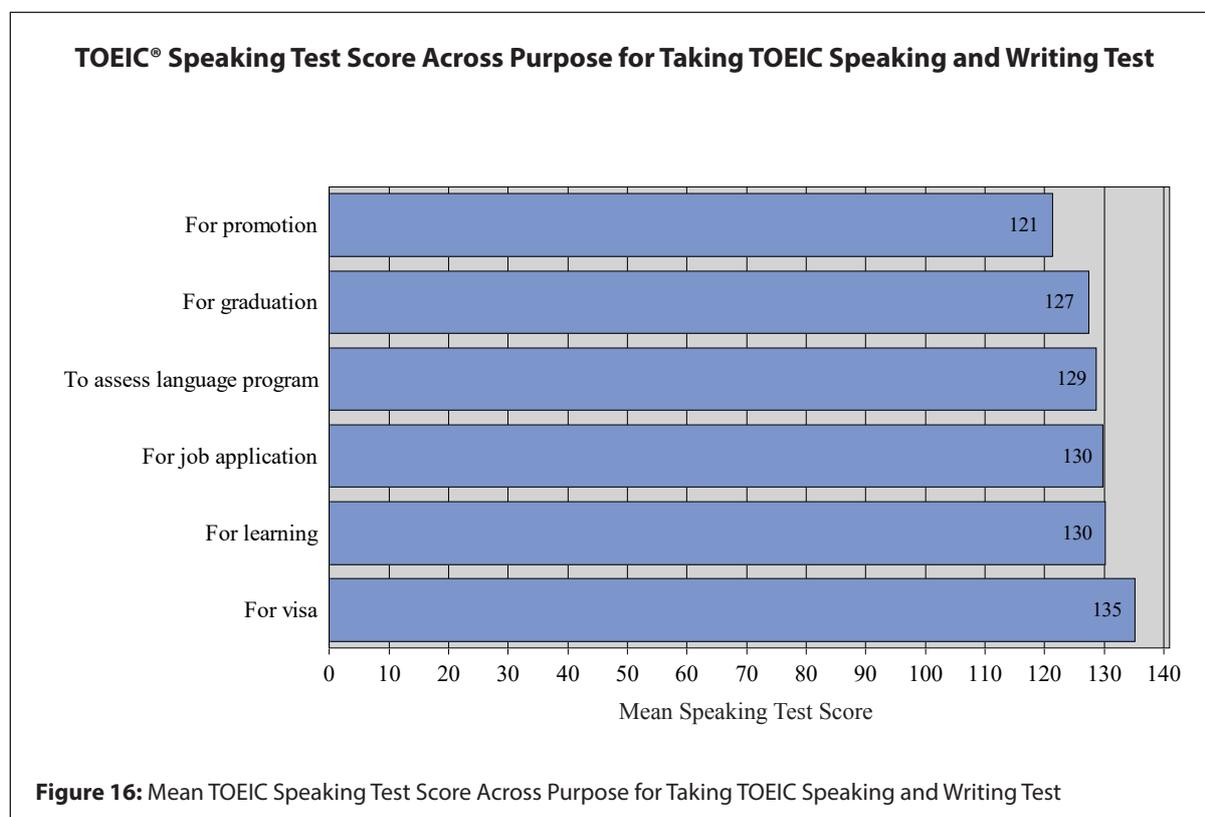
Purpose for Taking the TOEIC® Speaking Test

A high percentage of test takers indicated that their purpose for taking the TOEIC® Speaking test was for job application (50%) or for promotion (20%).

Most test takers in Brazil (88%), Vietnam (83%), the United States (78%), Costa Rica (55%), South Korea (52%), and China (50%) took the test for job application purposes. In Thailand (49%) and Mexico (31%), most test takers took the test for

promotion purposes. Many test takers in Japan (50%) took the test for learning. In the Philippines (68%) and El Salvador (56%), many test takers took the test for graduation.

More females (58%) than males (43%) indicated that their purpose for taking the test was for job application. More males (25%) than females (14%) took the test for job promotion.



Description of TOEIC® Writing Test Takers in 2023

Background information was collected from all test takers who took the TOEIC® Writing test in 2023 (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 background question varied across questions.

- 48% of test takers were male;
- Many test takers (48%) had an undergraduate degree as their highest level of education or were pursuing one;
- 42% of test takers majored in liberal arts while 12% and 14% majored in engineering and business-related majors, respectively;
- 60% of test takers were full-time employees, while 25% were full-time students;
- Among those employed, 26% and 18% of test takers worked in the service industry and manufacturing industry, respectively;
- 35% of test takers worked in management positions, 12% of test takers worked in scientific/technical professional positions, and 10% of test takers worked in clerical/administrative positions;
- 63% of test takers had spent more than 6 years studying English;
- 28% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 26% of test takers used English 1 to 10% of the time in their daily life;
- 36% and 21% of test takers selected Listening and Reading, respectively, as their most often used English language skill;
- 35% of test takers “sometimes” had difficulty with English communication;
- 70% of test takers had never spent time in a native English-speaking country;
- 49% of test takers indicated their purpose for spending time in English-speaking countries was to either study or participate in a language program;
- 72% of test takers who took the TOEIC Writing test in 2023 had never taken it before;
- 39% of test takers took the TOEIC Writing test for job application, 23% for learning, and 20% for graduation.

Mean TOEIC® Writing 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.

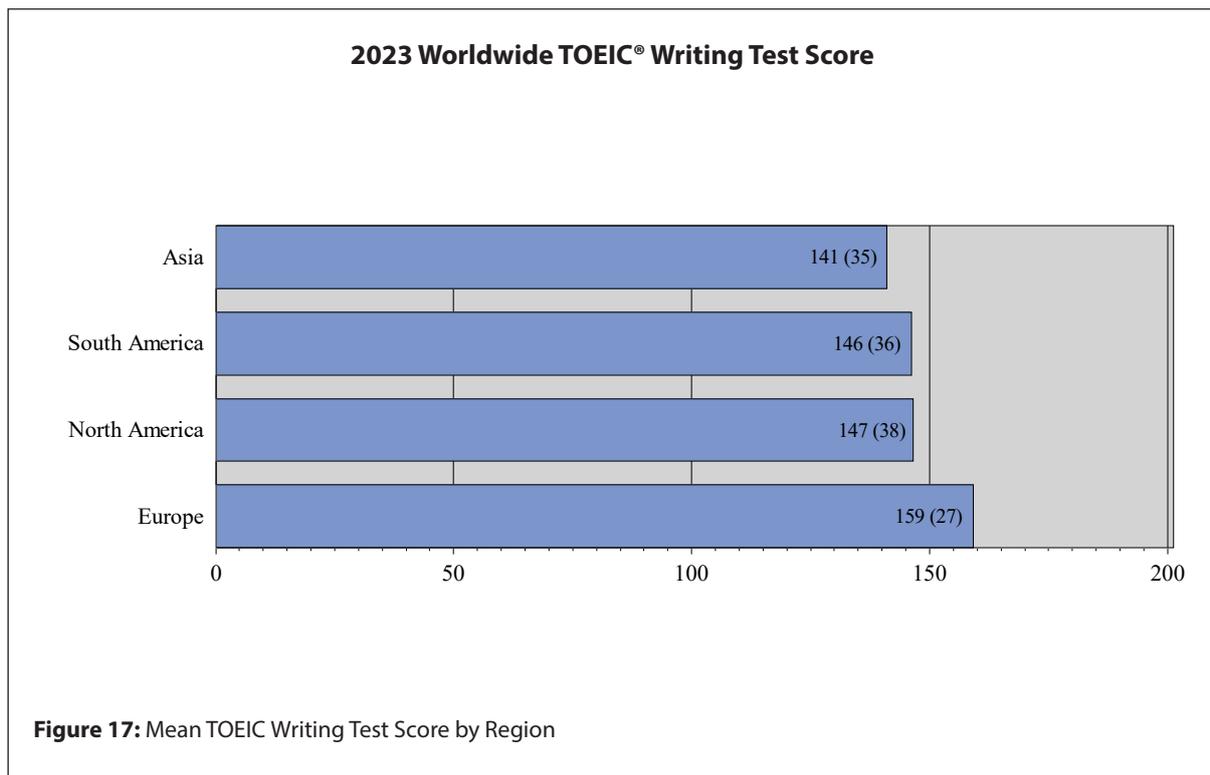


Table 3: Mean TOEIC® Writing Performance by Country

Country	Writing	
	Mean	(SD)*
BRAZIL	161	(26)
CHILE	132	(38)
CHINA	145	(29)
COLOMBIA	156	(31)
COSTA RICA	144	(43)
EL SALVADOR	144	(28)
FRANCE	160	(27)
GERMANY	167	(27)
HONG KONG	115	(50)
INDONESIA	150	(33)
JAPAN	129	(38)
KOREA, SOUTH	149	(28)
MEXICO	156	(27)
NETHERLANDS	159	(23)
PHILIPPINES	171	(24)
SINGAPORE	137	(24)
SPAIN	157	(27)
TAIWAN	156	(24)
UNITED STATES	121	(71)
VIETNAM	152	(23)

*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® Speaking and Writing Background Questionnaire.

Table 4. Mean TOEIC® Writing Performance by Demographic Categories

		% of Test Takers	Writing	
			Mean	(SD)*
Gender	Female	52.1	151	(29)
	Male	47.9	151	(29)
Education	Elementary school	20.4	147	(28)
	Junior high school	0.9	123	(46)
	High school	7.0	135	(36)
	Vocational school	0.7	133	(37)
	Vocational school after high school	1.3	135	(37)
	Community college	3.9	139	(29)
	Undergraduate college	47.8	151	(26)
	Graduate school	16.6	155	(24)
	Language institution	1.3	145	(34)
Major	Liberal arts	41.7	150	(27)
	Social studies	8.9	150	(27)
	Business related	14.3	152	(28)
	Sciences	8.9	148	(26)
	Health related	4.8	150	(27)
	Engineering	11.6	145	(27)
	Other	9.7	140	(35)

*SD = Standard Deviation

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

Current Status		% of Test Takers	Writing	
			Mean	(SD)*
Current Status	Full time employee	59.9	149	(28)
	Part time employee	7.0	151	(34)
	Not employed	8.1	155	(28)
	Full time student	25.0	155	(30)

Type of Industry		% of Test Takers	Mean	(SD)
	Agriculture	27.7	148	(27)
	Construction	1.3	148	(33)
	Manufacturing-Food	1.3	141	(38)
	Manufacturing-Pharmaceuticals	1.5	152	(25)
	Manufacturing-Chemicals	1.2	143	(26)
	Manufacturing-Fabric	0.2	137	(31)
	Manufacturing-Petroleum	0.7	154	(23)
	Manufacturing-Metals	0.9	139	(26)
	Manufacturing-Machinery	2.2	139	(30)
	Manufacturing-Electronic	4.2	148	(25)
	Manufacturing-Vehicles	2.0	148	(29)
	Manufacturing-Glass**			
	Manufacturing-Clothing	1.6	143	(34)
	Manufacturing-Other	1.9	144	(30)
	Service-Education (High school or below)	5.3	157	(26)
	Service-Education (College or above)	3.1	160	(27)

*SD = Standard Deviation

**Note: No numbers are reported for the Manufacturing-Glass industry due to a small sample size <50.

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

		% of Test Takers	Writing	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	2.5	153	(26)
	Service-Foreign Affairs	0.6	158	(22)
	Service-Armed forces	1.7	144	(31)
	Service-Health	3.2	150	(28)
	Service-Traveling	1.6	148	(32)
	Service-Other	8.4	150	(29)
	Public Utility Production	1.2	145	(28)
	Mass Media	0.7	156	(26)
	Telecommunication	1.8	150	(27)
	Retail/Wholesale	1.1	146	(33)
	Trading	2.5	145	(30)
	Finance	6.9	154	(26)
	Insurance	0.8	148	(26)
	Real Estate	0.4	148	(29)
	Transportation	2.0	154	(23)
Other	9.4	150	(31)	
Type of Job	Management	34.5	148	(28)
	Scientific/Technical Professionals	12.1	150	(27)
	Teaching/Training	9.3	158	(27)
	Professional Specialist	7.8	154	(26)
	Technician	3.9	141	(28)
	Marketing/Sales	7.2	148	(29)
	Clerical/Administrative	10.2	145	(29)
	Services	6.8	151	(28)
	Other	8.1	147	(32)
Years Spent Studying English	< = 4 years	28.5	144	(31)
	> 4–6 years	8.3	144	(31)
	> 6–10 years	16.0	150	(29)
	> 10 years	47.2	158	(25)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	29.1	148	(28)
	Reading	10.8	152	(28)
	Speaking	11.8	147	(29)
	Writing	2.6	151	(33)
	Listening and Speaking	11.8	149	(29)
	Reading and Writing	5.9	162	(28)
	Listening, Reading, Speaking, and Writing	28.0	157	(27)
Time Spent Daily Using English	None	25.9	146	(29)
	1–10%	26.3	148	(29)
	11–20%	21.2	153	(27)
	21–50%	18.1	159	(26)
	51–100%	8.4	165	(25)
English-Language Skills Used Most Often	Listening	36.3	149	(28)
	Reading	20.8	152	(27)
	Speaking	8.5	148	(32)
	Writing	4.1	152	(31)
	Listening and Speaking	8.3	151	(29)
	Reading and Writing	8.2	158	(28)
	Listening, Reading, Speaking, and Writing	13.7	158	(28)
Difficulty With English Communication	Almost never	31.0	153	(30)
	Seldom	20.6	158	(27)
	Sometimes	35.3	152	(26)
	Frequently	9.6	143	(29)
	Almost always	3.6	133	(34)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Time in English-Speaking Country	No	69.9	151	(28)
	Yes, < 6 months	15.2	148	(29)
	Yes, 6–12 months	5.3	154	(28)
	Yes, 1–2 years	3.4	158	(25)
	Yes, > 2 years	6.1	163	(26)
Purpose for Time in English-Speaking Country	To study	28.4	158	(29)
	To participate in language program	20.6	152	(26)
	To travel	21.1	148	(29)
	To work	20.3	152	(27)
	Other	9.5	159	(30)
Times TOEIC® Speaking and Writing Test Was Taken	Never	71.9	151	(29)
	Once	13.6	152	(28)
	Twice	5.2	151	(27)
	Three times or more	9.2	149	(26)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	39.0	151	(28)
	For promotion	10.9	144	(29)
	To assess language program	7.1	150	(27)
	For learning	22.6	152	(28)
	For graduation	20.2	154	(31)
	For visa	0.2	149	(35)

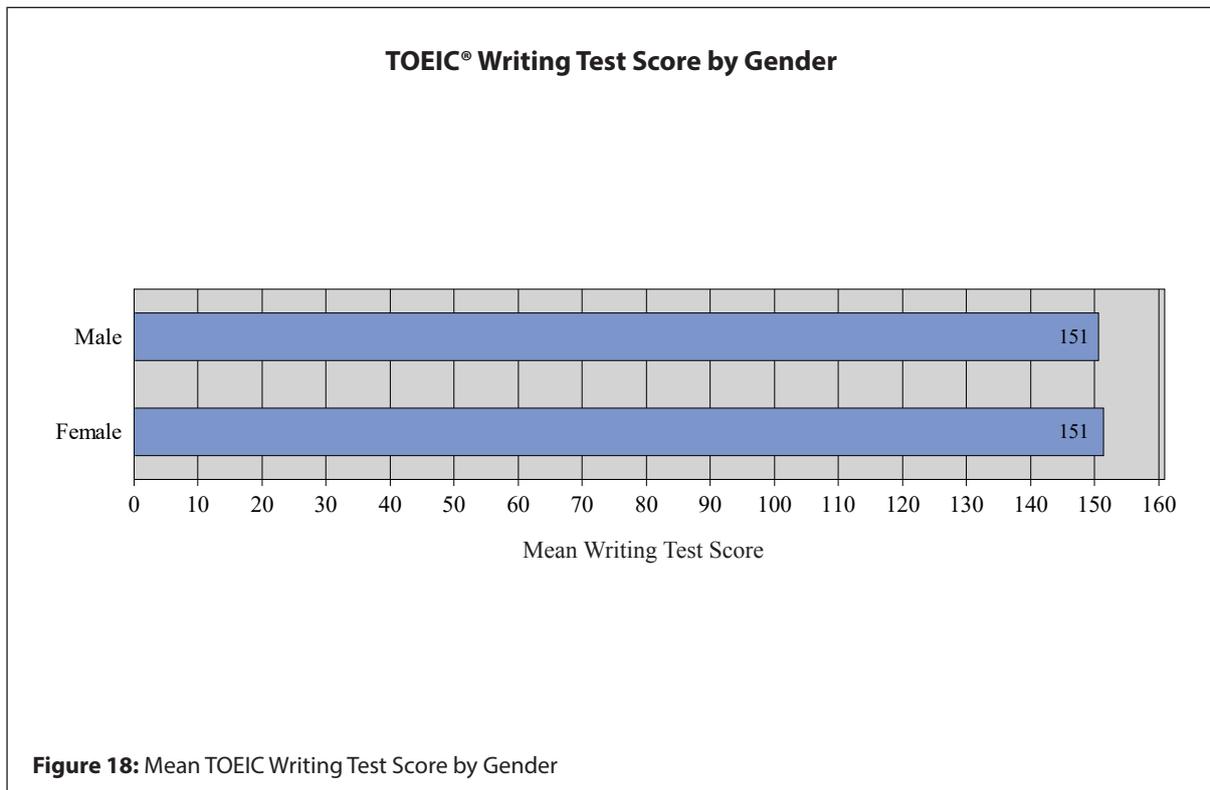
*SD = Standard Deviation

Gender

Overall, a smaller proportion of males (48%) took the TOEIC® Writing test than females (52%) (as shown in Table 4). In Brazil (83%), Hong Kong (68%), and the United States (67%), a large percentage of test takers were female. In Chile (68%), Singapore (61%), and South Korea (57%), a large percentage of test takers were male. In

Germany, 31% of test takers reported “Other” as their gender.

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

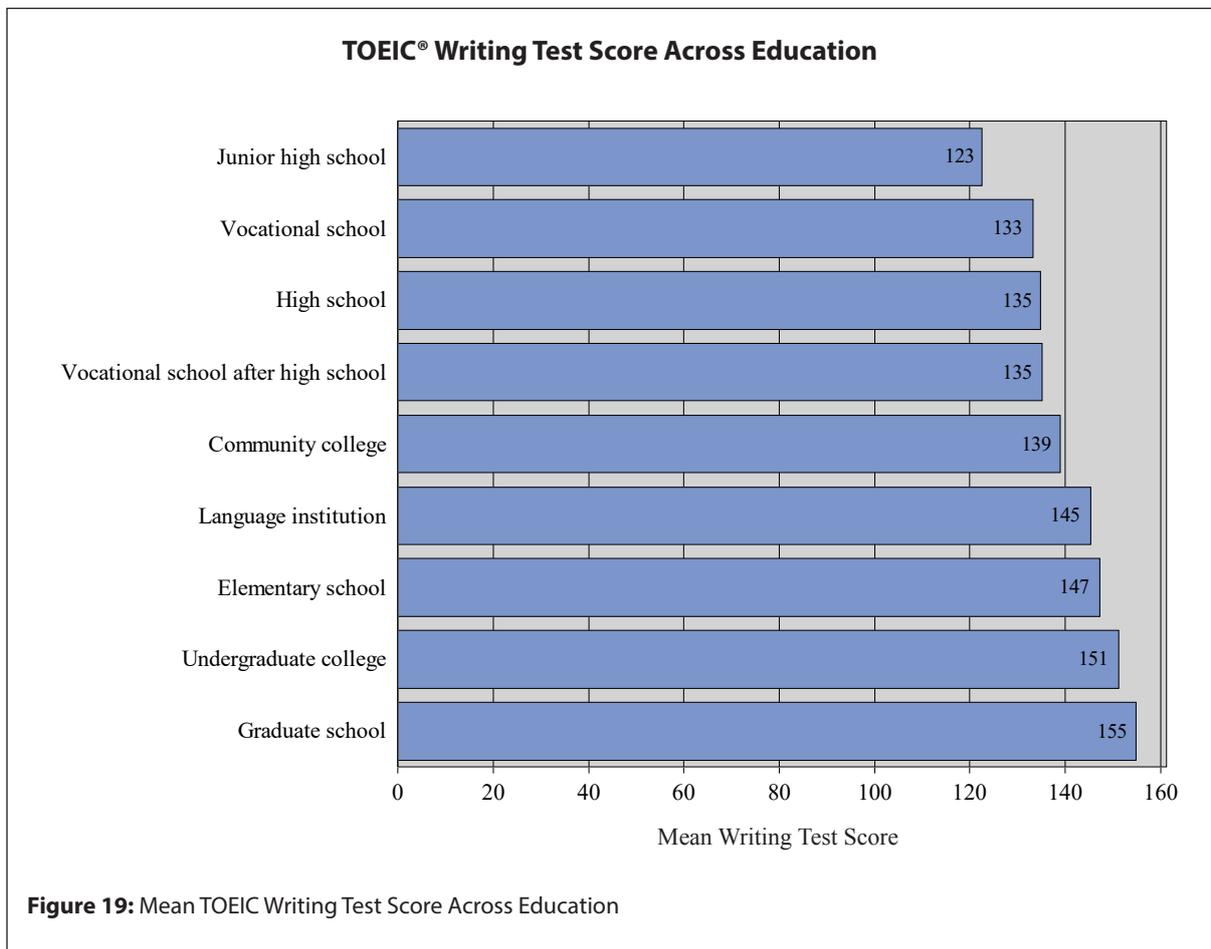


Education

Many test takers (48%) 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 South Korea (72%), the Philippines (71%), Japan (59%), and Taiwan (53%) had the highest percentage of test takers holding or pursuing undergraduate degrees as

their highest level of education. Many test takers from France (42%) had or were pursuing degrees at the graduate school level. Some other countries, such as El Salvador (100%), and Vietnam (72%) had high percentages of test takers with an elementary school education.

Overall, a higher percentage of males (71%) than females (58%) 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 (42%). Most test takers in Colombia and El Salvador (100% each), and Vietnam (79%) majored in liberal arts. In China, many test takers majored in engineering (35%). In Chile, 50% of test takers majored in engineering,

and 50% in business. All test takers in Mexico (100%) majored in social studies.

Across all test takers, more females (53%) majored in liberal arts than males (29%), and more males (20%) majored in engineering than females (4%).

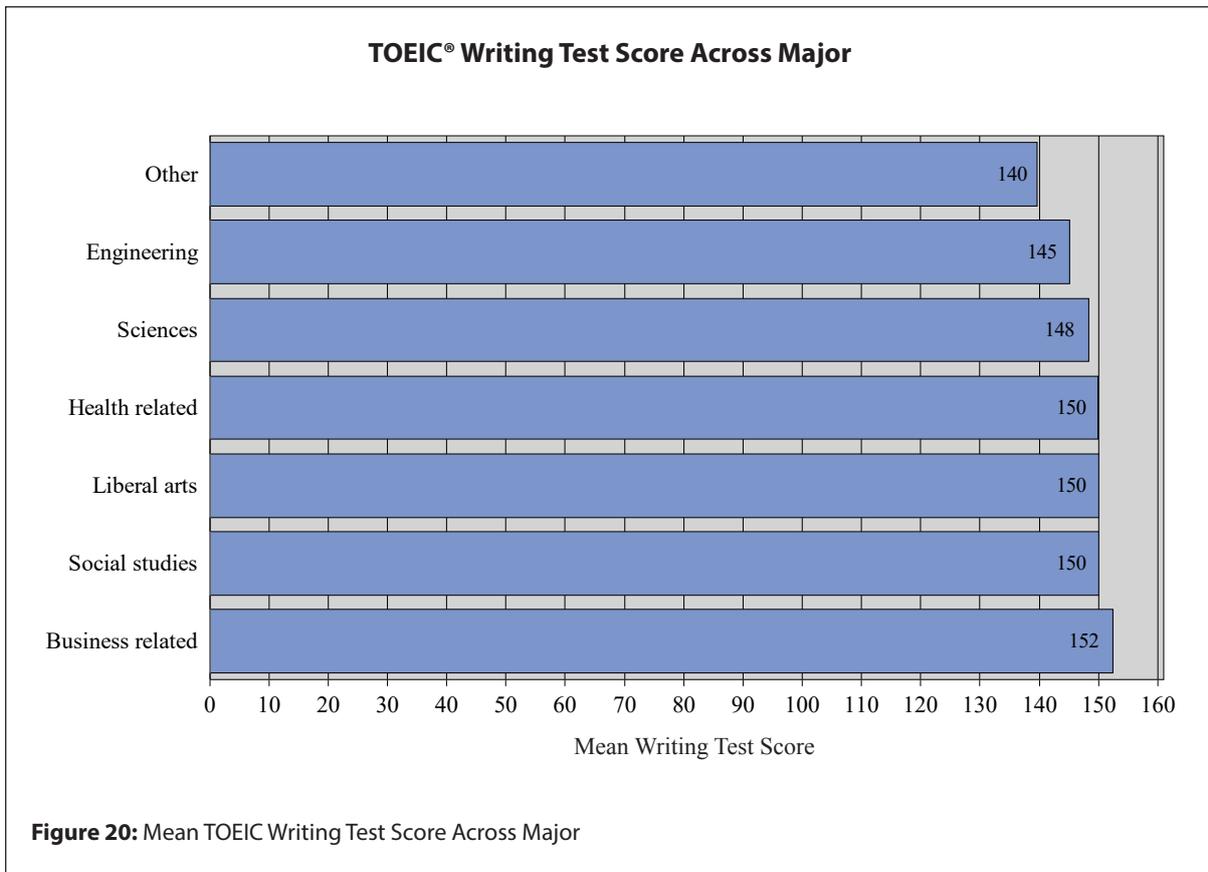


Figure 20: Mean TOEIC Writing Test Score Across Major

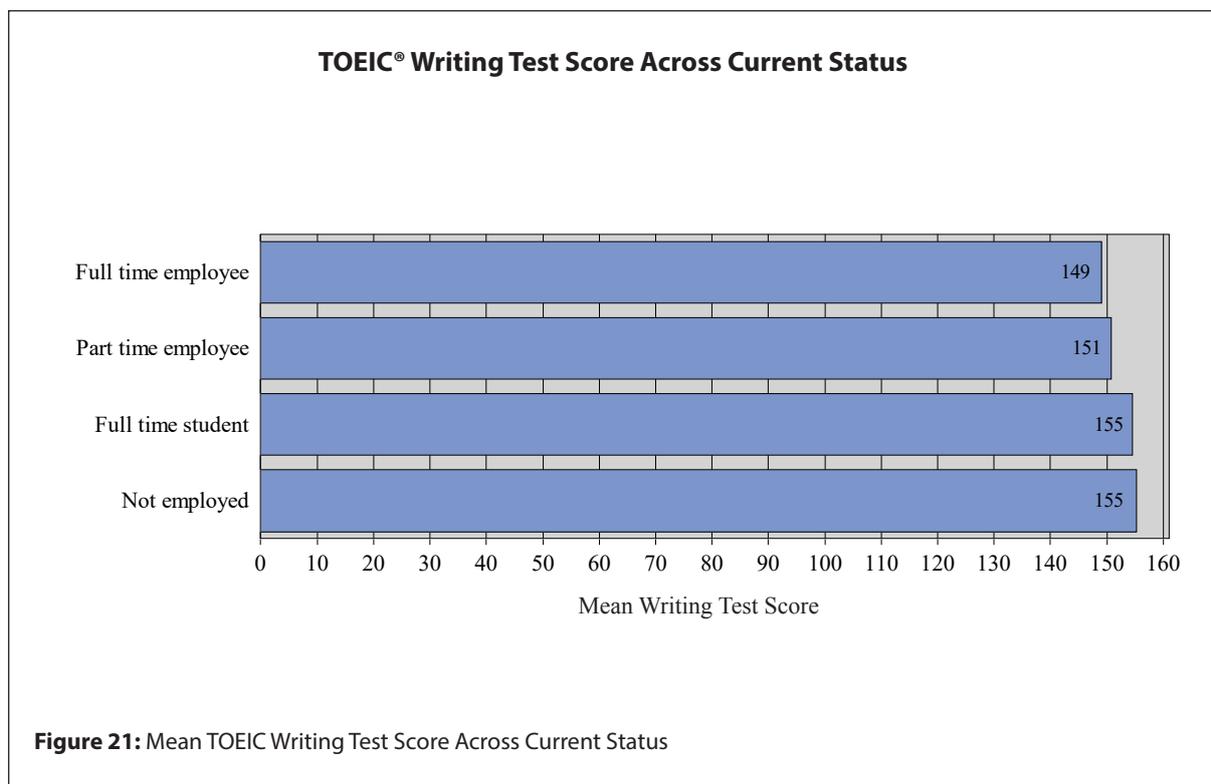
Employment Status

Overall, many TOEIC® Writing test takers were full-time employees (60%). Countries such as Singapore (100%), China (96%), Vietnam (92%), Mexico (89%), and Indonesia (88%) had the highest proportions of full-time employees.

Twenty-five percent of test takers indicated they were full-time students. Test takers in the

Philippines (78%), and El Salvador (72%) were mostly full-time students.

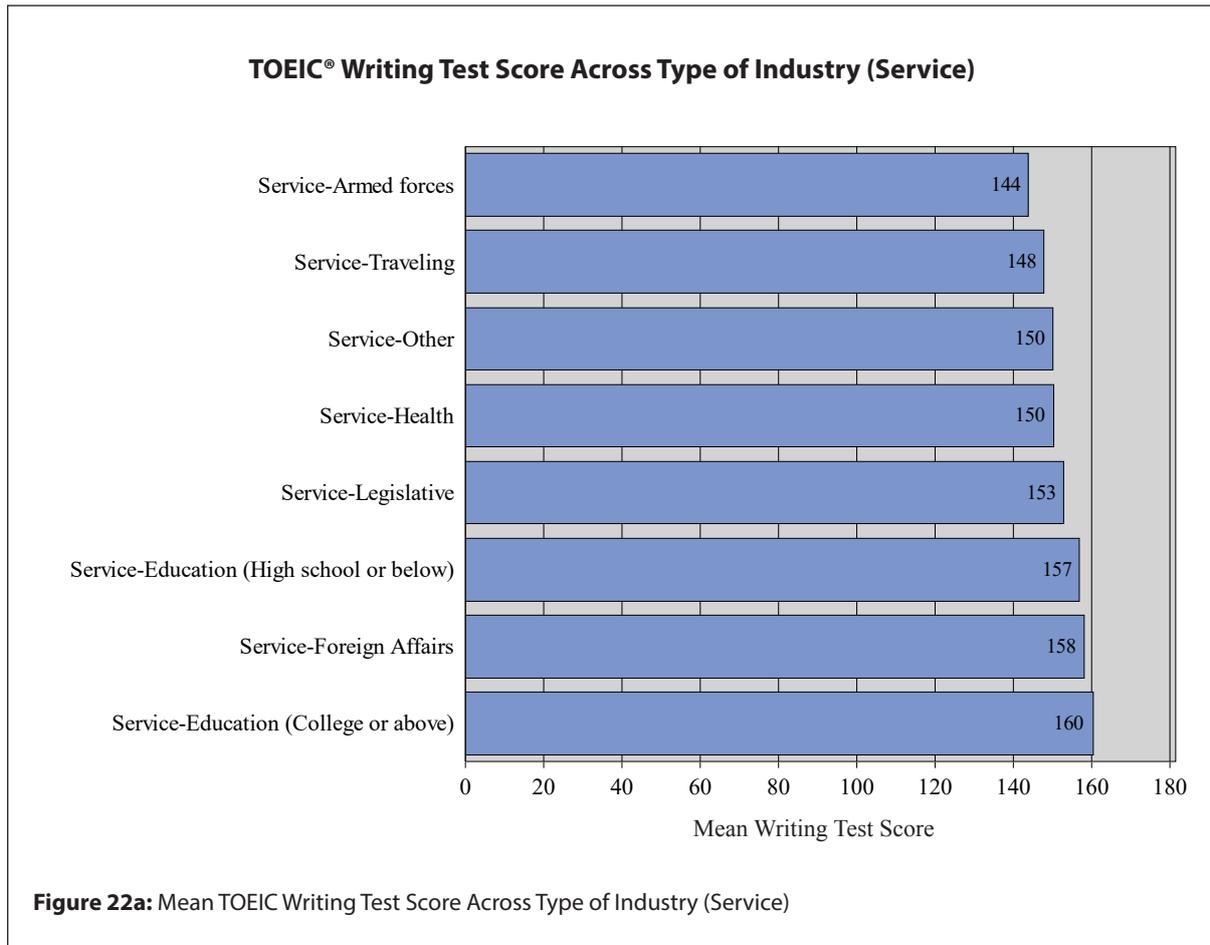
More males (62%) than females (58%) were full-time employees. More females (27%) than males (23%) were full-time students.



Type of Industry

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

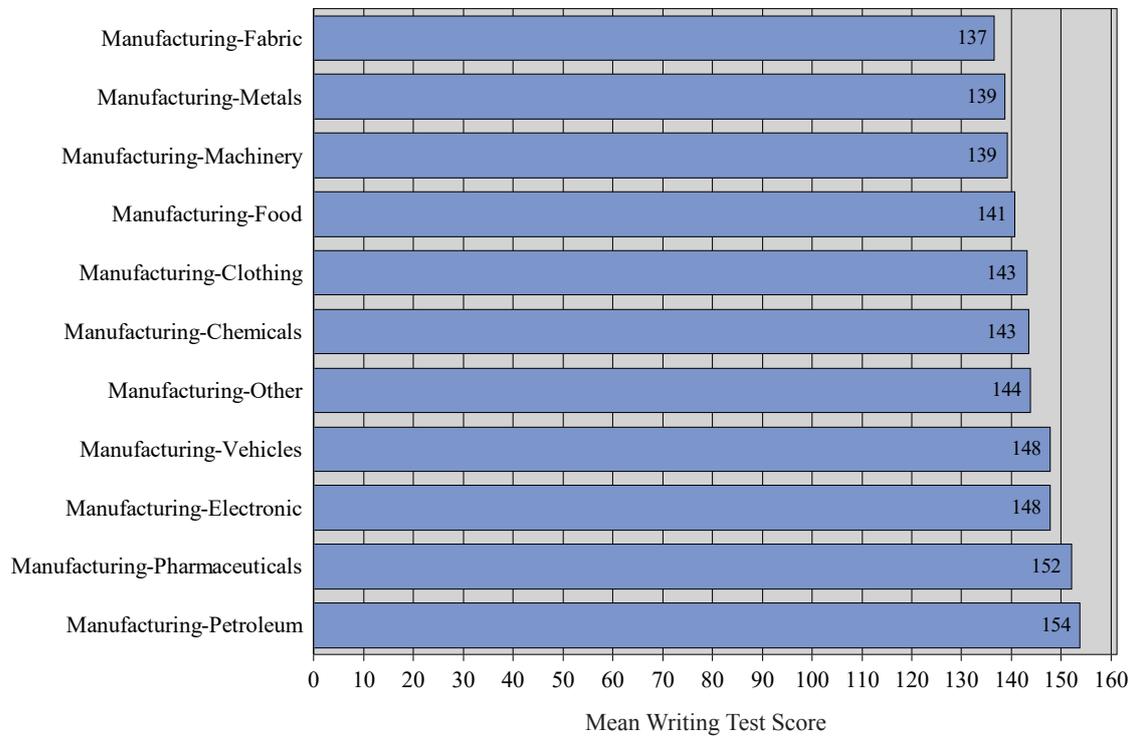


Figure 22b: Mean TOEIC Writing Test Score Across Type of Industry (Manufacturing)

Note: No mean scores are reported for the Manufacturing-Glass industry due to a small sample size <50.

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

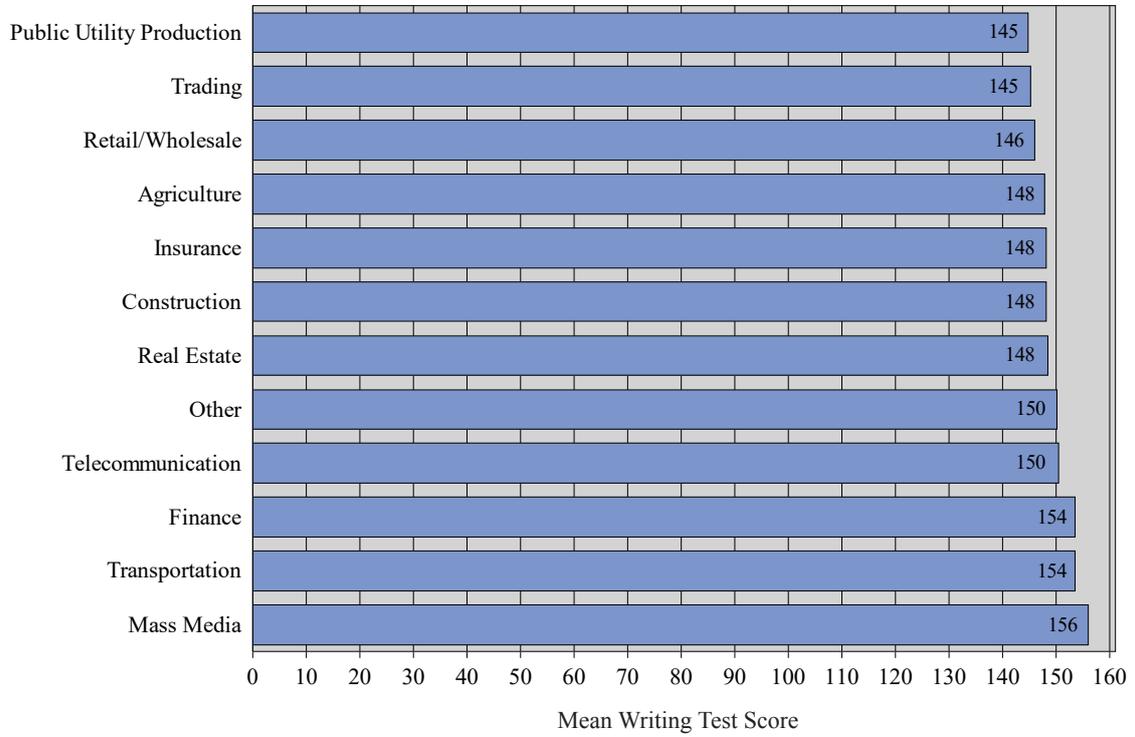


Figure 22c: Mean TOEIC Writing Test Score Across Type of Industry (Other)

Type of Job

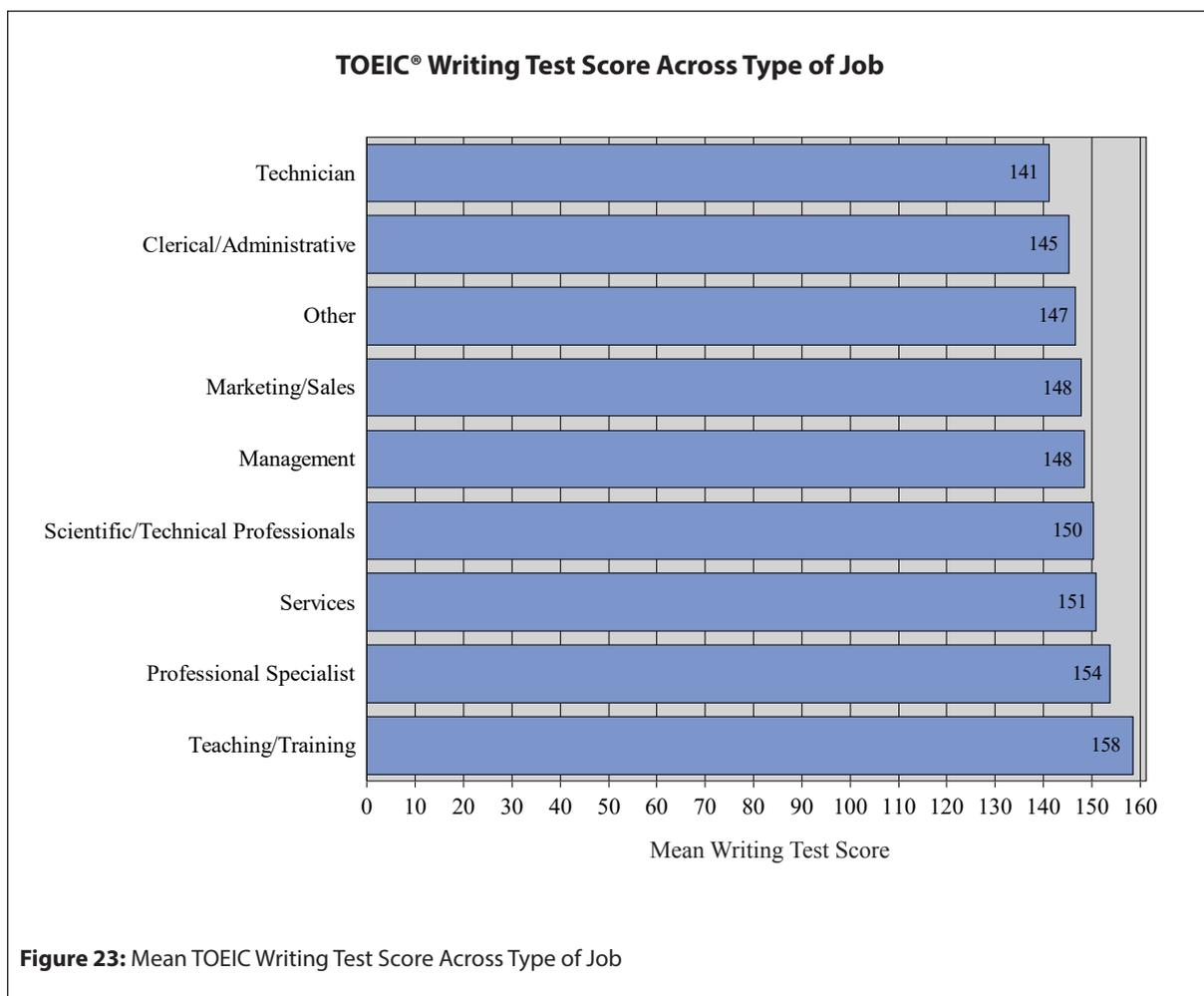
The types of jobs performed by test takers varied greatly across countries. Overall, the largest groups of test takers were in management (35%), scientific/technical (12%), clerical/administrative (10%), or teaching/training (9%) positions.

Vietnam (83%), Singapore (44%) and Chile (35%) had the largest percentages of test takers working in management positions.

A high percentage of test takers in South Korea (34%) were in clerical/administrative positions. A high percentage of test takers in Japan (27%), and

Indonesia and Spain (26% each) were in scientific/technical positions. A high percentage of test takers in Colombia (32%) were in teaching/training positions.

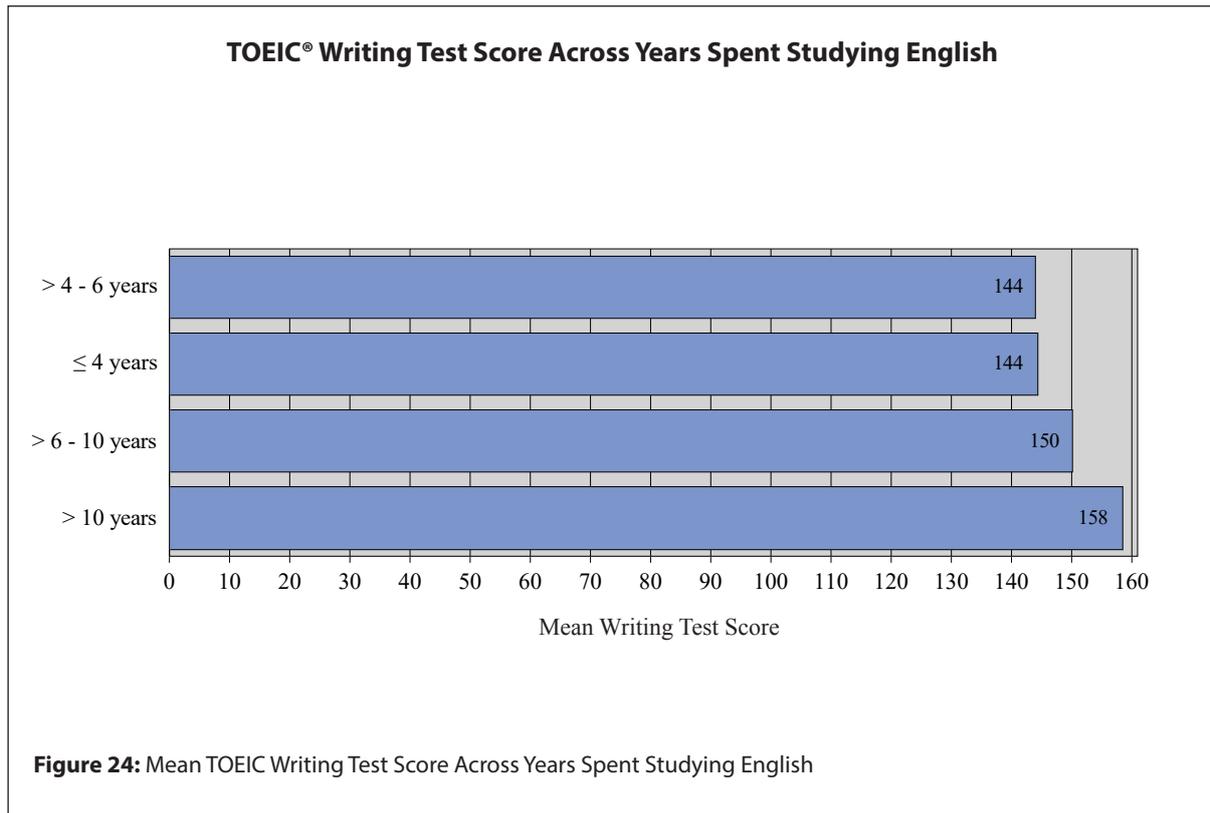
Overall, more females (12%) worked in teaching/training positions than males (6%), and more females (39%) worked in management positions than males (30%). More males (18%) worked in scientific/technical positions than females (7%).



Years Spent Studying English

Sixty-three percent of 2023 test takers indicated that they had studied English for more than six years. However, in El Salvador (99%), Vietnam

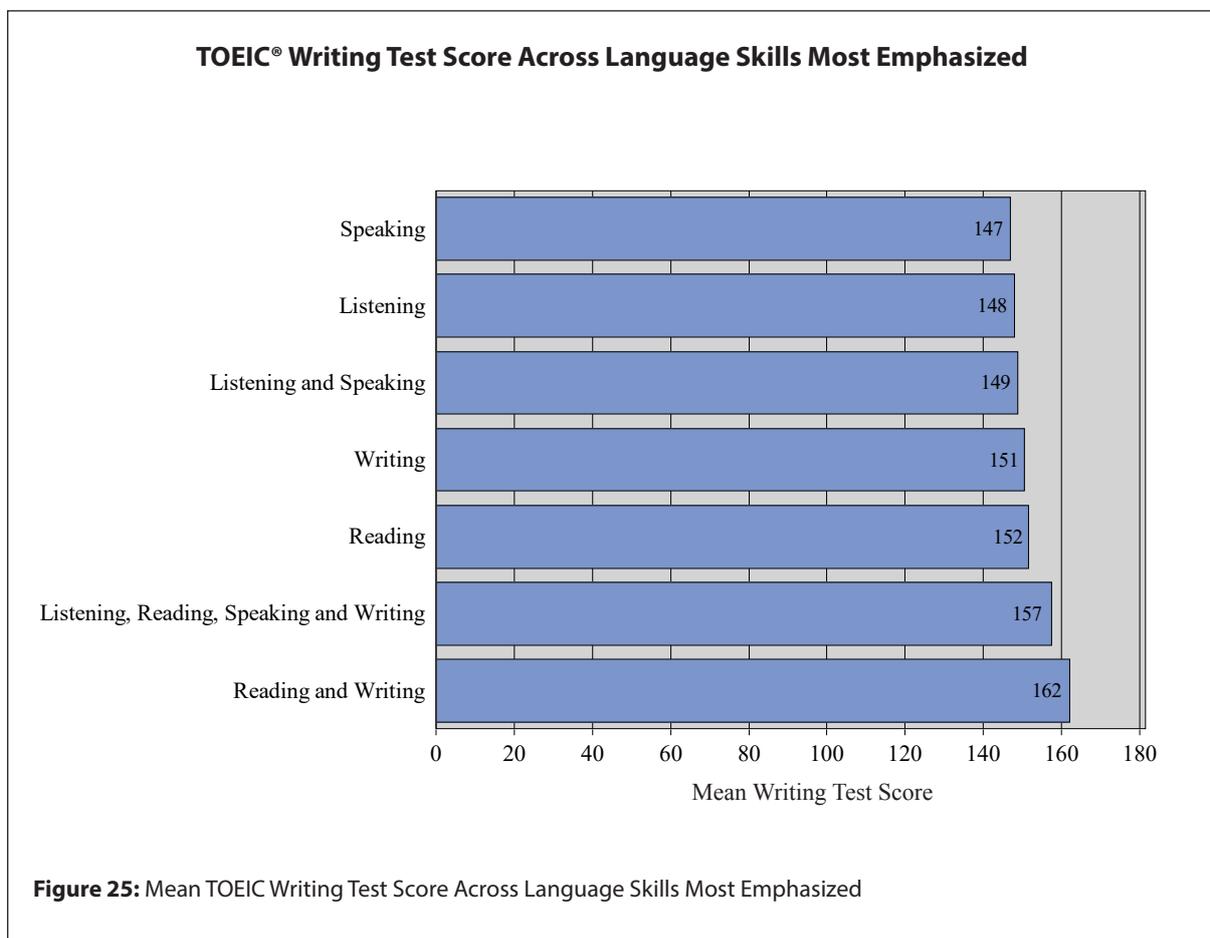
(85%), and Singapore (56%), many test takers indicated that they had studied English for no more than four years.



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

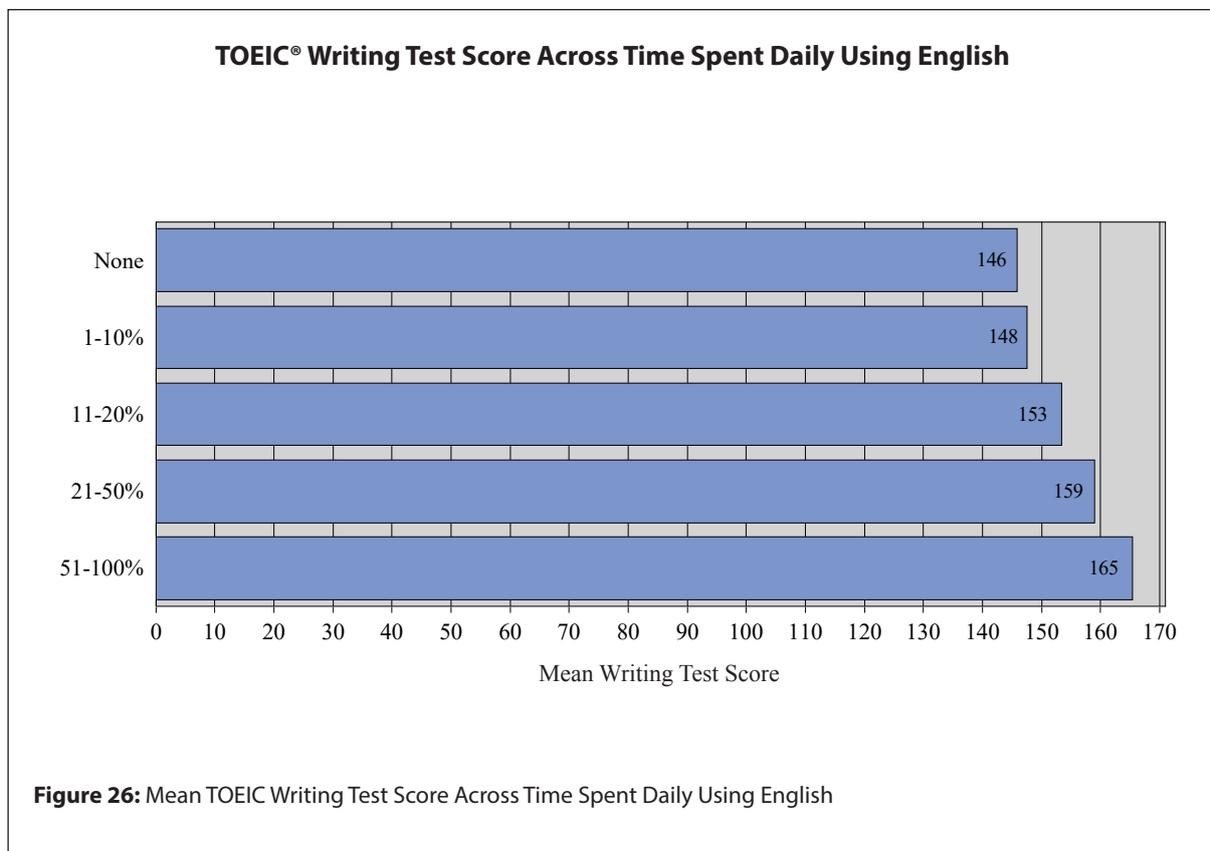
In El Salvador (78%) and South Korea (58%), a high percentage of test takers indicated that all four skills were emphasized when studying English. In contrast, many test takers in Vietnam (83%), and the Netherlands (41%) indicated that Listening was the language skill most emphasized.



Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 26% 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 China (50%), Hong Kong (40%), Japan (39%), and Chile (37%).

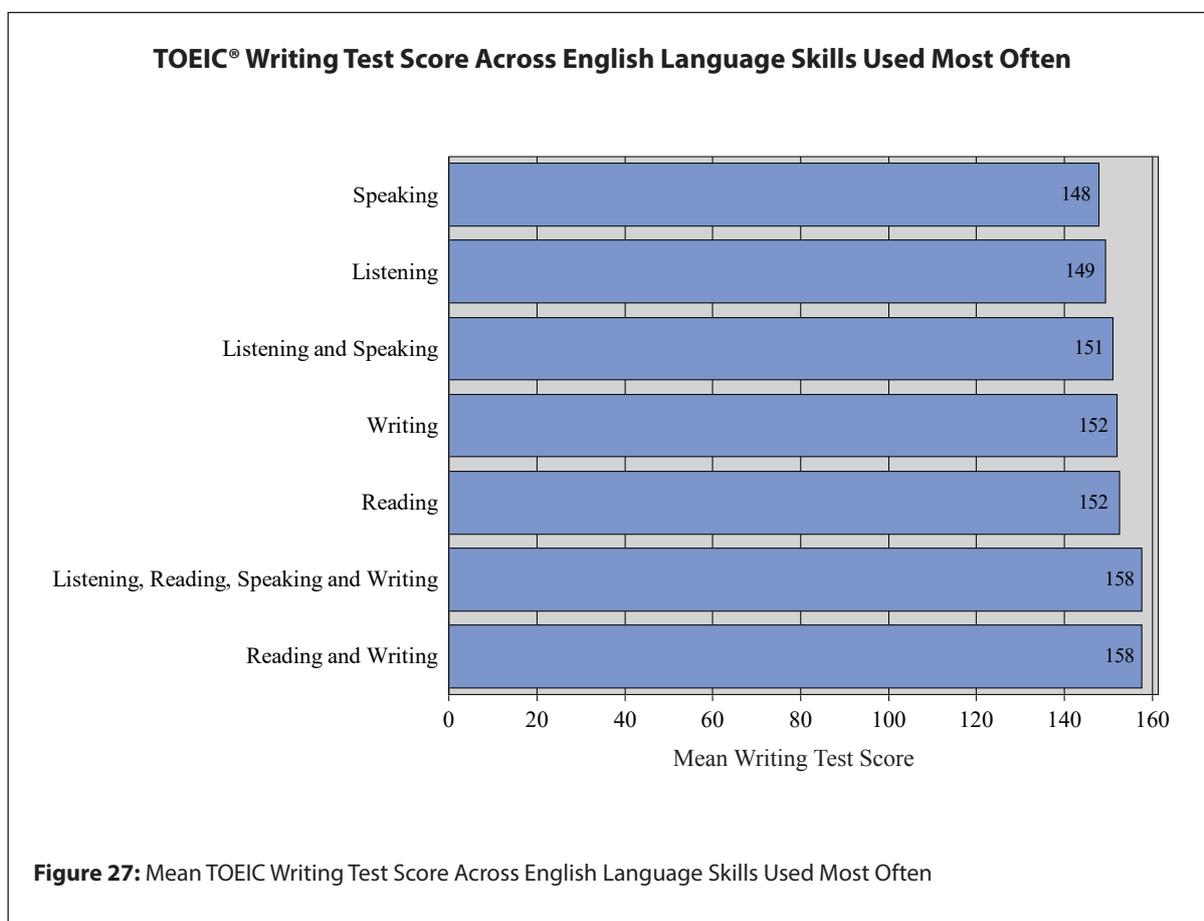
The majority of test takers in Vietnam (79%) reported that they did not use English daily. El Salvador (62%) and Singapore (50%) had the highest percentages of test takers using English for 21–50% of their daily life. The United States (37%) had the highest percentage of test takers using English for 51–100% of their daily life.



Most Frequently Used Language Skill

Thirty-six percent of all test takers indicated that Listening was the English language skill that they used most often. Vietnam (83%), the Netherlands (40%), Brazil (38%), Costa Rica (37%), and Japan (35%) 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

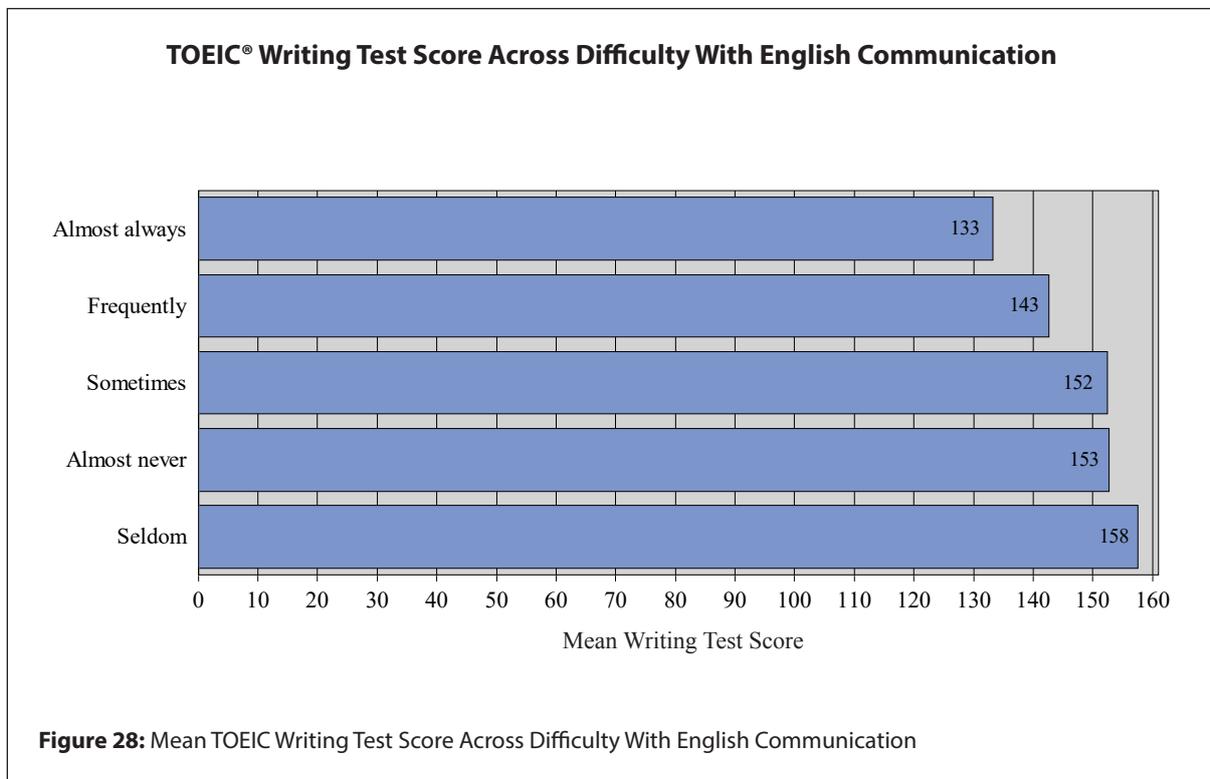
regions that had high percentages of test takers selecting Reading included China (44%), the Netherlands and Taiwan (36% each), and Spain (31%). Fourteen percent of all test takers indicated that they use all four language skills. El Salvador (56%) and South Korea (29%) had a large percent of test takers 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?,” 35% of all test takers responded “Sometimes,” 21% responded that difficulty with English “Seldom” affected their ability to communicate, and 31% responded that difficulty with English “Almost never” affected their ability to communicate.

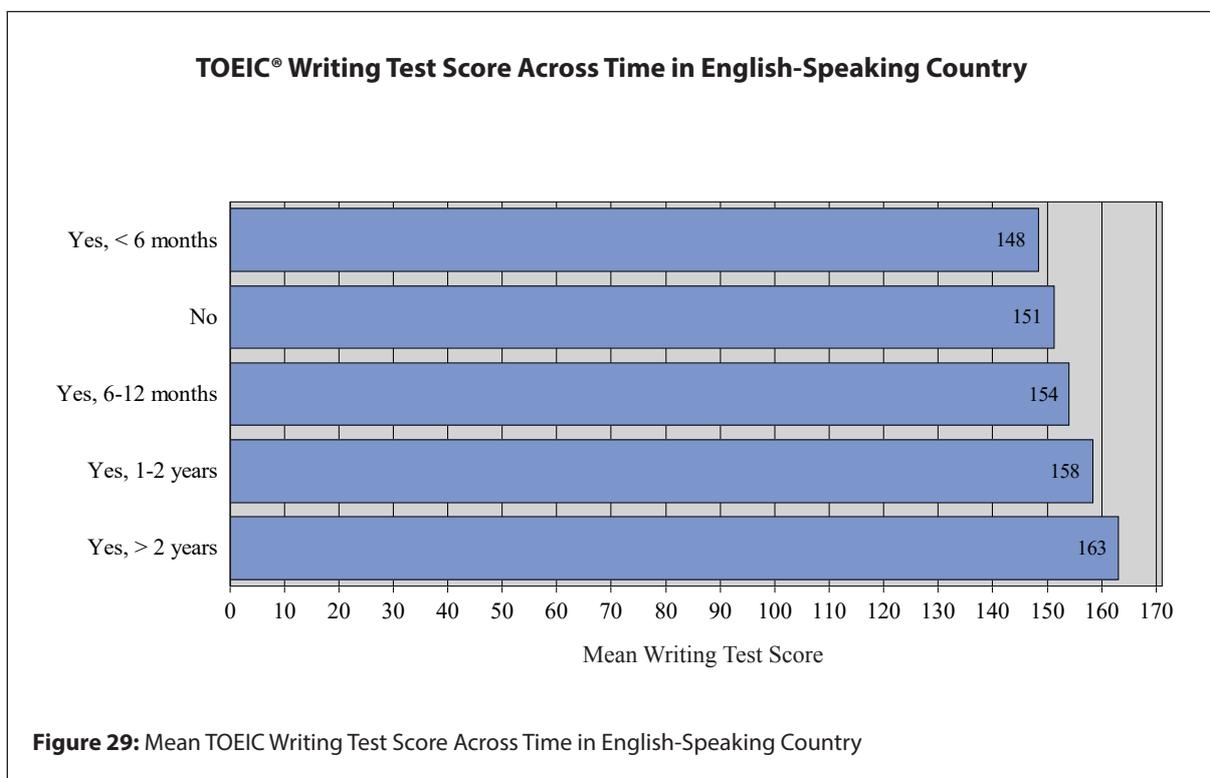
The majority of test takers in Vietnam (82%), and Costa Rica (48%) reported that difficulty with English “Almost never” affected their communication.



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 15% of all test takers indicated that they had spent six months or more in a country in which English was the main spoken language. Seventy percent indicated that they had never spent time in an English-speaking country.

The United States (52%) had the highest percentage of test takers that spent more than two years in an English-speaking country.



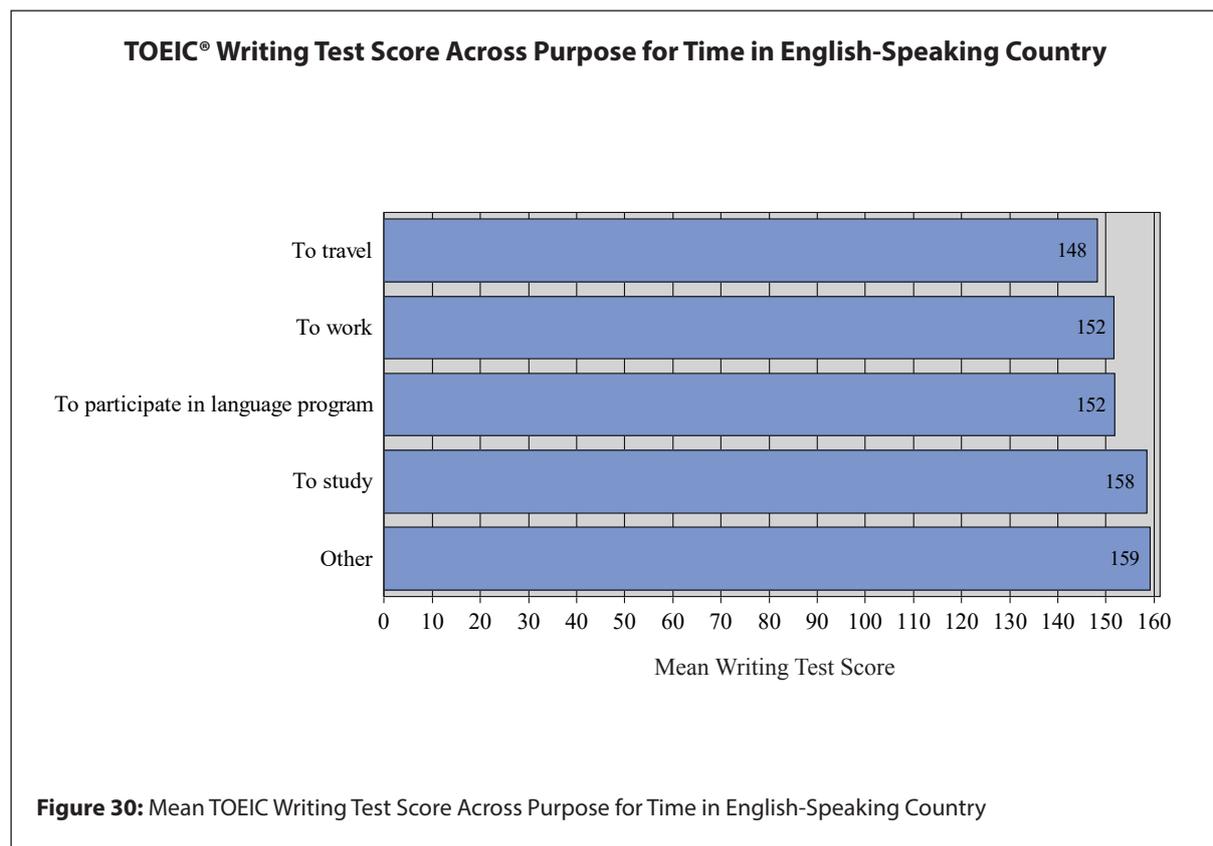
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 49% indicated that their purpose was to study or to participate in a language program.

El Salvador (86%), Singapore (75%), and China (51%) had a high percentage of test takers indicating 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. A high percentage of test takers in the United States (63%), Chile (46%), and Germany (41%) indicated that they spent time in an English-speaking country to work.

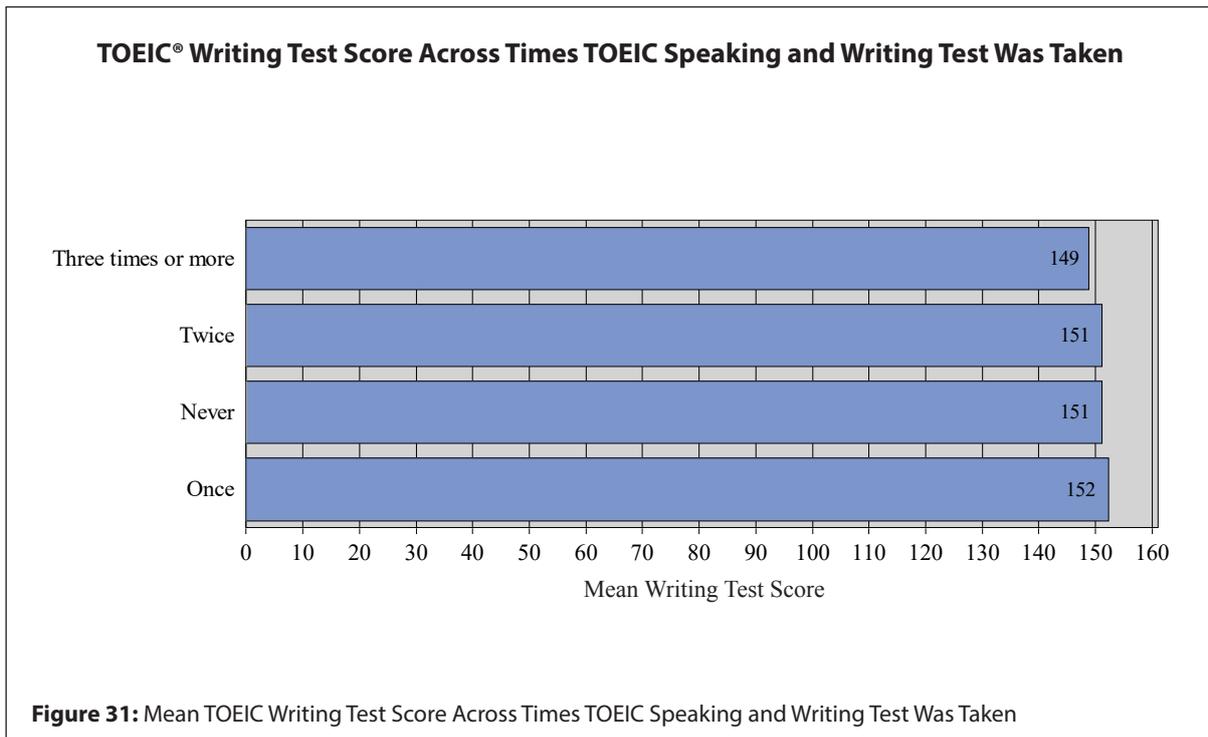
More females (26%) than males (16%) indicated that their purpose was to participate in a language program. More males (26%) than females (14%) indicated that their purpose was to work.



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 4% in Vietnam to a high of 77% in the United States.

Overall, more females (75%) than males (68%) 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.

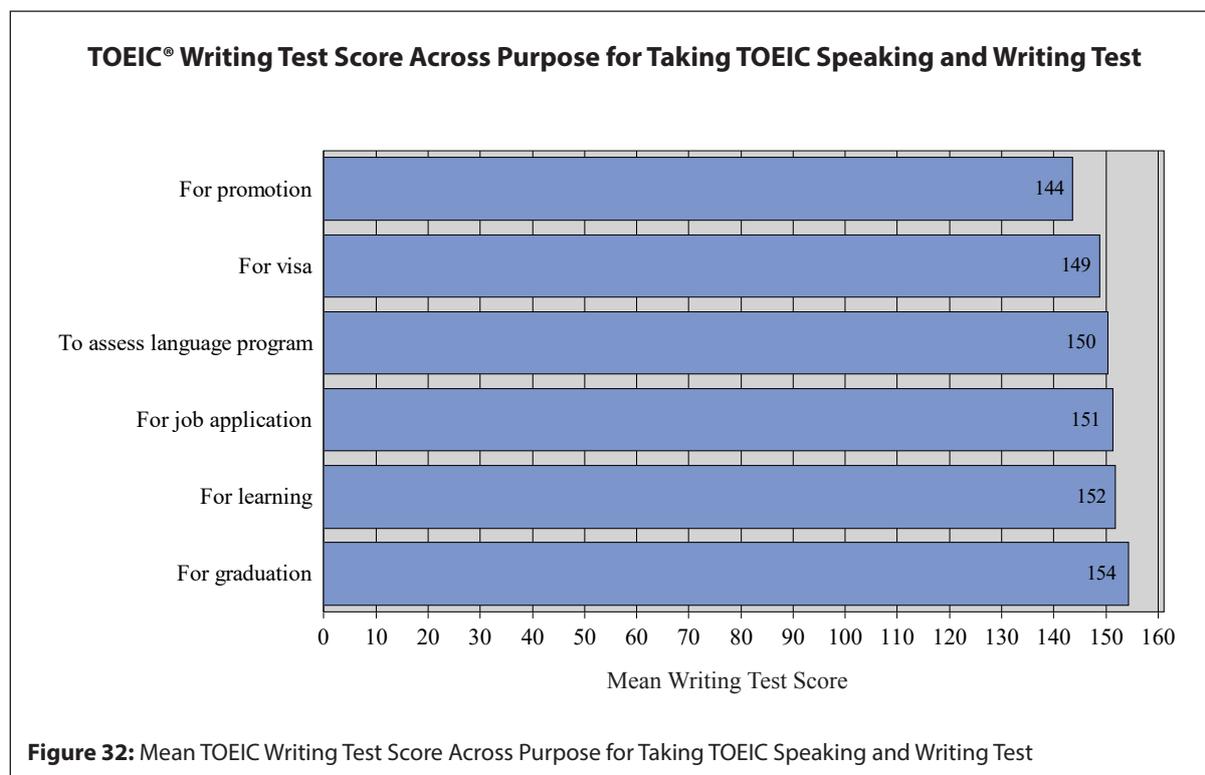


Purpose for Taking the TOEIC® Writing Test

High percentages of test takers indicated that their purpose for taking the TOEIC® Writing test was for job application (39%), learning (23%), and graduation (20%). Many test takers in Vietnam (86%), the United States (82%), and Brazil (81%) took the test for job application. Many test takers in South Korea (38%) indicated that they took the TOEIC Writing test for promotion. Forty-eight

percent of test takers in Japan and 47% of test takers in Singapore took the test for learning purposes.

More males (13%) took the test for promotion purposes than females (9%). More females (42%) took the test for job application purposes than males (36%).



Relationship Between Speaking and Writing Scores

The correlation between the TOEIC® Speaking test and the TOEIC® Writing test was about 0.75 based on test takers who took both tests in 2023. (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
 - F. To apply for visa

APPENDIX B1

Response Rates to Each Background Question Based on TOEIC® Speaking Test Population in 2023

Background Questions	Response Rate
1. Education	83%
2. Major	83%
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	88%
10. Difficulty With English Communication	88%
11. Time in English-Speaking Country	88%
12. Purpose for Time in English-Speaking Country	100%
13. Times TOEIC Speaking and Writing Test Was Taken	89%
14. Purpose for Taking TOEIC Speaking and Writing Test	89%

***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 2023

Background Questions	Response Rate
1. Education	50%
2. Major	50%
3. Current Status	64%
4. Type of Industry	96%
5. Type of Job	95%
6. Years Spent Studying English	59%
7. Language Skills Most Emphasized	59%
8. Time Spent Daily Using English	59%
9. English Language Skills Used Most Often	59%
10. Difficulty With English Communication	59%
11. Time in English-Speaking Country	59%
12. Purpose for Time in English-Speaking Country	99%
13. Times TOEIC Speaking and Writing Test Was Taken	63%
14. Purpose for Taking TOEIC Speaking and Writing Test	63%

***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 Speaking and Writing Scores by Region

Regions	Correlations
Asia	0.74
Europe	0.65
North America	0.76
South America	0.79



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