



2025 Report on test takers worldwide

Listening & Reading tests



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The TOEIC® Background Questionnaire

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

The TOEIC Background Questionnaire is presented in Appendix A.

This report is based on the information gathered from all test takers who completed the TOEIC Background Questionnaire administered in 2025.

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

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

Description of TOEIC® Listening and Reading Test Takers in 2025

Background information was collected from all test takers who took the TOEIC® Listening and Reading test in 2025, through either the Public Testing Program or the Institutional Testing Program. The following are highlights about TOEIC test takers based on the collected data. As noted earlier, the number of test takers who responded to each background question varied across questions.

- The largest proportion of test takers (43%) were between 21 and 25 years of age;
- 50% of test takers were male and female, respectively;
- 56% of test takers had an undergraduate degree as their highest level of education or were pursuing one;
- 23% of test takers majored in engineering while 19% majored in liberal arts and 16% in business-related majors;
- 58% of test takers were full-time students, while 30% were employed full-time;
- 7% of test takers worked in the manufacturing-electronic industry and 12% in the service-other industry;
- 23% of test takers worked in scientific/technical professional positions, 16% worked in clerical/administrative positions, and 14% worked in marketing/sales positions;
- 75% of test takers had spent more than 6 years studying English;
- 22% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English. Another 22% of test takers indicated Listening and Speaking as their most emphasized skills when studying English;
- 40% of test takers indicated that they used English 1 to 10% of the time in their daily life;
- 32% and 21% of test takers selected Reading and Listening, respectively, as their most often used English language skills;
- 37% of test takers indicated that they “sometimes” had difficulty with English communication;
- Only 10% of test takers had spent six months or more in a native English-speaking country;
- When spending time in English-speaking countries, travel (29%) and participation in language programs (28%) were indicated by test takers as the most frequent purposes;
- 33% of test takers indicated that they had previously taken the TOEIC test three or more times;
- 28% of test takers had taken the TOEIC test for job application purposes, 24% for learning, and 26% for graduation.

Mean TOEIC® Listening and Reading Test Scores Across Native Countries

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

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

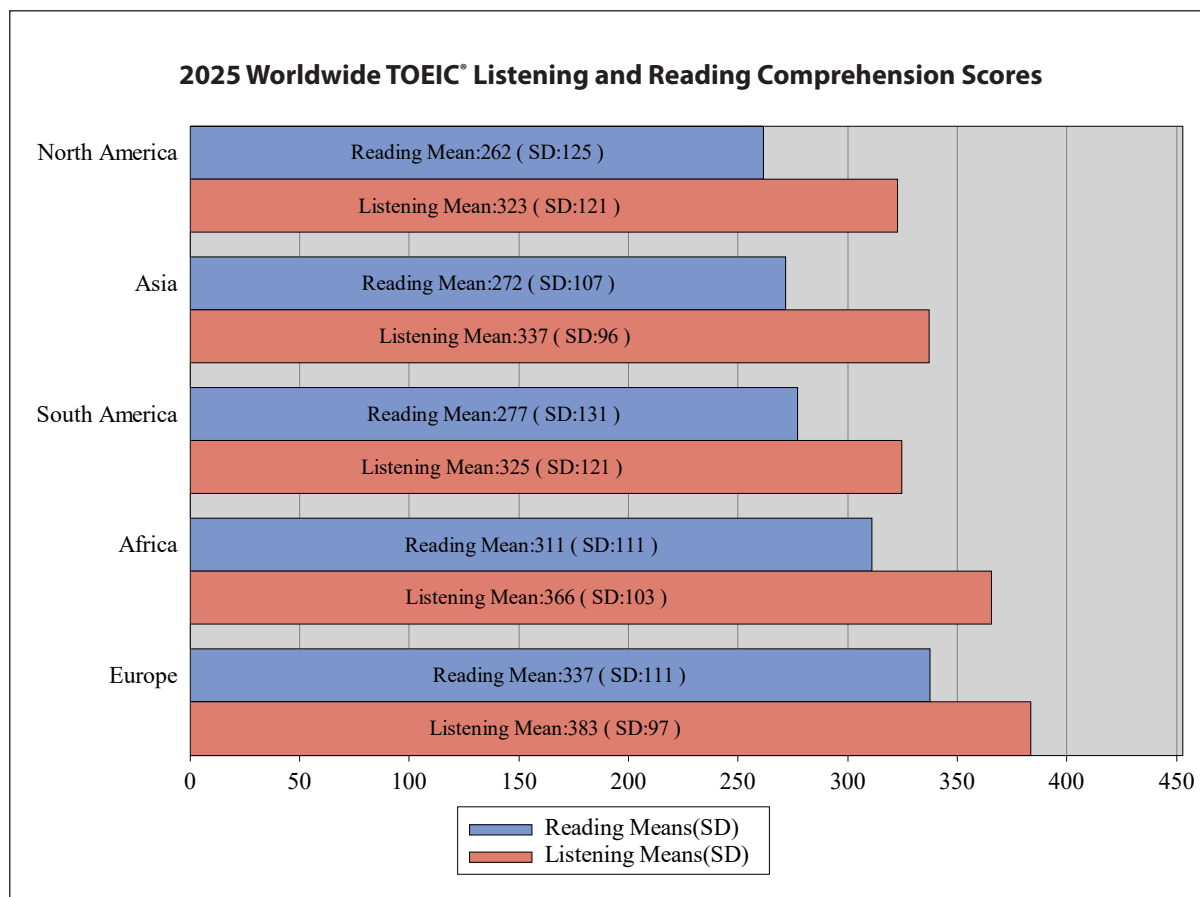


Figure 1: Mean TOEIC Scores by Region

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

Table 1: Mean Performance by Native Country

Country	Listening		Reading		Total	
	Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
ALBANIA	280	(89)	229	(87)	509	(171)
ALGERIA	384	(92)	329	(105)	713	(191)
BELGIUM	404	(89)	376	(97)	780	(180)
BENIN	327	(101)	284	(105)	611	(197)
BRAZIL	315	(123)	266	(130)	581	(247)
CAMEROON	334	(100)	281	(107)	614	(200)
CHILE	349	(114)	302	(129)	651	(238)
CHINA, PEOPLE'S REPUBLIC	301	(98)	281	(101)	582	(190)
CONGO REPUBLIC	279	(110)	228	(104)	507	(205)
COSTA RICA	410	(85)	353	(98)	763	(175)
COTE D'IVOIRE (IVORY COAST)	314	(102)	263	(106)	577	(201)
EL SALVADOR	341	(101)	269	(110)	609	(204)
FRANCE	383	(97)	336	(111)	719	(203)
GABON	303	(110)	255	(109)	559	(211)
GERMANY	453	(62)	398	(90)	851	(145)
HONG KONG	310	(109)	237	(119)	547	(221)
INDIA	420	(71)	348	(96)	768	(159)
INDONESIA	269	(111)	191	(110)	461	(213)
ITALY	408	(88)	368	(103)	776	(185)
JAPAN	313	(90)	251	(100)	564	(181)
KOREA (ROK)	377	(82)	305	(103)	682	(177)
LEBANON	448	(64)	402	(83)	850	(142)
MADAGASCAR	372	(100)	325	(109)	697	(203)
MALAYSIA	391	(87)	327	(110)	718	(190)
MEXICO	307	(127)	252	(128)	559	(250)
MONGOLIA	302	(97)	217	(106)	519	(195)
MOROCCO	389	(92)	328	(106)	717	(192)
MYANMAR (BURMA)	333	(98)	263	(112)	596	(203)
PANAMA	317	(97)	226	(99)	543	(190)
PERU	372	(102)	338	(111)	711	(206)
PHILIPPINES	396	(74)	326	(91)	722	(157)
POLAND	402	(99)	349	(119)	750	(212)
REUNION	343	(114)	292	(126)	635	(236)
SENEGAL	317	(111)	266	(110)	583	(215)
SPAIN	392	(85)	359	(96)	751	(174)
TAIWAN	316	(105)	265	(111)	581	(208)
THAILAND	307	(113)	224	(110)	531	(216)
TUNISIA	409	(86)	358	(98)	766	(178)
VIETNAM	320	(91)	256	(100)	576	(184)

*SD = Standard Deviation

Relationship Between Listening and Reading Scores

The correlation between the two sections of the TOEIC® Listening and Reading test was about 0.85. (Appendix C presents the correlations between Listening and Reading across regions.) This is consistent with previous research and with the findings presented in the 2024 *Worldwide Data*

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

Test Takers by Demographic Variables

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

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

Table 2: Mean Performance by Demographic Categories

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Age	26 – 30	14.6	368	(88)	304	(103)	673	(184)
	31 – 35	7.1	361	(92)	302	(105)	663	(189)
	36 – 40	4.3	345	(96)	288	(106)	633	(195)
	21 – 25	43.0	347	(94)	281	(106)	628	(192)
	Over 45	5.2	337	(96)	286	(104)	624	(192)
	41 – 45	3.2	337	(96)	281	(105)	618	(193)
	20 or under	22.6	300	(100)	231	(107)	531	(199)
Gender	Female	50.1	348	(95)	279	(109)	627	(197)
	Male	49.9	331	(98)	272	(109)	603	(200)
Education	Graduate school	12.0	367	(88)	320	(99)	687	(179)
	Undergraduate college	55.9	351	(89)	290	(101)	641	(182)
	High school	8.5	313	(102)	248	(112)	561	(206)
	Junior high school	0.8	290	(110)	210	(113)	500	(215)
	Community college	13.9	280	(90)	210	(91)	490	(171)
	Language institution	1.0	287	(101)	199	(102)	486	(195)
	Elementary school	0.4	277	(113)	204	(118)	481	(224)
	Vocational school after high school	3.7	275	(105)	203	(101)	477	(199)
	Vocational school	3.7	273	(96)	190	(95)	463	(182)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

	% of Test takers	Listening		Reading		Total		
		Mean	(SD)*	Mean	(SD)*	Mean	(SD)*	
Major	Social studies	9.9	349	(92)	290	(106)	638	(191)
	Health related	7.4	347	(93)	284	(107)	631	(192)
	Liberal arts	19.2	348	(92)	280	(107)	627	(191)
	Business related	16.3	340	(97)	282	(109)	622	(199)
	Sciences	13.2	333	(91)	280	(102)	613	(186)
	Engineering	23.3	321	(95)	261	(105)	582	(192)
	Other	10.7	323	(102)	256	(111)	578	(204)
Current Status	Not employed	6.9	367	(88)	299	(104)	666	(184)
	Full time employee	30.0	336	(97)	280	(106)	616	(195)
	Part time employee	5.4	338	(107)	276	(118)	614	(219)
	Full time student	57.7	325	(96)	260	(107)	585	(195)
Type of Industry	Service-Foreign Affairs	0.2	394	(94)	343	(113)	738	(200)
	Service-Education (High school or below)	2.7	373	(93)	323	(106)	696	(192)
	Public Utility Production	1.6	370	(85)	320	(96)	690	(173)
	Service-Education (College or above)	2.5	368	(101)	317	(115)	685	(209)
	Mass Media	1.4	370	(87)	314	(102)	684	(182)
	Finance	6.0	362	(89)	314	(101)	675	(182)
	Insurance	1.1	361	(83)	313	(94)	675	(169)
	Manufacturing-Pharmaceuticals	2.2	360	(84)	308	(95)	668	(173)
	Other	6.8	358	(97)	301	(109)	660	(199)
	Telecommunication	2.5	353	(85)	300	(98)	653	(175)
	Trading	3.2	354	(89)	296	(101)	650	(183)
	Real Estate	0.9	348	(90)	289	(100)	637	(182)
	Service-Other	11.9	346	(91)	288	(102)	634	(185)
	Service-Health	4.2	345	(90)	285	(103)	630	(186)
	Service-Legislative	5.8	334	(99)	281	(109)	615	(201)
Transportation	3.4	341	(90)	273	(98)	614	(180)	

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

	% of Test takers	Listening		Reading		Total		
		Mean	(SD)*	Mean	(SD)*	Mean	(SD)*	
Type of Industry (cont.)	Manufacturing-Clothing	0.5	343	(94)	270	(105)	613	(191)
	Retail/Wholesale	2.4	338	(95)	274	(105)	612	(193)
	Service-Traveling	3.2	342	(99)	268	(107)	610	(197)
	Service-Armed forces	3.1	326	(109)	270	(118)	596	(221)
	Construction	2.8	328	(99)	267	(108)	595	(200)
	Manufacturing-Food	2.2	328	(101)	265	(112)	594	(206)
	Manufacturing-Glass	0.3	323	(95)	270	(104)	593	(192)
	Manufacturing-Chemicals	3.5	320	(93)	272	(99)	592	(184)
	Manufacturing-Petroleum	0.7	319	(107)	270	(114)	589	(215)
	Manufacturing-Other	3.3	320	(103)	261	(111)	581	(207)
	Agriculture	0.9	314	(108)	255	(117)	569	(218)
	Manufacturing-Metals	1.6	308	(97)	251	(104)	559	(194)
	Manufacturing-Machinery	6.1	307	(97)	249	(104)	556	(194)
	Manufacturing-Electronic	7.1	299	(99)	253	(104)	552	(195)
	Manufacturing-Vehicles	4.9	300	(96)	237	(105)	537	(194)
Manufacturing-Fabric	1.2	287	(103)	229	(108)	516	(205)	
Type of Job	Teaching/Training	5.8	367	(100)	316	(113)	684	(206)
	Professional Specialist	9.5	352	(91)	304	(102)	657	(185)
	Clerical/Administrative	16.1	355	(92)	296	(104)	651	(189)
	Management	6.9	341	(105)	293	(115)	634	(213)
	Services	7.6	349	(97)	284	(107)	632	(195)
	Marketing/Sales	14.1	345	(89)	285	(100)	630	(182)
	Scientific/Technical Professionals	22.8	326	(92)	272	(102)	598	(187)
	Other	10.1	321	(110)	263	(118)	584	(220)
	Technician	7.1	306	(102)	253	(106)	559	(199)
Years Spent Studying English	> 10 years	45.2	372	(88)	314	(102)	686	(182)
	> 6 – 10 years	29.4	319	(92)	257	(101)	576	(185)
	> 4 – 6 years	12.9	300	(93)	233	(99)	533	(183)
	< = 4 years	12.6	285	(94)	216	(98)	501	(183)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Language Skills Most Emphasized	Listening, Reading, Speaking and Writing	21.8	367	(96)	309	(111)	675	(199)
	Reading & Writing	5.1	338	(100)	284	(112)	622	(205)
	Speaking	16.5	340	(93)	273	(105)	613	(191)
	Listening & Speaking	22.3	338	(94)	270	(106)	608	(192)
	Writing	1.8	315	(107)	258	(117)	574	(216)
	Reading	18.2	310	(92)	259	(101)	568	(185)
	Listening	14.3	317	(94)	250	(103)	567	(190)
Time Spent Daily Using English	51–100%	5.2	398	(86)	338	(108)	736	(187)
	21–50%	14.3	370	(91)	305	(108)	675	(192)
	11–20%	22.1	349	(94)	285	(107)	634	(193)
	1–10%	40.4	324	(94)	263	(105)	588	(191)
	None	18.0	302	(93)	243	(101)	545	(186)
English Language Skills Used Most Often	Listening, Reading, Speaking and Writing	10.0	379	(92)	317	(111)	695	(196)
	Reading & Writing	6.3	361	(94)	305	(108)	666	(195)
	Listening & Speaking	15.0	343	(95)	271	(107)	614	(194)
	Reading	31.7	328	(93)	278	(104)	606	(189)
	Listening	20.8	327	(98)	260	(108)	587	(198)
	Writing	2.6	318	(103)	260	(110)	578	(205)
	Speaking	13.5	321	(97)	250	(106)	572	(195)
Difficulty with English Communication	Seldom	21.8	345	(98)	287	(110)	631	(200)
	Sometimes	36.6	347	(92)	284	(105)	631	(189)
	Almost never	14.8	327	(105)	270	(117)	597	(216)
	Frequently	17.7	331	(90)	266	(101)	597	(182)
	Almost always	9.0	296	(98)	231	(104)	526	(194)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (Continued)

		% of Test takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Time in English-Speaking Country	Yes, > 2 years	3.6	418	(81)	359	(103)	777	(176)
	Yes, > 1–2 years	2.3	390	(93)	327	(111)	717	(198)
	Yes, 6–12 months	4.2	384	(89)	317	(107)	701	(190)
	Yes, < 6 months	20.0	352	(87)	287	(102)	639	(181)
	No	69.9	323	(96)	262	(107)	585	(195)
Purpose for Time in English-Speaking Country	Other	7.8	387	(93)	321	(112)	708	(199)
	To study	21.5	382	(97)	320	(116)	701	(207)
	To work	14.1	369	(90)	313	(105)	682	(187)
	To participate in language program	27.5	366	(83)	297	(100)	663	(175)
	To travel	29.1	351	(88)	288	(102)	639	(182)
Number of Times the TOEIC Test Was Taken	Three times or more	32.6	361	(83)	297	(97)	658	(171)
	Twice	12.5	337	(90)	273	(102)	610	(185)
	Once	20.8	326	(95)	264	(107)	589	(194)
	Never	34.2	317	(103)	259	(114)	577	(210)
Purpose for Taking the TOEIC Test	For job application	28.0	353	(91)	286	(105)	639	(187)
	For learning	24.3	337	(97)	276	(108)	613	(197)
	For graduation	25.8	324	(105)	262	(116)	587	(214)
	To assess language program	10.1	325	(102)	261	(110)	586	(205)
	For promotion	11.8	320	(94)	260	(101)	580	(187)

*SD = Standard Deviation

Age

A closer look at the demographic categories revealed that across all countries, the typical TOEIC® test taker was between 21 and 25 years of age (43%). Twenty-three percent of test takers were 20 years of age or younger. Fifteen percent were between 26 and 30 years of age and the remaining 20% were 31 years of age or older.

Panama (98%) had the highest percentages of test takers who were 20 years of age or younger. Morocco (78%) had the highest percentage of test takers between 21 and 25 years of age. For the 26

to 30 years of age group, Myanmar (40%) had the highest proportion of test takers.

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

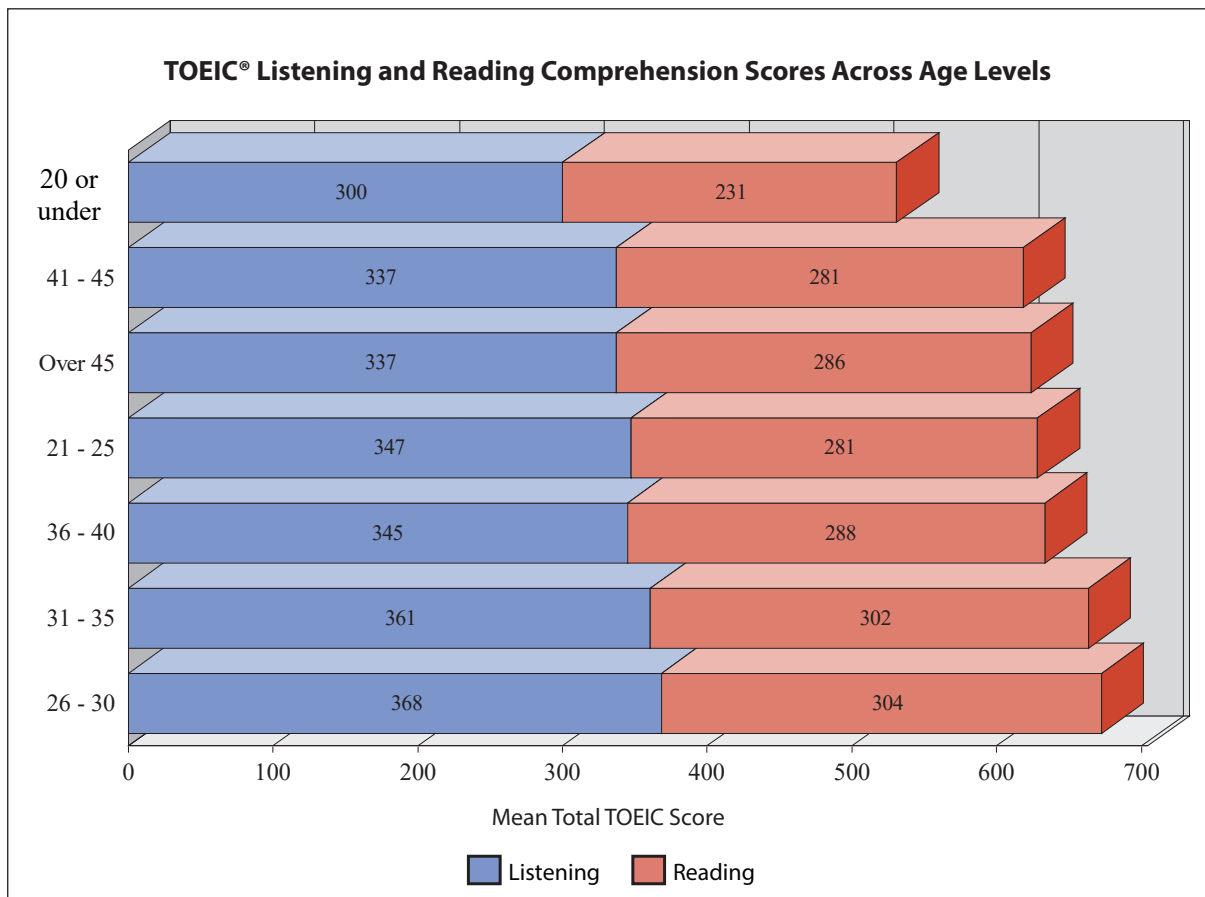


Figure 2: Mean TOEIC Scores Across Age Levels

Gender

Overall, roughly equal proportions of males (50%) and females (50%) took the TOEIC® Listening and Reading test (as shown in Table 2).

Countries that had a large male test-taking population include Chile (71%) and Benin (64%). In other countries, there were higher proportions of female than male test takers. These countries

included Costa Rica (67%) and Albania (66%).

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

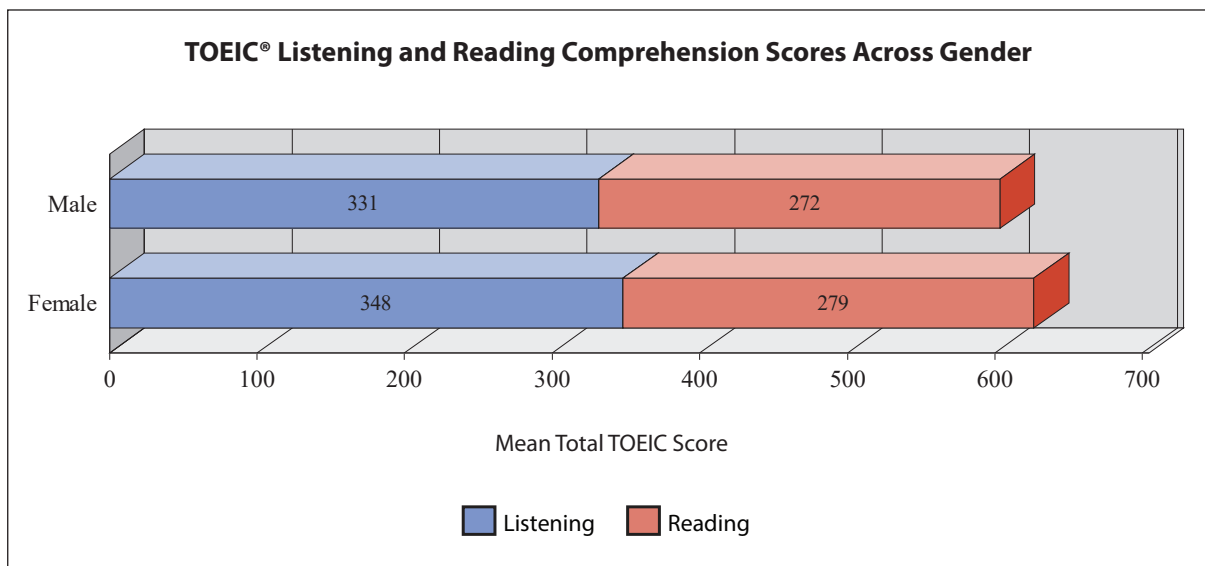


Figure 3: Mean TOEIC Scores Across Gender

Education

More than half of test takers (56%) held an undergraduate degree as their highest degree or were pursuing an undergraduate degree at the time that they answered the Background Questionnaire. A higher percentage of women (58%) than men (54%) held or were pursuing an undergraduate degree as their highest degree. In contrast, a higher percentage of men (14%) than women (10%) held or were pursuing a graduate degree.

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

the Philippines (84%), Korea (77%), and Thailand (76%) had the highest proportions of test takers holding or pursuing an undergraduate degree as their highest degree, while Morocco (73%), Algeria (72%), and Benin (70%) had the largest proportions of test takers holding or pursuing a graduate degree. Chile (26%) had the highest proportion of test takers with a vocational degree after high school.

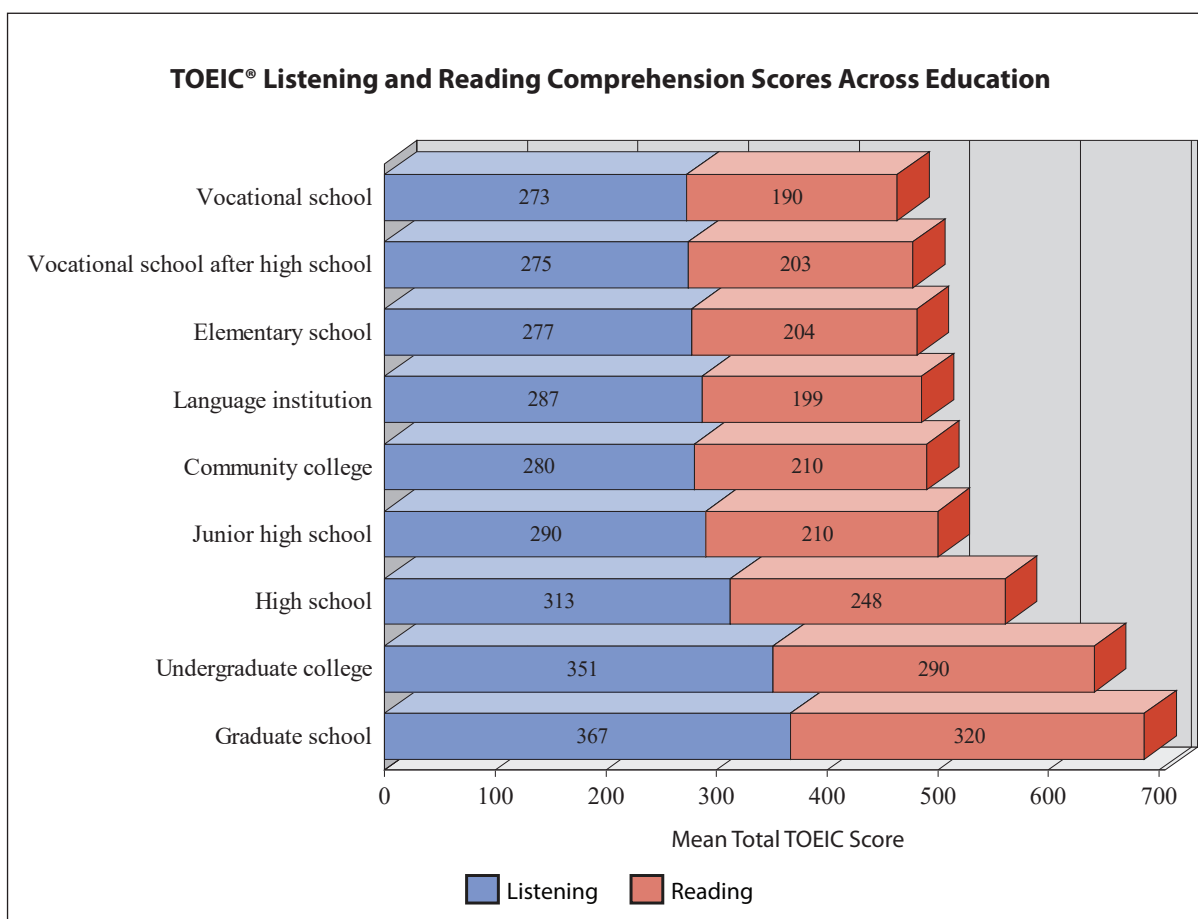


Figure 4: Mean TOEIC Scores Across Education

Academic Major

The largest percentage of TOEIC® Listening and Reading test takers majored in engineering (23%). The highest percentages of test takers with engineering majors were in Cameroon (62%) and Tunisia (50%). Liberal arts (19%) and business-related majors (16%) were the second and third most popular majors. Costa Rica (50%) had the highest percentage of test takers with liberal arts majors. Countries with high percentages of test

takers with business-related majors included India (52%), Peru (49%), and Italy (43%).

Across all test takers, in terms of percentage, more females (27%) majored in liberal arts than males (12%), and more males (34%) majored in engineering than females (12%).

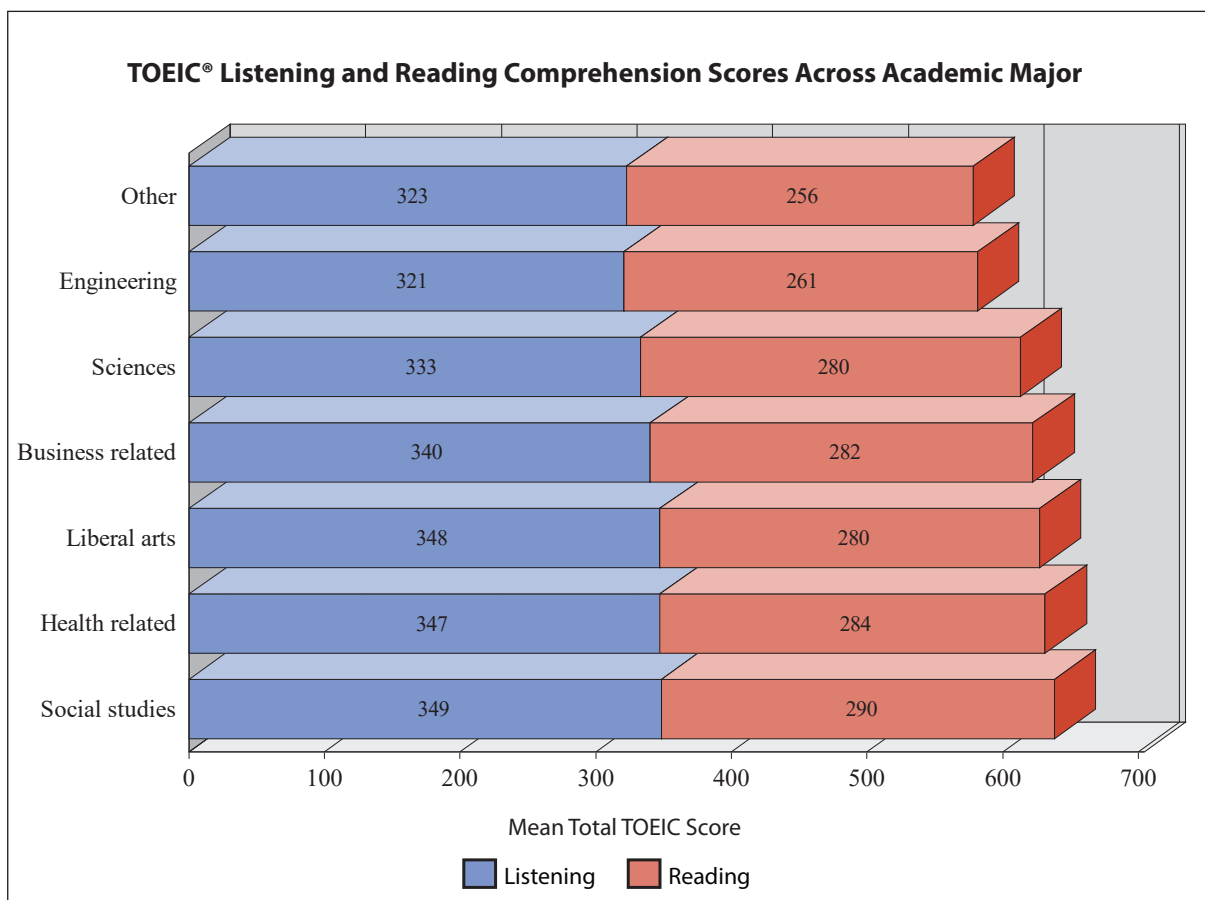


Figure 5: Mean TOEIC Scores Across Academic Major

Employment Status

Overall, the majority of TOEIC® Listening and Reading test takers were full-time students (58%). Panama (92%), the Philippines (85%), Belgium (84%), and Cameroon (82%) had the highest proportions of full-time students.

Thirty-one percent of test takers indicated they were full-time employees. Results show that testing populations in China (71%), Peru (63%),

and Mongolia (60%) had the highest percentages of full-time employees.

In terms of percentage, more males (35%) than females (25%) were full-time employees. More females (60%) than males (55%) were full-time students.



Figure 6: Mean TOEIC Scores Across Employment Status

Type of Industry

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

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

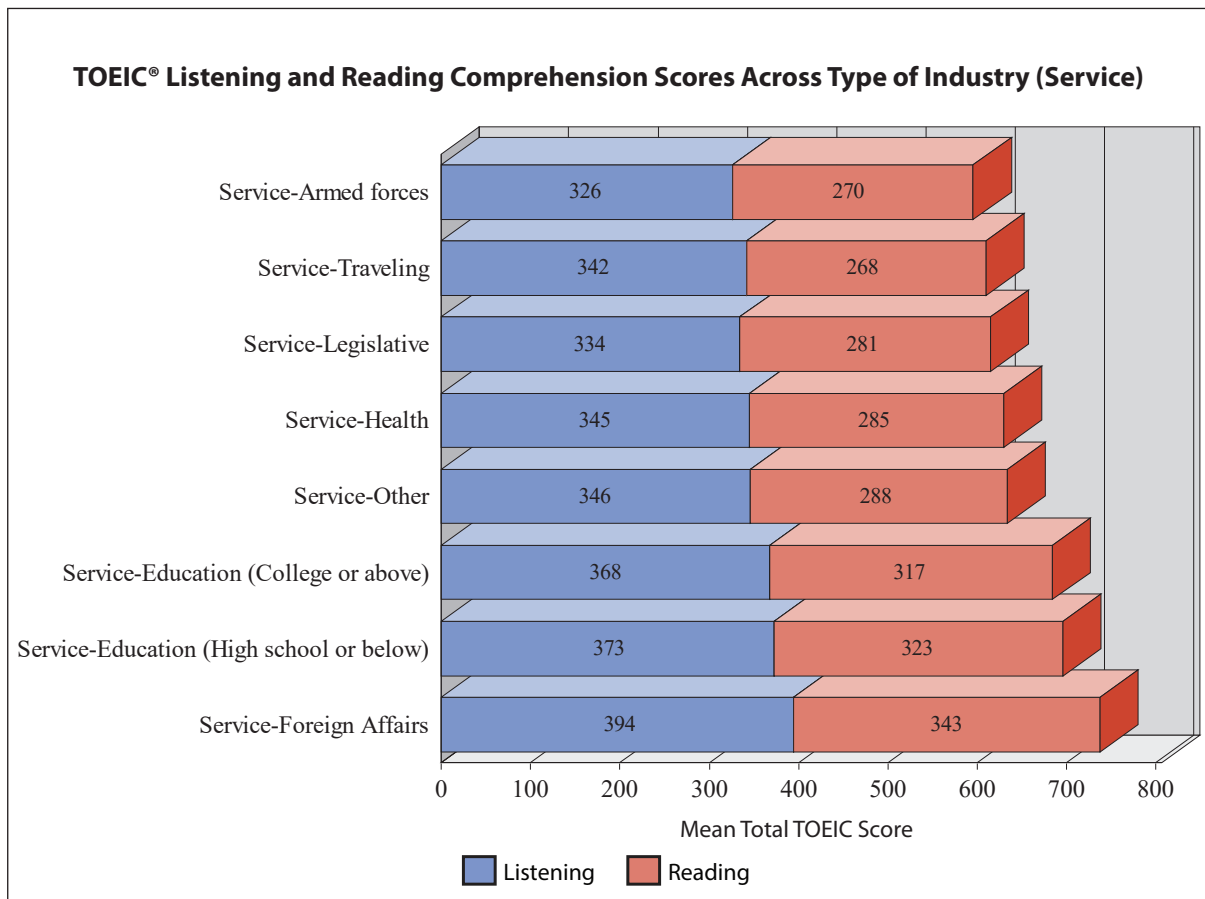


Figure 7a: Mean TOEIC Scores Across Type of Industry (Service)

TOEIC® Listening and Reading Comprehension Scores Across Type of Industry (Manufacturing)

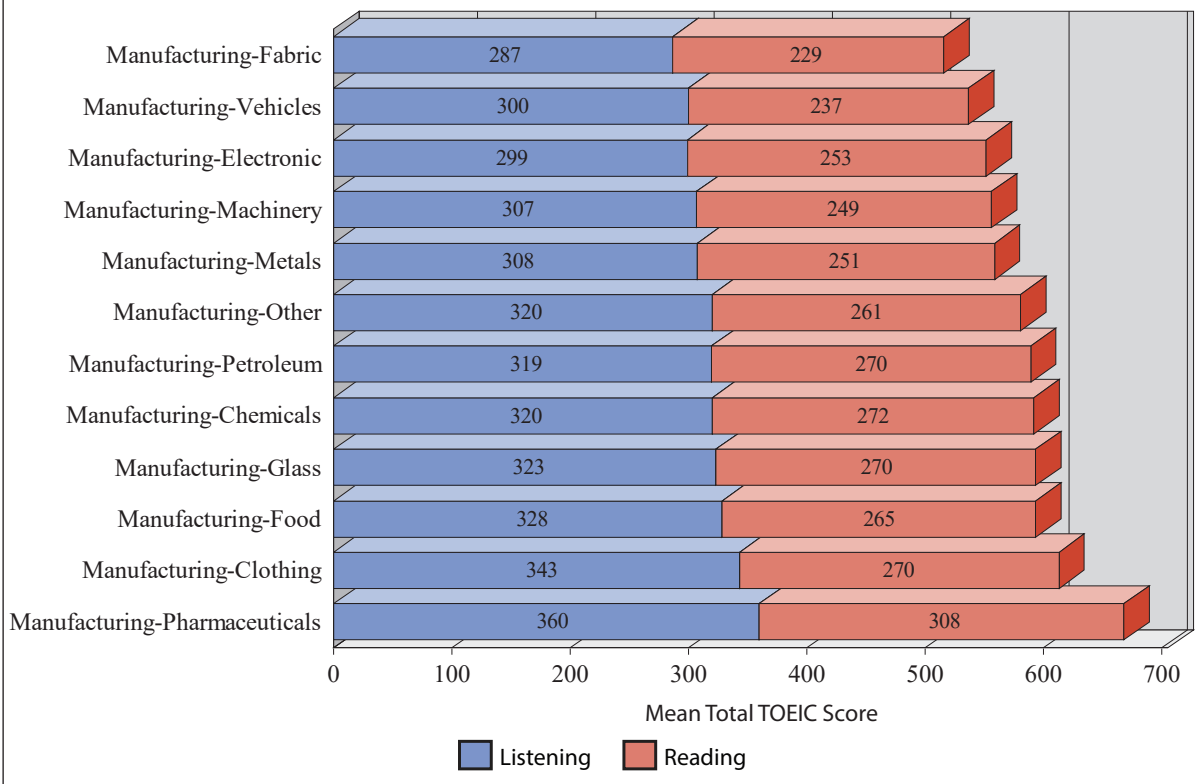


Figure 7b: Mean TOEIC Scores Across Type of Industry (Manufacturing)

TOEIC® Listening and Reading Comprehension Scores Across Type of Industry (Other)

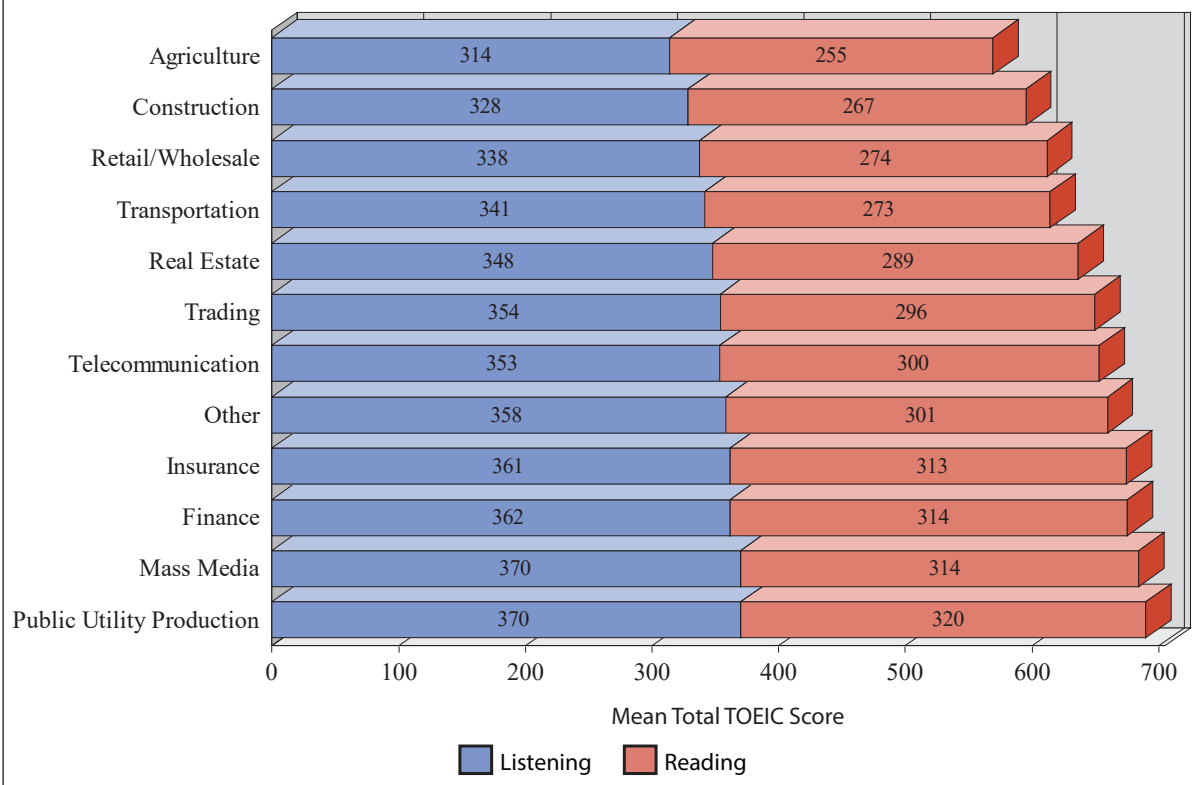


Figure 7c: Mean TOEIC Scores Across Type of Industry (Other)

Type of Job

The types of jobs performed by test takers varied greatly across countries. Overall, the largest group of test takers was scientific/technical professionals (23%).

Lebanon (39%) and Senegal (36%) had the largest percentages of test takers working in scientific/technical positions. For management positions, Vietnam (21%) had the largest percentages of test takers. For teaching/training positions, Costa

Rica (61%) and Panama (53%) had the largest percentage of test takers.

Overall, in terms of percentage, more females (9%) worked in teaching/training positions than males (4%). More females (24%) worked in clerical/administration positions than males (11%). More males (31%) worked in scientific/technical positions than females (12%).

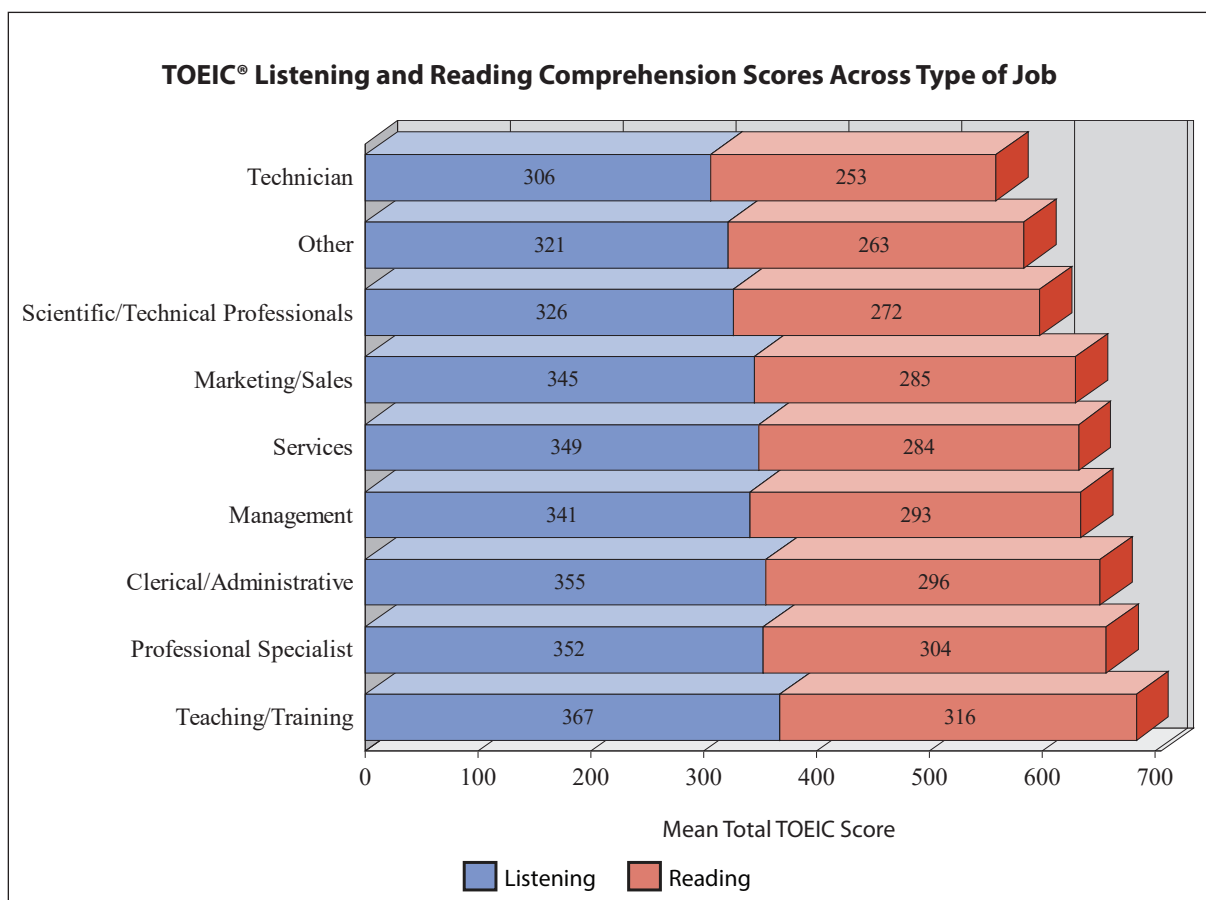


Figure 8: Mean TOEIC Scores Across Type of Job

Years Spent Studying English

The 2025 test takers exhibited very similar patterns to those in previous years in the length of time spent studying English. Seventy-five percent of 2025 test takers indicated that they studied English for more than six years.

In contrast, countries that had high proportions of test takers who studied English for more than ten years included Hong Kong (71%), India and Malaysia (70% each), and Korea (67%).

Panama (82%) and El Salvador (79%) had the largest percentages of test takers who studied English for less than or equal to four years.

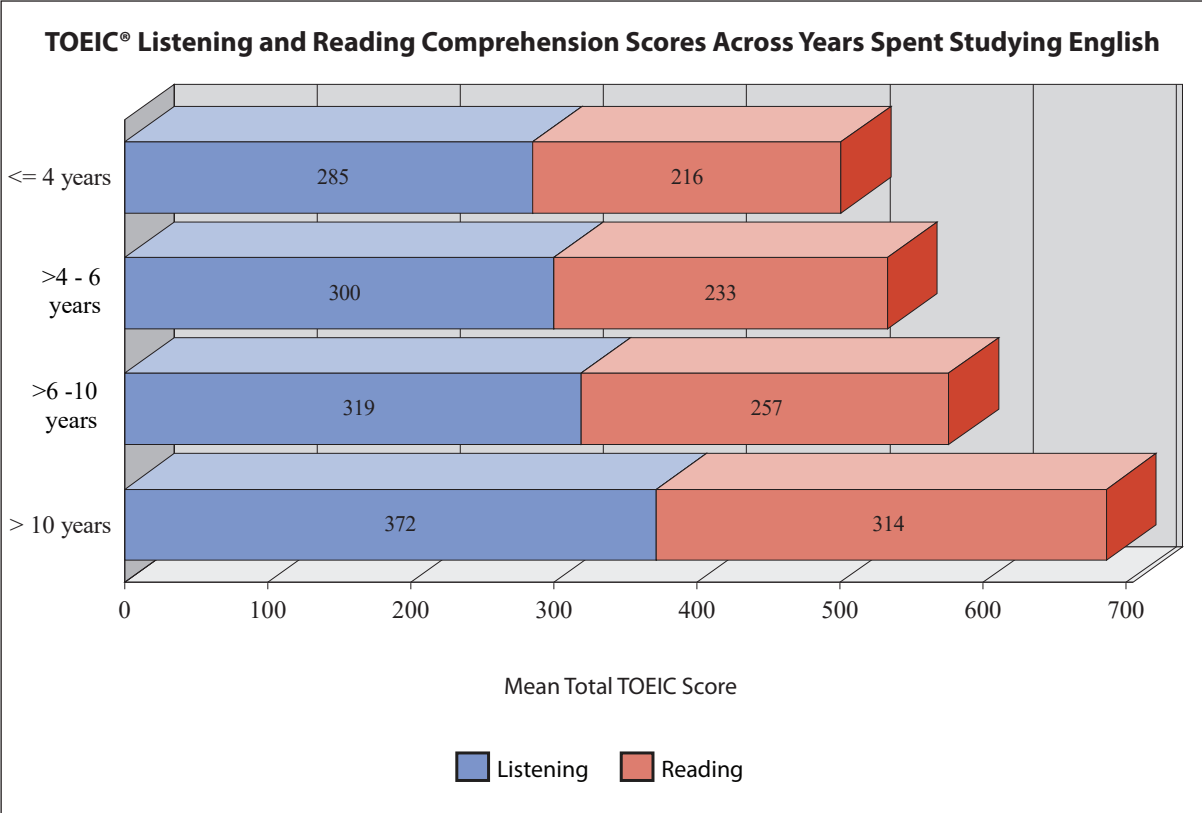


Figure 9: Mean TOEIC Scores Across Years Spent Studying English

Type of Language Skill Most Emphasized When Studying English

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

takers indicated that Listening and Speaking skills were the skills most emphasized.

Test takers from Panama (72%), El Salvador (64%), and Lebanon (60%) indicated an emphasis on all four English language skills.

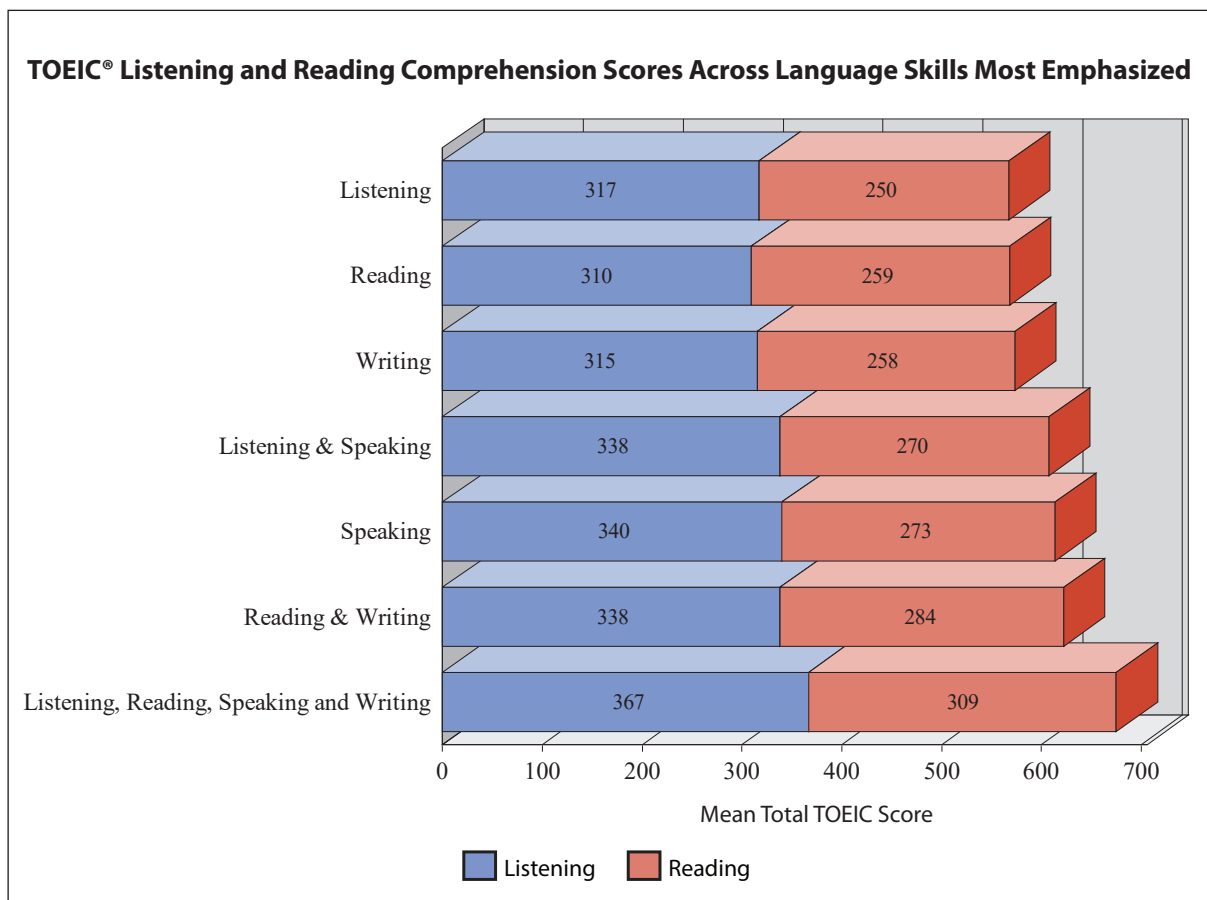


Figure 10: Mean TOEIC Scores Across Language Skills Most Emphasized

Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?” 40% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Japan (45%), China (43%), Taiwan (42%), and Korea (39%) had large proportions of test takers in this category.

Test takers from Panama (62%) responded that they spent 11-20% of their daily life using English. Test takers in India (49%) indicated that they spent 51-100% of their daily life using English.

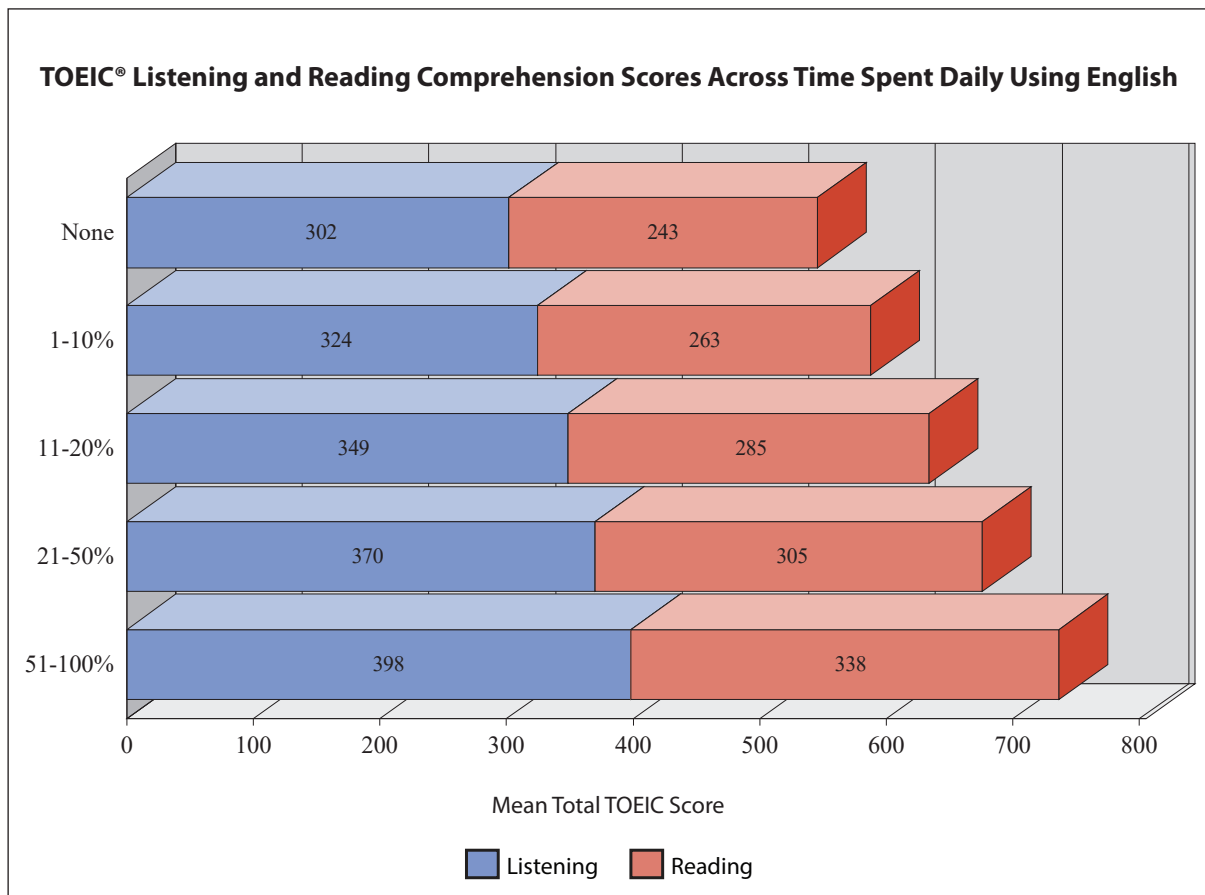


Figure 11: Mean TOEIC Scores Across Time Spent Daily Using English

Most Frequently Used Language Skill

Thirty-two percent of all test takers indicated that Reading was the English language skill that they used most often. Taiwan (41%), China (40%), Chile (38%), Peru (37%), and Japan (36%) had the highest percentages of test takers with Reading as their most used skill. For Listening, 21% of all test takers indicated that was the skill used most often. Countries that had high percentages of test takers selecting Listening include Albania (40%), Gabon

(37%), and Reunion and France (36% each). Ten percent of test takers indicated that they use all four language skills equally.

Overall, in terms of percentage, males were more inclined than females (35% vs. 28%) to choose Reading as the English language skill they used most often.

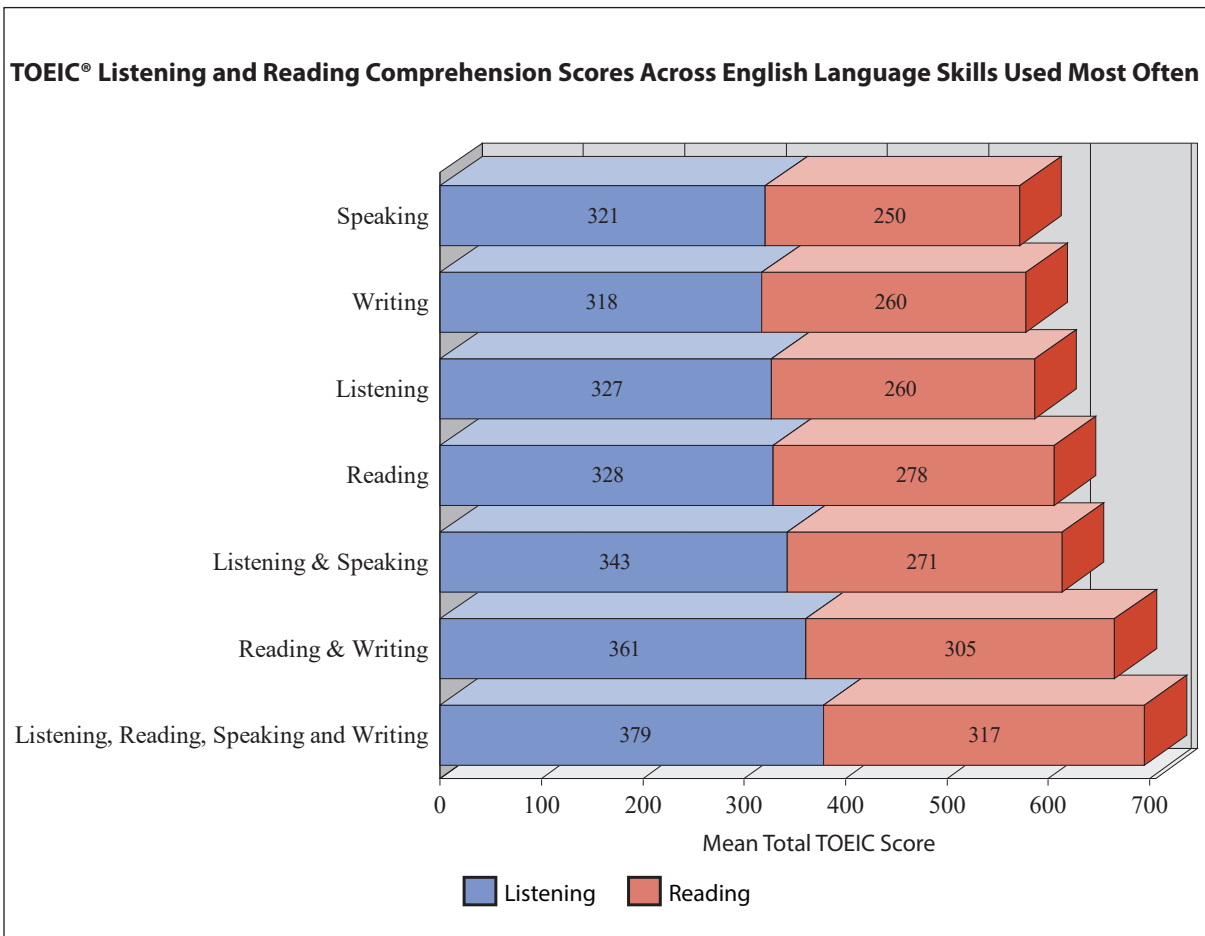


Figure 12: Mean TOEIC Scores Across English Language Skills Used Most Often

Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 37% of all test takers responded “sometimes,” 22% responded that difficulty with English “seldom” affected their

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

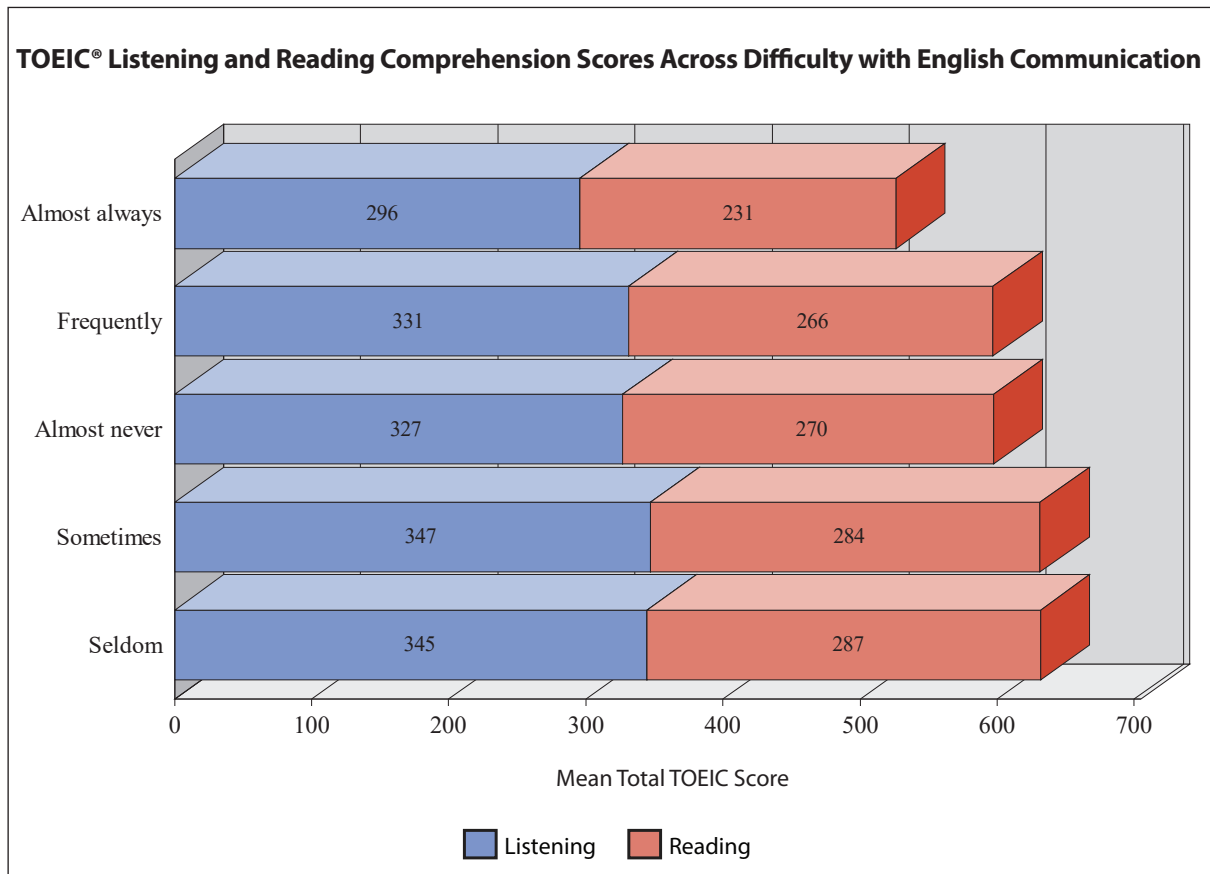


Figure 13: Mean TOEIC Scores Across Difficulty with English Communication

Time Spent in a Native English-Speaking Country

Respondents were asked, “Have you ever lived in a country in which English is the main spoken language?” Only 10% 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.

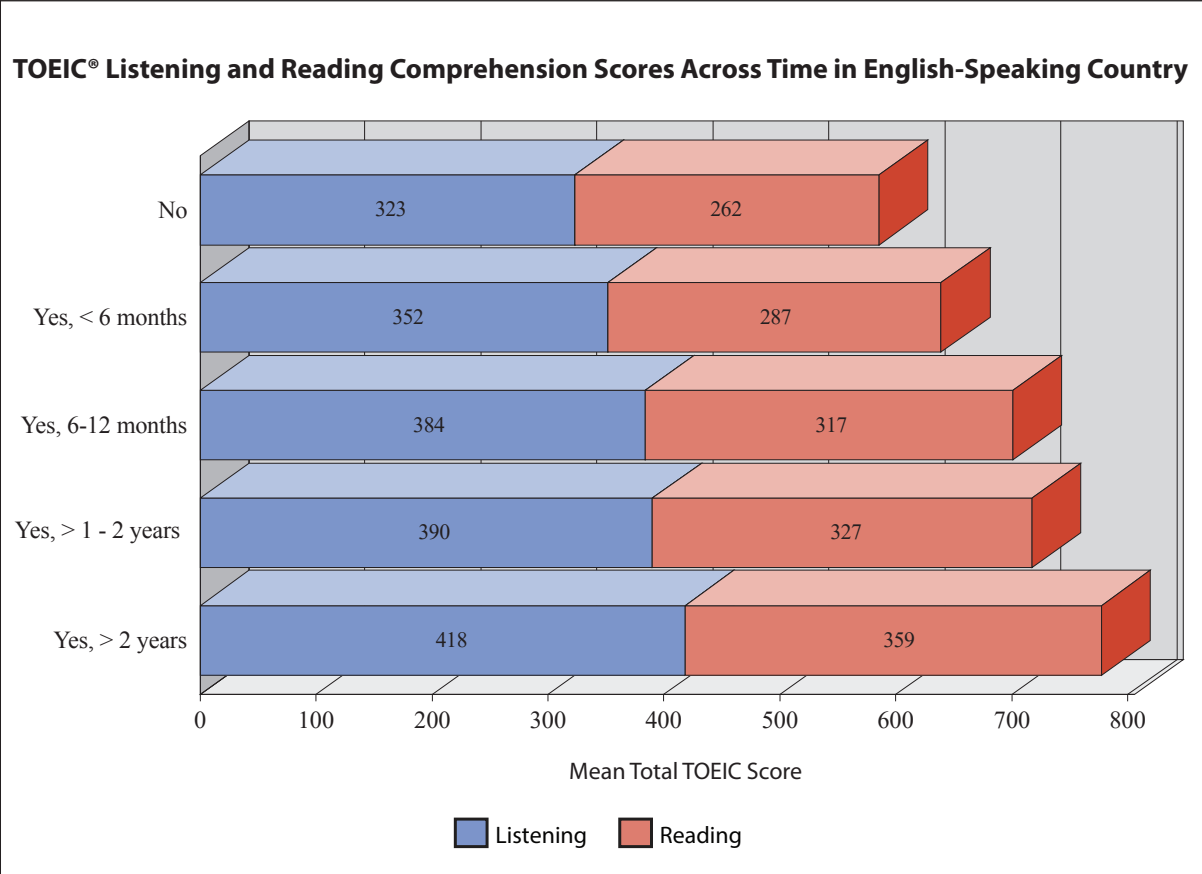


Figure 14: Mean TOEIC Scores Across Time in English-Speaking Country

Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 29% indicated traveling as the purpose for spending time there. Similarly, 28% of test takers indicated they did so for the purpose of participating in a language program.

In terms of percentage, more females (34%) than males (21%) indicated that the purpose was to participate in a language program. More males (20%) than females (8%) indicated that the purpose was to work.

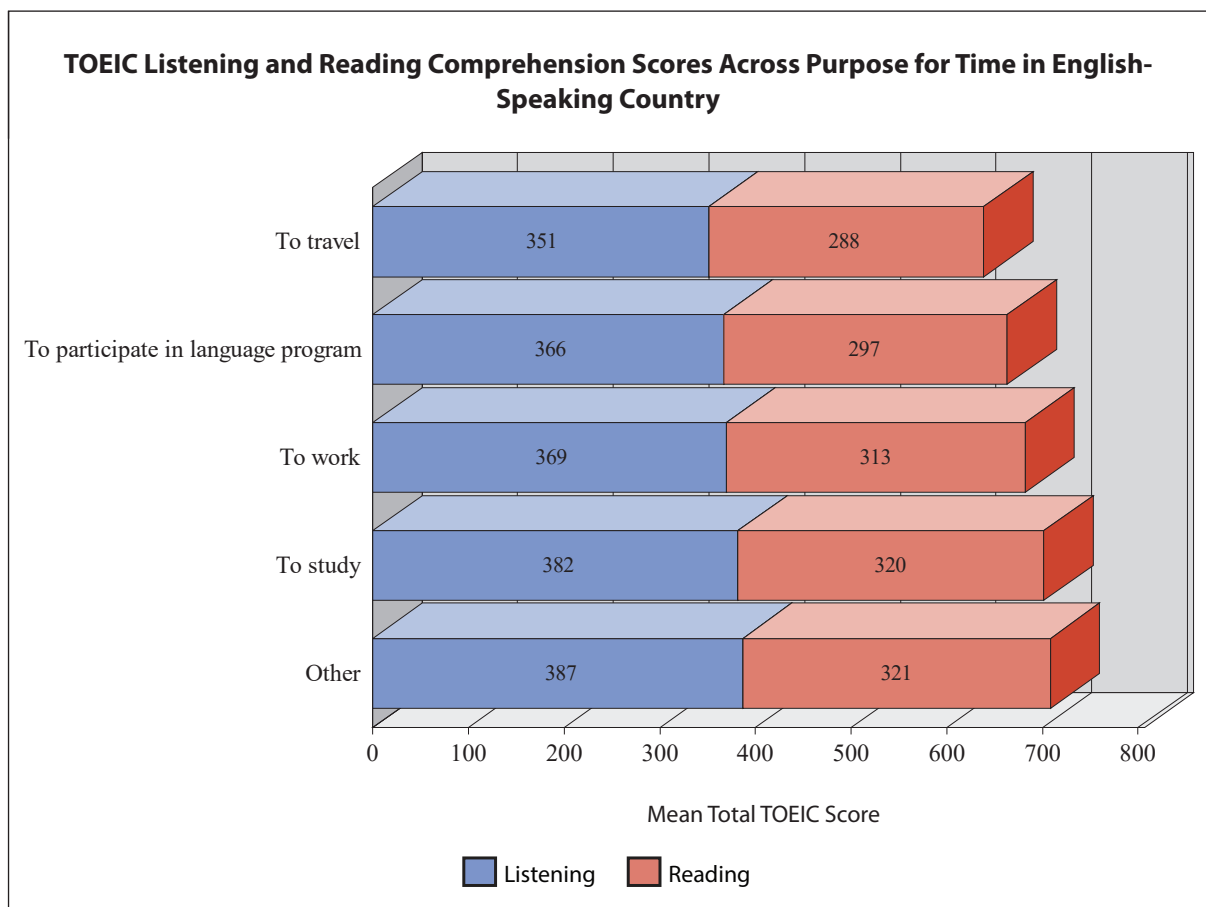


Figure 15: Mean TOEIC Scores Across Purpose for Time in English-Speaking Country

TOEIC® Test-Taking Experience

The percentages of test takers who had previously taken the TOEIC® test varied widely across countries, from lows of 10% in Germany and 14% in Belgium, to highs of 73% in Japan and 72% in Korea.

The majority of test takers (66%) had taken the TOEIC test before, with the largest percentage of test takers (33%) having taken the TOEIC test three or more times previously.

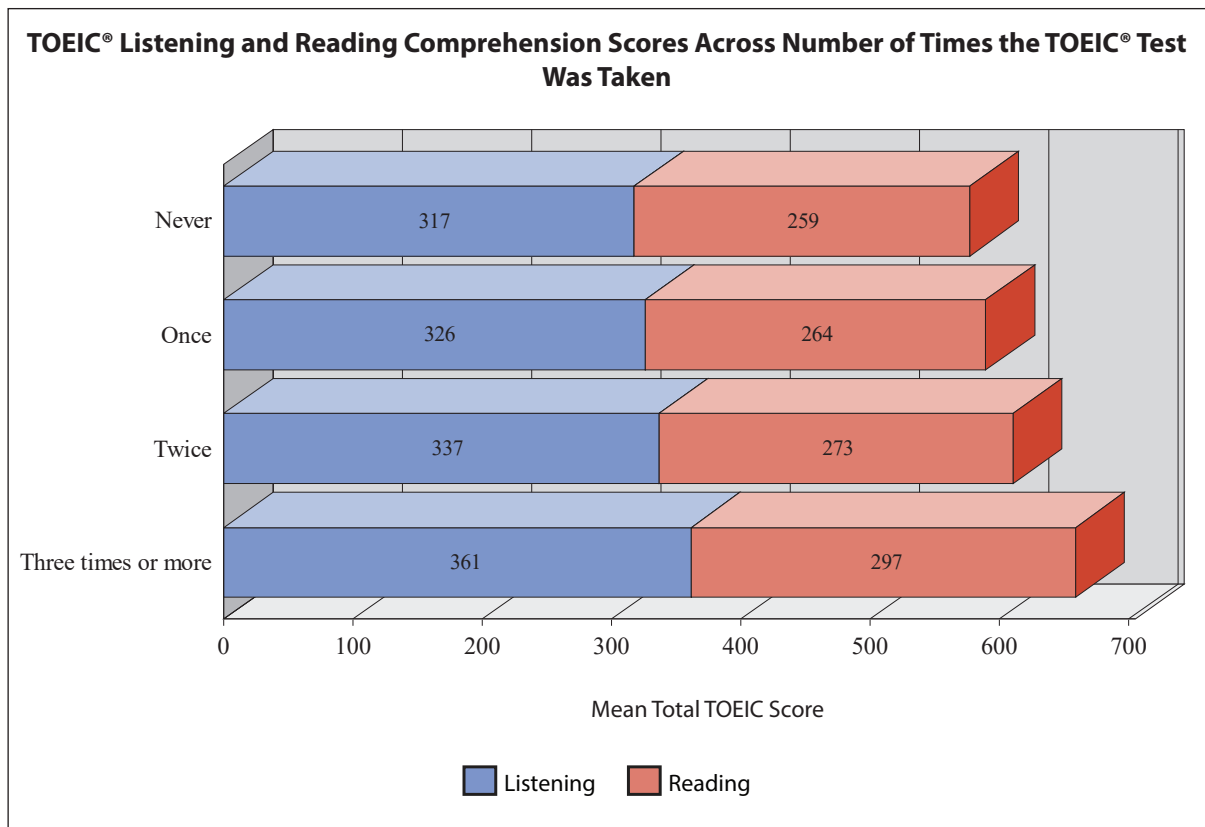


Figure 16: Mean TOEIC Scores Across Number of Times the TOEIC Test Was Taken

Purpose for Taking the TOEIC® Listening and Reading Test

High percentages of test takers indicated that the purpose of taking the TOEIC® Listening and Reading test was for job application (28%), graduation (26%), and learning (24%).

A large proportion of test takers in Mongolia (61%), Costa Rica (58%), Spain (51%), Thailand (49%) and Korea (41%) took the test for job application purposes.

For learning purposes, Myanmar (45%), Hong Kong (36%), and Japan (29%) had the highest proportions of test takers.

For graduation, Belgium (88%), Cameroon (85%), Benin (82%), and Senegal and Morocco (80% each) had the highest percentages of test takers.

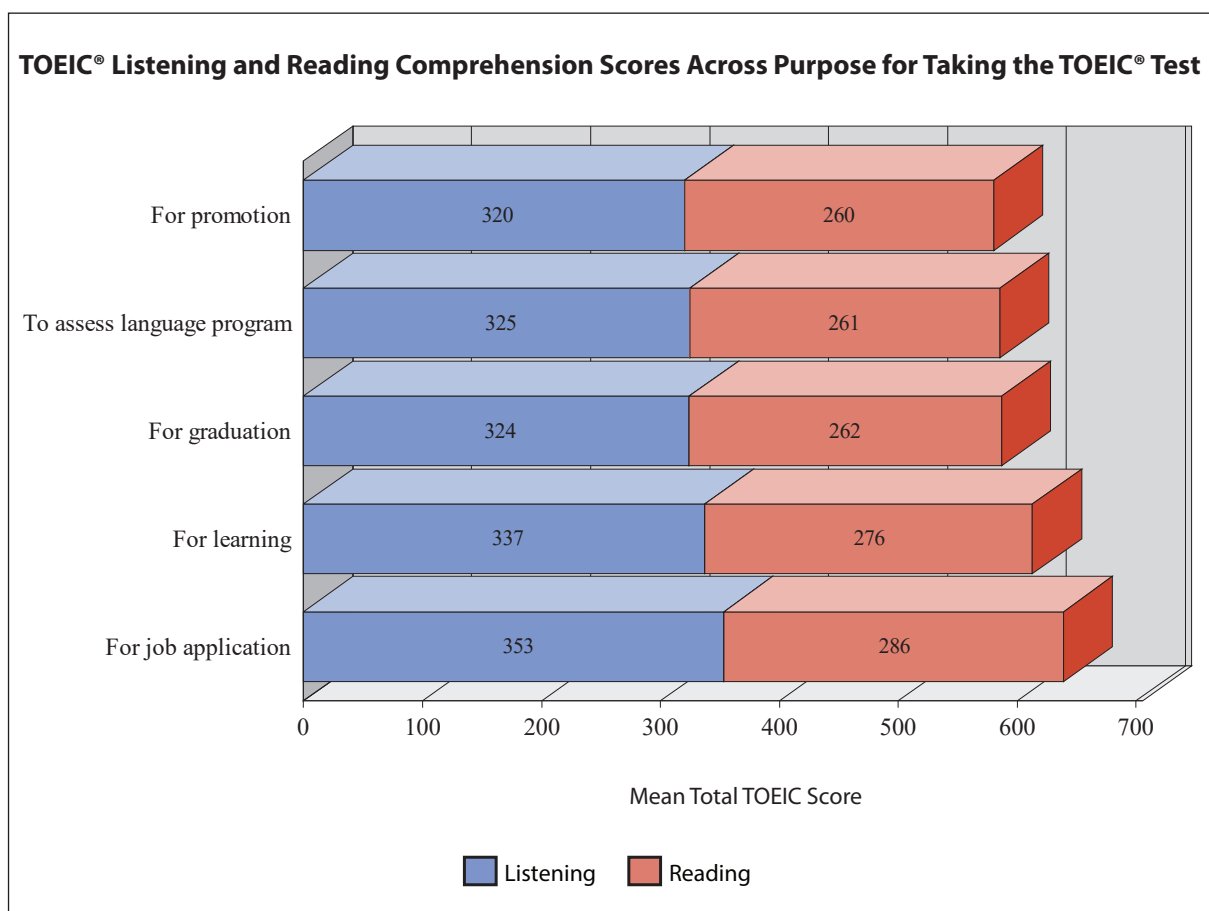


Figure 17: Mean TOEIC Scores Across Purpose for Taking the TOEIC Listening and Reading Test



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

1. Choose either the level of education in which you are currently enrolled or the highest level that you have completed.
 - A. Elementary school (primary school)
 - B. General secondary school (junior high school)
 - C. Secondary school for university entrance qualification or equivalent (high school)
 - D. Vocational/technical high school
 - E. Vocational/technical school after high school
 - F. Community/junior college (for associate degree)
 - G. Undergraduate college or university (for bachelor's degree)
 - H. Graduate or professional school (for master's or doctoral degree)
 - I. Language institution
2. Choose the major that you are currently enrolled in or the major of your highest degree. (The majors shown in parentheses are examples only.)
 - A. Liberal arts (education, fine arts, languages, literature, music, psychology)
 - B. Social studies/law (international studies, law studies, political science, sociology)
 - C. Accounting/business/economics
 - D. Finance/marketing/trading
 - E. Sciences (agriculture, computer science, mathematics, physics, statistics)
 - F. Health (medicine, nursing, pharmacy, public health)
 - G. Engineering/architecture
 - H. Other/none
3. Which of the following best describes your current status?
 - A. I am employed full-time (including self-employed).
 - B. I am employed part-time and/or study part-time.
 - C. I am not employed. (Skip to Question #6.)
 - D. I am a full-time student. (Skip to Question #6.)
4. If you are currently employed, which industry best describes that of your current employer?
 01. Agriculture/fishing/forestry/mining
 02. Construction/building design
 03. Manufacturing—food
 04. Manufacturing—pharmaceuticals
 05. Manufacturing—chemicals
 06. Manufacturing—fabric/paper
 07. Manufacturing—oil/petroleum/rubber
 08. Manufacturing—steel/other metals
 09. Manufacturing—machinery/fine machinery
 10. Manufacturing—electronic
 11. Manufacturing—vehicles (includes manufacturing of all modes of transportation)
 12. Manufacturing—cement/glass
 13. Manufacturing—clothing
 14. Manufacturing—other
 15. Service—education (high school equivalent or below)
 16. Service—education (college equivalent or above, assessment, research)
 17. Service—court/legislative/municipal/prefecture
 18. Service—foreign affairs
 19. Service—armed forces
 20. Service—health/hospital/medical research
 21. Service—hotel/recreation/restaurant/travel
 22. Service—other
 23. Public utilities production/management (electricity/water supply)
 24. Broadcasting/mass media
 25. Telecommunication
 26. Retail/wholesale
 27. Trading
 28. Accounting/banking/finance/security
 29. Insurance
 30. Real estate
 31. Transportation
 32. Other
5. 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.)
 - A. Management (executive, manager, director)
 - B. Scientific/technical professionals (engineer, mathematician, programmer, researcher, scientist)
 - C. Teaching/training
 - D. Professional specialist (accountant, broker, financial specialist, lawyer)



**Background Questionnaire
- Side 2**

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

Section II.

Your English-language experience

- 6. How many years have you spent studying English?
 - A. Less than or equal to 4 years
 - B. More than 4 years but less than or equal to 6 years
 - C. More than 6 years but less than or equal to 10 years
 - D. More than 10 years
- 7. Which of the following language skills are/were most emphasized?
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
- 8. How much time must you use English in your daily life?
 - A. None at all
 - B. 1 to 10%
 - C. 11 to 20%
 - D. 21 to 50%
 - E. 51 to 100%
- 9. Which of the following English-language skills do you use most often?
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing

- 10. How often has difficulty with English affected your ability to communicate?
 - A. Almost never
 - B. Seldom
 - C. Sometimes
 - D. Frequently
 - E. Almost always

- 11. Have you ever lived in a country in which English is the main spoken language?
 - A. No (Skip to Question #13.)
 - B. Yes, for less than 6 months
 - C. Yes, for 6 to 12 months
 - D. Yes, for more than 1 but less than or equal to 2 years
 - E. Yes, for more than 2 years

- 12. What was your main purpose for living in a country in which English is the main spoken language?
 - A. To study (in other than an English-language program)
 - B. To participate in an English-language program
 - C. To travel (not work related)
 - D. To work
 - E. Other

Section III.

Your experience in taking the TOEIC® test

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

Appendix B

Response Rates to Each Background Question

	N	Response Rate
Total number of people using the Background Questionnaire	3,024,969	
Education	2,259,879	75%
Academic Major	2,065,418	68%
Current Status	2,236,349	74%
Type of Industry	709,925	90%
Type of Job	622,708	79%
Years Spent Studying English	1,912,350	63%
Language Skills Most Emphasized	1,896,343	63%
Time Spent Daily Using English	1,897,619	63%
English Language Skills Used Most Often	1,865,855	62%
Difficulty with English Communication	1,871,479	62%
Time in English-Speaking Country	1,863,971	62%
Purpose for Time in English-Speaking Country	546,152	98%
Number of Times the TOEIC Test Was Taken	2,070,646	68%
Purpose for Taking the TOEIC Test	1,922,557	64%

***Note:** N = 793,070 was used to calculate response rates for question 4 and 5 (after excluding test takers who selected option 03 and 04 in question 3); N = 560,126 was used to calculate the response rate for question 12 (after excluding test takers who selected option 01 in question 11).

Appendix C

Correlations Between Listening and Reading Scores by Region

Region	Correlations
Africa	0.88
Asia	0.85
Europe	0.90
North America	0.90
South America	0.90



Listening & Reading tests

847851

