



2025 Report on test takers worldwide

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 2025.

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 2025

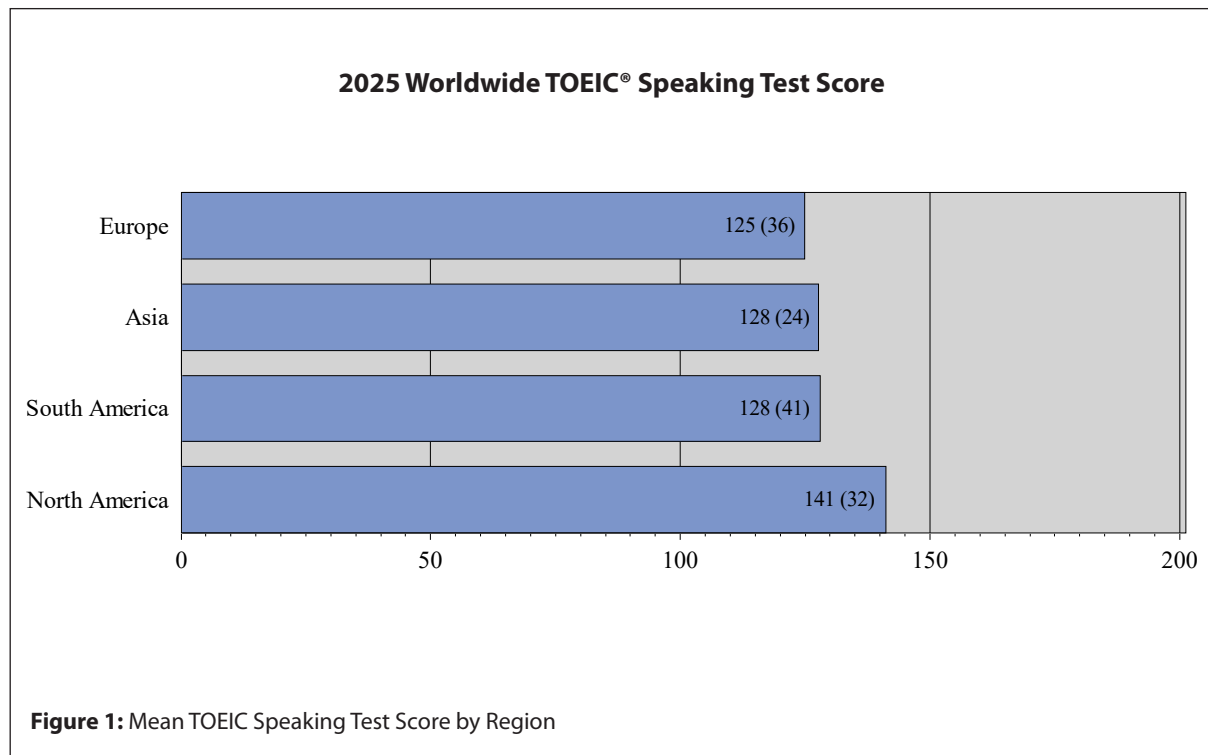
Background information was collected from all test takers who took the TOEIC® Speaking test in 2025 (including test takers who took both the TOEIC Speaking test and the TOEIC Writing test and those who only took the TOEIC Speaking test), through either the Public Testing Program or the Institutional 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.

- 51% of test takers were male;
- Most test takers (70%) had an undergraduate degree as their highest level of education or were pursuing one;
- 36% of test takers majored in engineering while 20% and 14% majored in liberal arts and business-related majors, respectively;
- 36% of test takers were full-time students, while 39% were employed full-time;
- Among those employed, 36% of test takers worked in the manufacturing industry and 18% of test takers worked in the service industry;
- 22% of test takers worked in clerical/administrative positions and 18% worked in management positions;
- 76% of test takers had spent more than 6 years studying English;
- 36% 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;
- 46% of test takers indicated that they “sometimes” had difficulty with English communication;
- 66% of test takers had never spent time in a native English-speaking country;
- 41% 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;
- 44% of test takers who took the TOEIC Speaking test in 2025 had never taken the test before, and 22% had previously taken the test three or more times;
- 56% of test takers had taken the TOEIC Speaking test for job application and 16% 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	143	(26)
CHILE	144	(29)
CHINA	121	(24)
COLOMBIA	102	(46)
COSTA RICA	147	(29)
EL SALVADOR	128	(24)
FRANCE	124	(37)
HONG KONG	112	(36)
INDONESIA	131	(26)
ISRAEL	162	(32)
JAPAN	116	(31)
KOREA, SOUTH	129	(22)
MEXICO	129	(34)
PERU	103	(47)
PHILIPPINES	154	(21)
SINGAPORE	134	(23)
SPAIN	140	(28)
TAIWAN	147	(21)
THAILAND	115	(36)
UNITED STATES	119	(46)
VIETNAM	124	(21)

*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	49.4	132	(23)
	Male	50.5	127	(23)
	Others	0.0	83	(37)
Education	Elementary school	4.0	123	(23)
	Junior high school	0.3	120	(29)
	High school	3.5	124	(29)
	Vocational school	0.4	118	(28)
	Vocational school after high school	0.6	126	(28)
	Community college	5.4	118	(26)
	Undergraduate college	70.3	131	(22)
	Graduate school	11.2	132	(22)
	Language institution	4.3	127	(22)
Major	Liberal arts	20.3	132	(24)
	Social studies	6.9	135	(22)
	Business related	13.8	134	(22)
	Sciences	7.6	129	(22)
	Health related	3.4	130	(23)
	Engineering	36.1	126	(21)
	Other	11.9	126	(25)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Current Status	Full time employee	39.4	128	(24)
	Part time employee	6.0	129	(24)
	Not employed	18.7	131	(21)
	Full time student	35.9	131	(23)
Type of Industry	Agriculture	9.3	123	(23)
	Construction	3.2	124	(24)
	Manufacturing-Food	2.1	128	(27)
	Manufacturing-Pharmaceuticals	1.7	131	(22)
	Manufacturing-Chemicals	4.5	127	(22)
	Manufacturing-Fabric	0.2	125	(26)
	Manufacturing-Petroleum	0.5	131	(22)
	Manufacturing-Metals	2.2	128	(24)
	Manufacturing-Machinery	5.9	123	(24)
	Manufacturing-Electronic	8.7	123	(22)
	Manufacturing-Vehicles	3.9	124	(23)
	Manufacturing-Glass	0.2	125	(23)
	Manufacturing-Clothing	0.7	133	(24)
	Manufacturing-Other	5.3	123	(25)
	Service-Education (High school or below)	2.5	144	(25)
	Service-Education (College or above)	1.5	139	(27)

*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	136	(23)
	Service-Foreign Affairs	0.2	140	(27)
	Service-Armed forces	2.5	131	(24)
	Service-Health	2.6	130	(22)
	Service-Traveling	3.7	133	(23)
	Service-Other	7.2	131	(24)
	Public Utility Production	2.9	129	(21)
	Mass Media	1.1	136	(24)
	Telecommunication	3.2	129	(21)
	Retail/Wholesale	1.0	131	(24)
	Trading	2.6	135	(24)
	Finance	3.6	134	(22)
	Insurance	0.4	133	(21)
	Real Estate	0.3	131	(25)
	Transportation	1.4	136	(23)
Other	13.7	127	(25)	
Type of Job	Management	18.2	127	(23)
	Scientific/Technical Professionals	11.9	126	(22)
	Teaching/Training	3.6	142	(27)
	Professional Specialist	2.5	135	(24)
	Technician	13.0	123	(23)
	Marketing/Sales	6.7	132	(25)
	Clerical/Administrative	22.3	128	(24)
	Services	8.6	131	(23)
	Other	13.1	128	(25)
Years Spent Studying English	< = 4 years	14.7	120	(25)
	> 4–6 years	9.8	125	(23)
	> 6–10 years	22.7	128	(22)
	> 10 years	52.8	134	(22)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	10.5	125	(23)
	Reading	3.8	129	(25)
	Speaking	19.0	129	(22)
	Writing	0.5	128	(29)
	Listening and Speaking	28.0	128	(23)
	Reading and Writing	1.8	132	(26)
	Listening, Reading, Speaking and Writing	36.4	132	(23)
Time Spent Daily Using English	None	11.7	124	(23)
	1–10%	36.8	128	(23)
	11–20%	29.2	130	(22)
	21–50%	16.4	134	(23)
	51–100%	5.9	140	(26)
English-Language Skills Used Most Often	Listening	14.7	127	(24)
	Reading	23.0	130	(22)
	Speaking	14.1	128	(23)
	Writing	2.3	128	(25)
	Listening and Speaking	19.8	128	(23)
	Reading and Writing	8.7	132	(23)
	Listening, Reading, Speaking and Writing	17.4	133	(24)
Difficulty with English Communication	Almost never	9.4	132	(28)
	Seldom	13.5	137	(24)
	Sometimes	45.9	132	(21)
	Frequently	21.4	125	(21)
	Almost always	9.8	118	(24)

*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	65.6	127	(23)
	Yes, < 6 months	21.8	131	(22)
	Yes, 6–12 months	5.5	136	(22)
	Yes, 1–2 years	2.7	142	(22)
	Yes, > 2 years	4.3	147	(25)
Purpose for Time in English-Speaking Country	To study	11.5	150	(23)
	To participate in language program	26.3	136	(21)
	To travel	40.8	130	(21)
	To work	14.1	128	(23)
	Other	7.3	143	(25)
Times TOEIC® Speaking and Writing Test Was Taken	Never	43.5	130	(25)
	Once	22.7	131	(22)
	Twice	11.9	130	(21)
	Three times or more	21.9	128	(22)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	56.1	131	(22)
	For promotion	15.8	125	(25)
	To assess language program	4.6	131	(24)
	For learning	10.0	131	(25)
	For graduation	13.4	128	(25)
	For visa	0.0	139	(22)

*SD = Standard Deviation

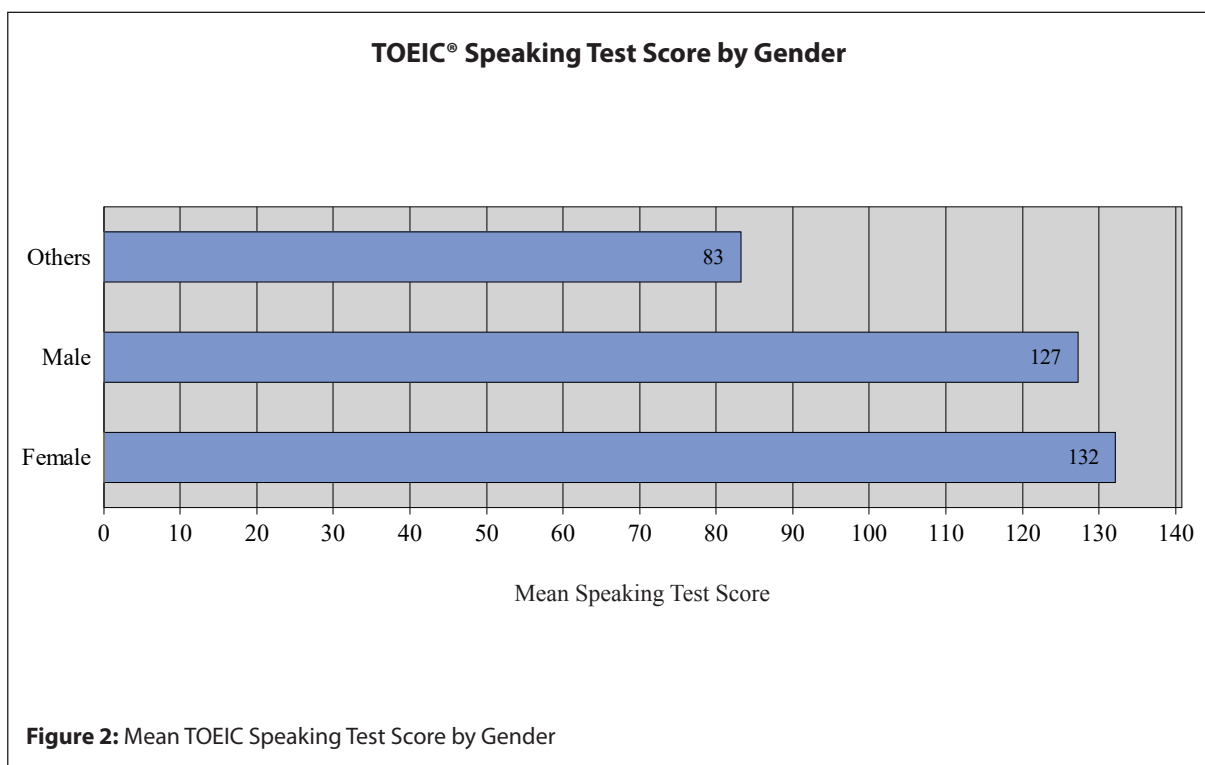
Gender

Overall, a larger proportion of males than females took the TOEIC® Speaking test (as shown in Table 2). Countries that had a larger male test-taking population include China (80%), Singapore (59%), Indonesia (58%), Peru (56%), Japan (55%), Mexico (54%), Taiwan (53%), and France and Chile (52% each).

In some countries, however, there was a higher proportion of female than male test takers. These

countries included Israel (76%), Colombia (75%), Costa Rica (67%), Hong Kong (64%), El Salvador and Vietnam (63% each), Brazil and Thailand (55% each), the United States (54%), and Spain (51%).

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

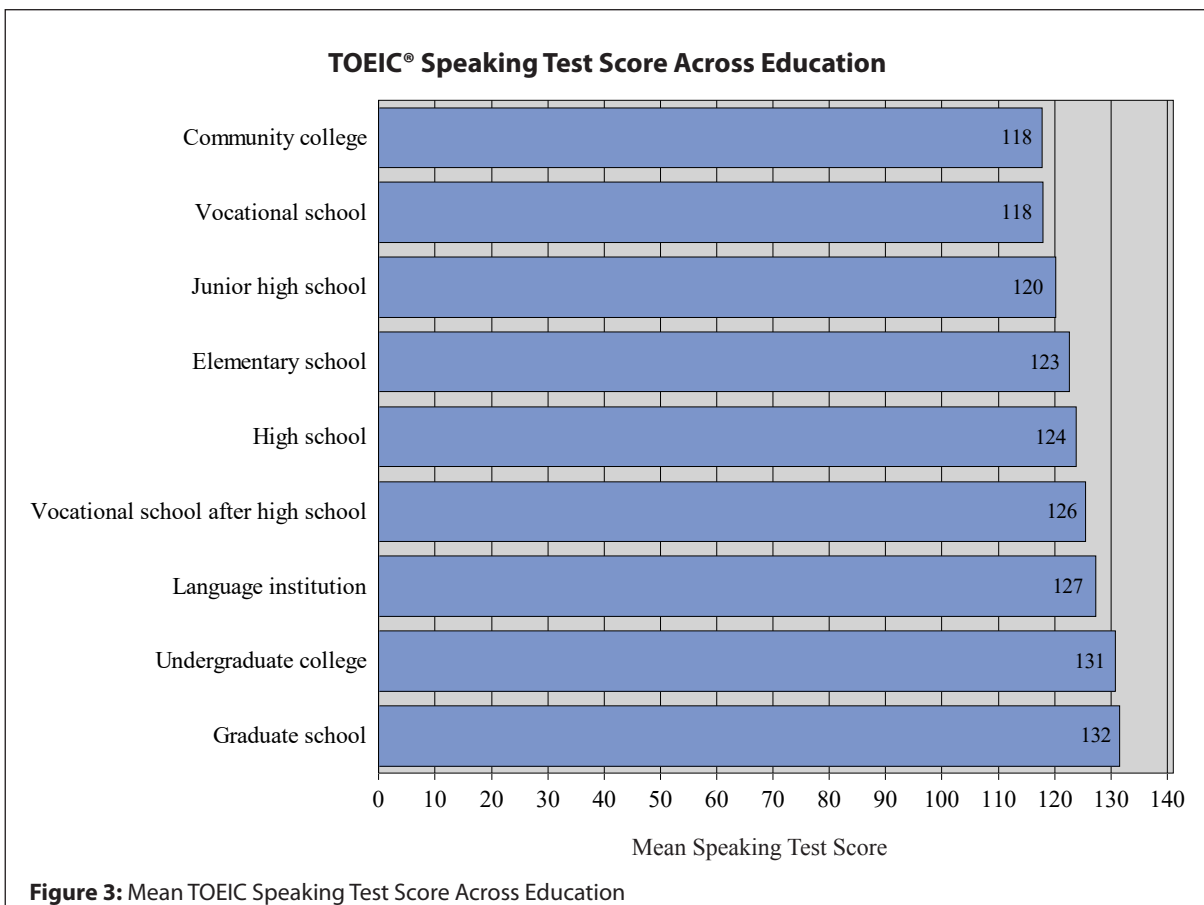


Education

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 (13%) than women (9%) 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 Chile (100%), the Philippines (85%), South Korea (74%), Japan (61%), and Thailand (56%) had the highest proportion of test takers holding or pursuing an undergraduate degree, while China (41%) had the largest proportion of test takers holding or pursuing a graduate degree. Vietnam (74%) and Hong Kong (54%) had the highest proportions of test takers with an elementary school education.

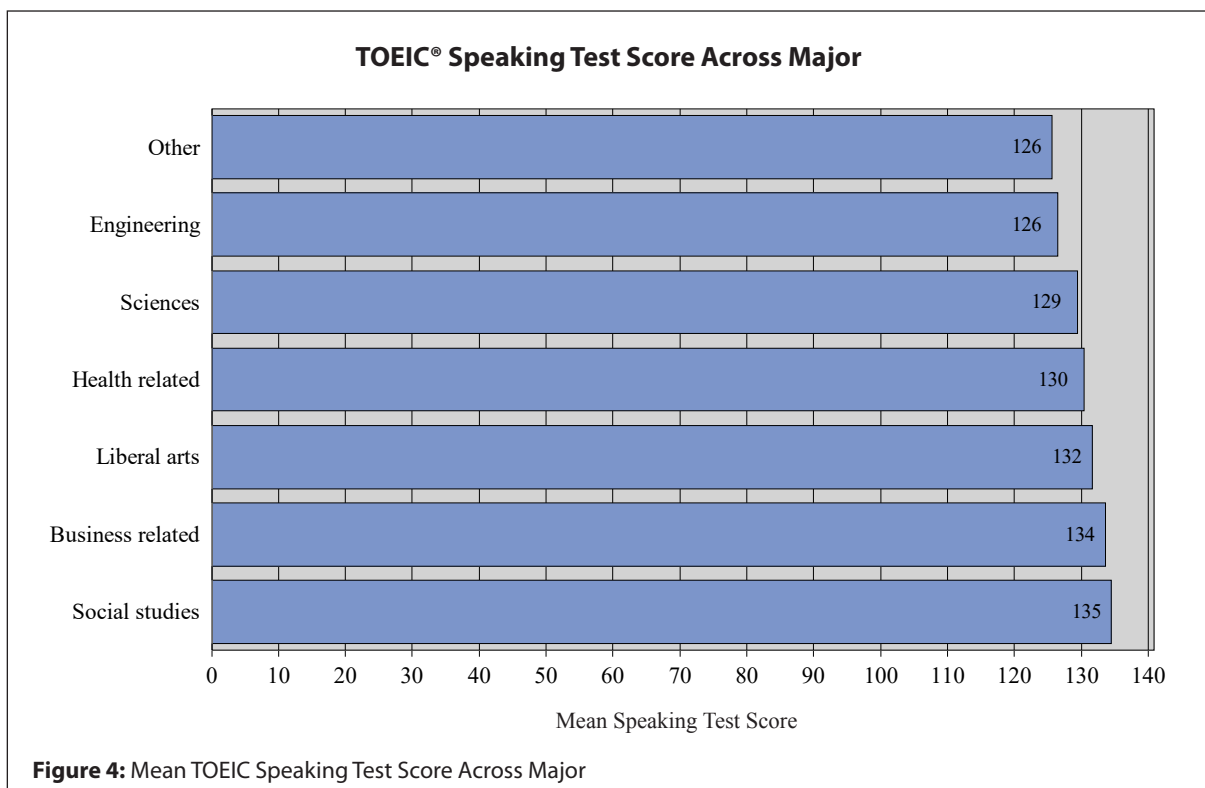


Academic Major

The largest percentage of TOEIC® Speaking test takers majored in engineering (36%). China and South Korea (40% each) had the highest percentages of test takers with an engineering major. Liberal arts (20%) and business-related majors (14%) were the second and third most popular majors. Costa Rica and Spain (100% each), Vietnam (80%), Hong Kong (61%), Taiwan (31%) and Japan (27%) had the highest percentages of test takers in liberal arts majors.

Thailand had a high percentage of test takers with engineering (23%) and business-related majors (23%).

Across all test takers, more females (29%) majored in liberal arts than males (12%), and more males (53%) majored in engineering than females (19%).

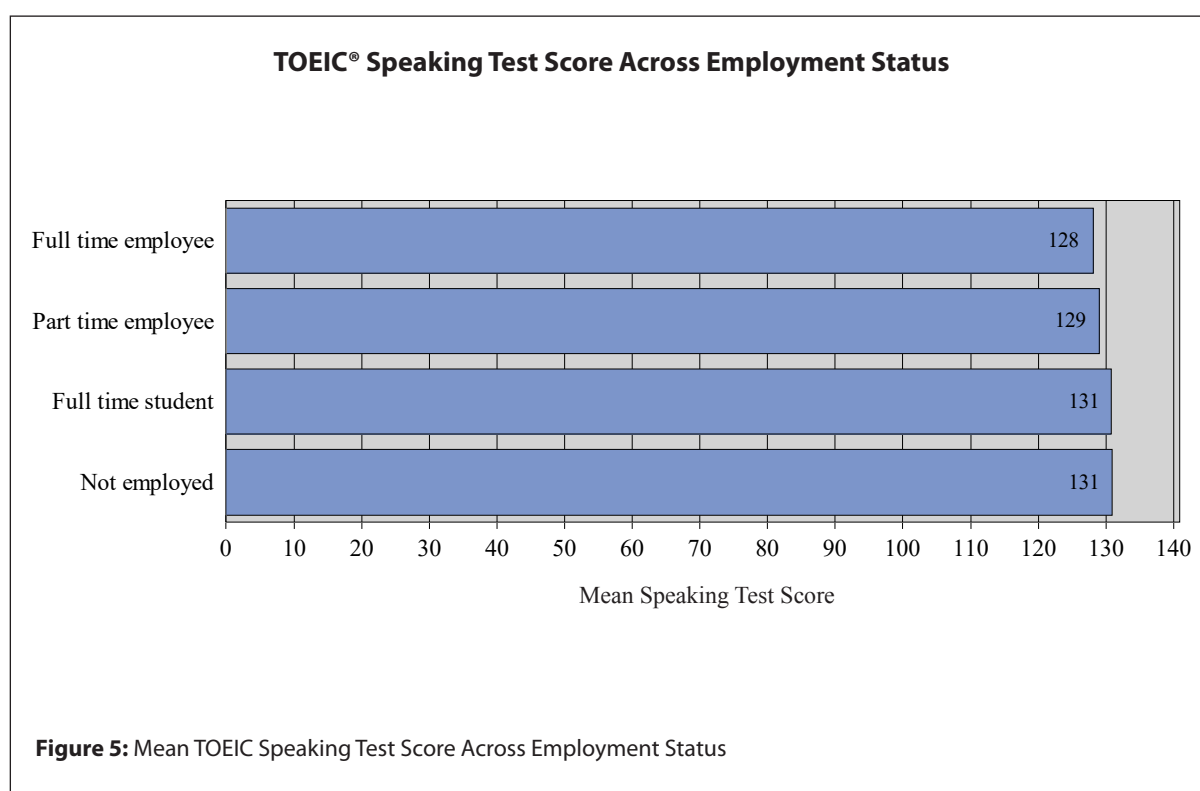


Employment Status

Overall, the majority of TOEIC® Speaking test takers were full-time employees (39%) or full-time students (36%). Countries such as Thailand and Peru (93% each), Hong Kong and Vietnam (92% each), Colombia and China (91% each), Indonesia (83%), Israel (80%), Chile (78%), Mexico (70%), Brazil (65%), Japan (60%), Costa Rica (53%), and France and the United States (52% each), had high

proportions of full-time employees. El Salvador (95%) and the Philippines (81%) had the highest proportions of full-time students.

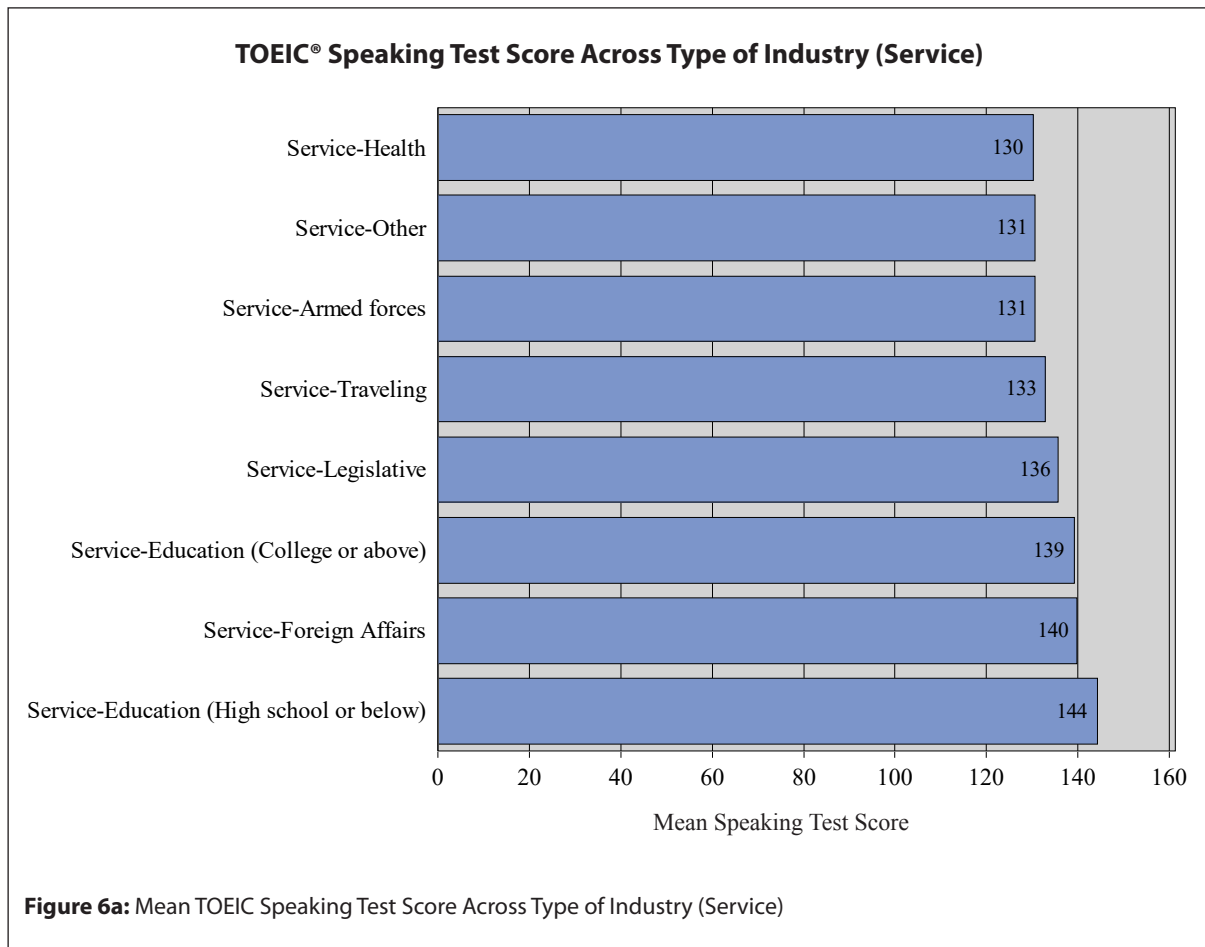
More males (46%) than females (33%) were full-time employees. More females (37%) than males (35%) were full-time students.



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)

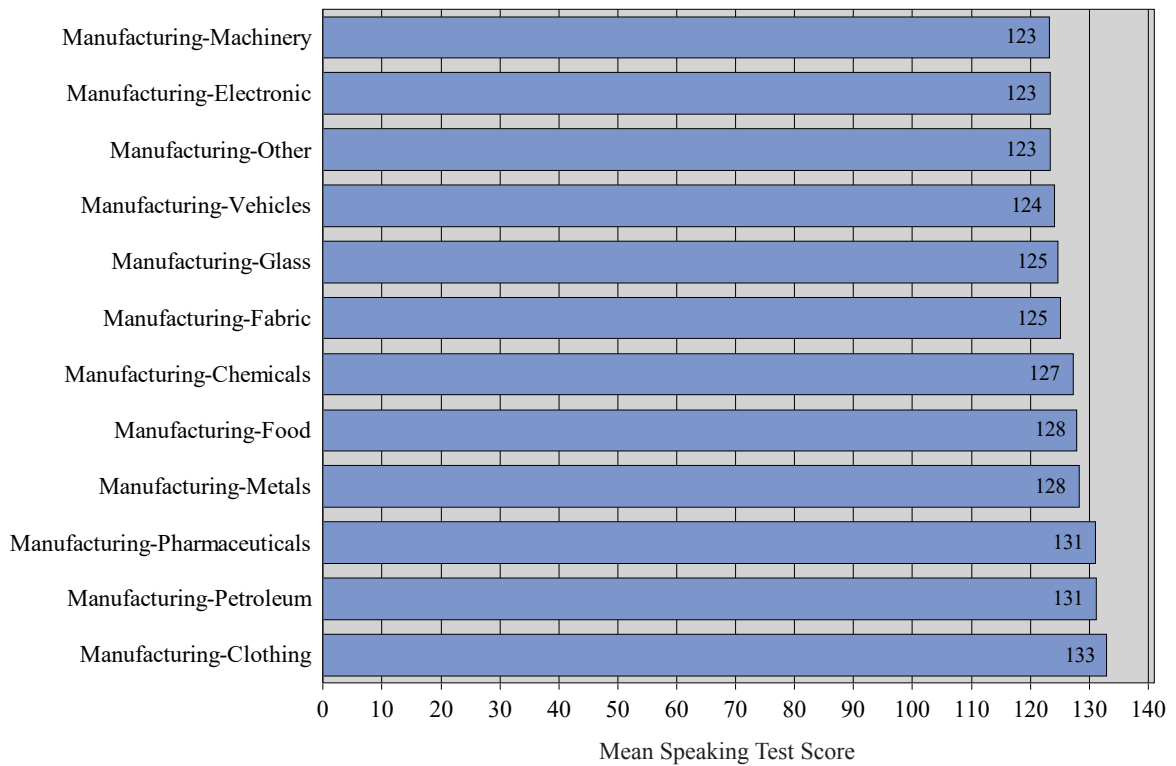


Figure 6b: Mean TOEIC Speaking Test Score Across Type of Industry (Manufacturing)

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

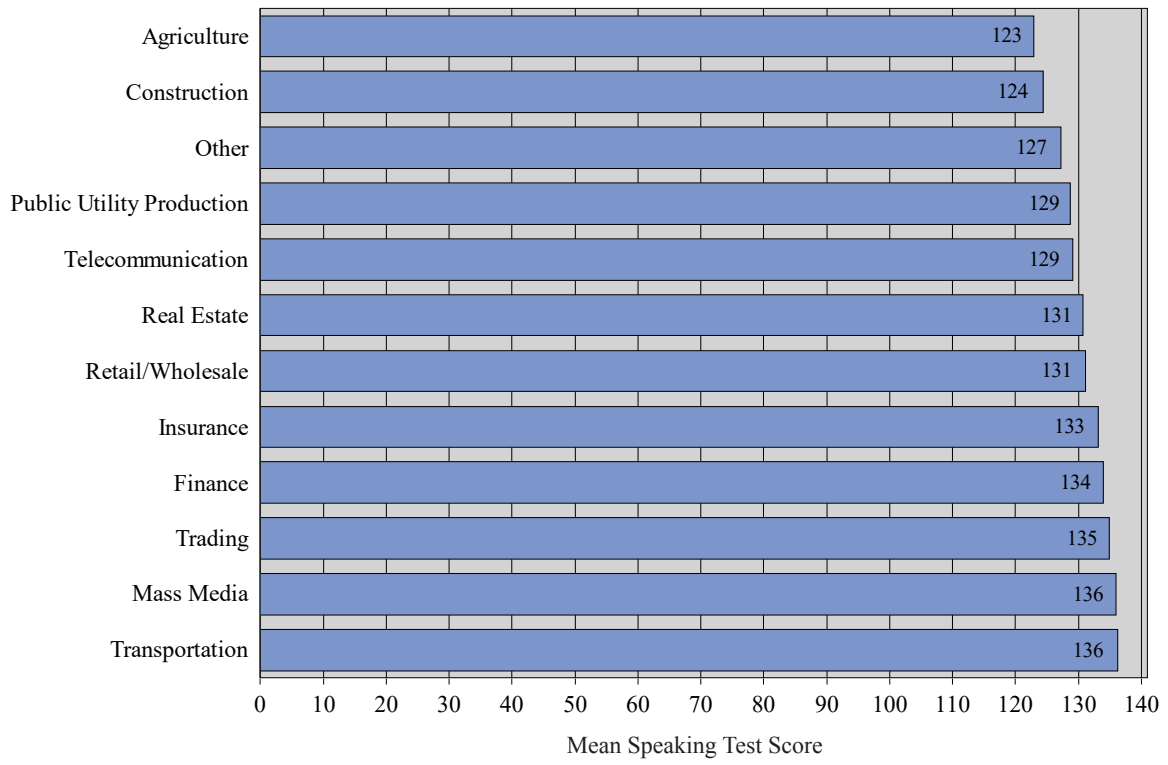


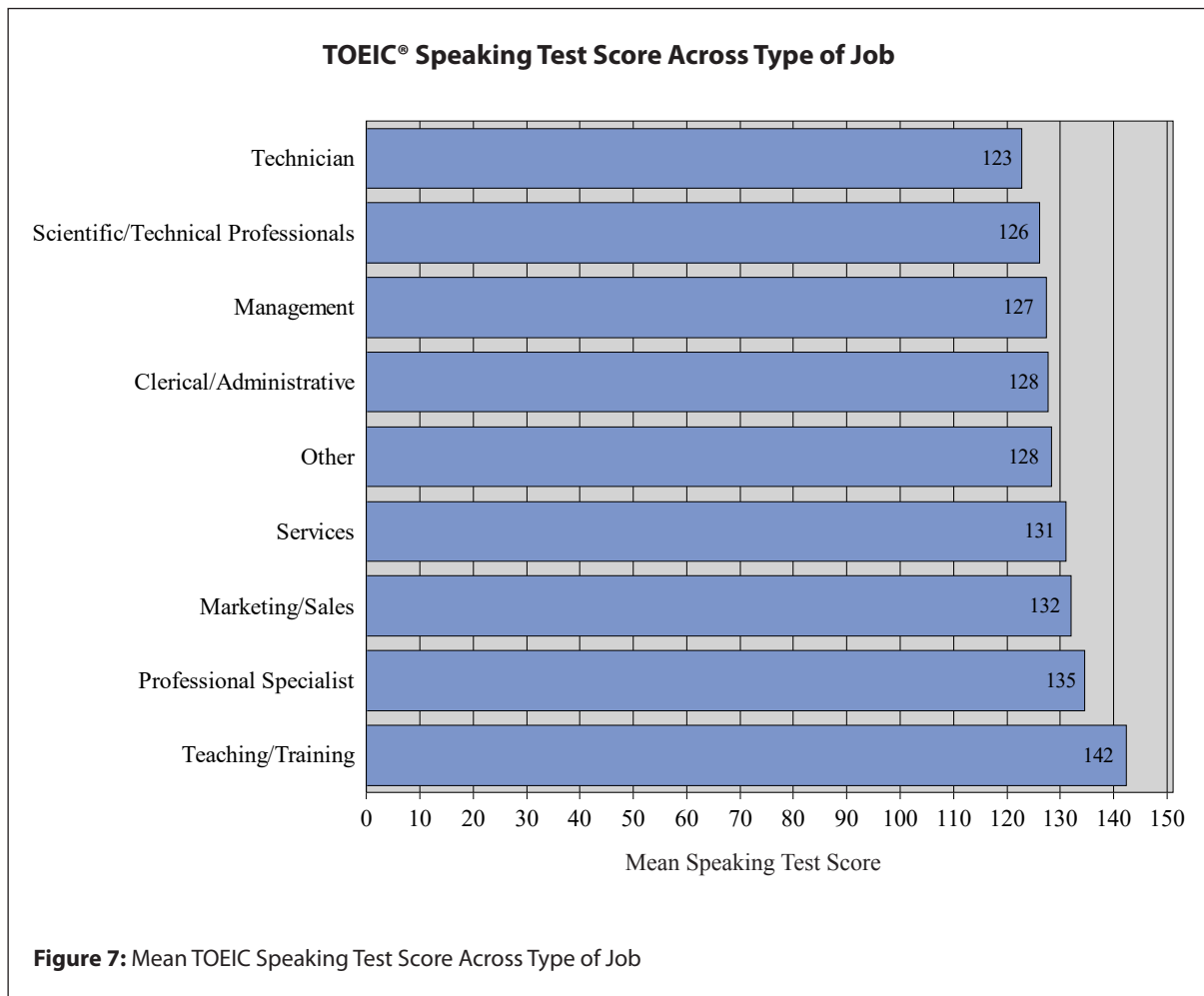
Figure 6c: Mean TOEIC Speaking Test Score Across Type of Industry (Other)

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 (28%) had the largest percentage of test takers working in clerical/administrative positions. Vietnam (86%) and Hong Kong (60%) had large proportions of test takers in management positions. A large percent of test takers in Israel (100%), Colombia (98%) and Costa Rica (65%) were teaching/training professionals.

Overall, more females (15%) worked in services positions than males (4%). More males (19%) worked in technician positions than females (5%). More males (15%) worked in scientific/technical positions than females (7%).



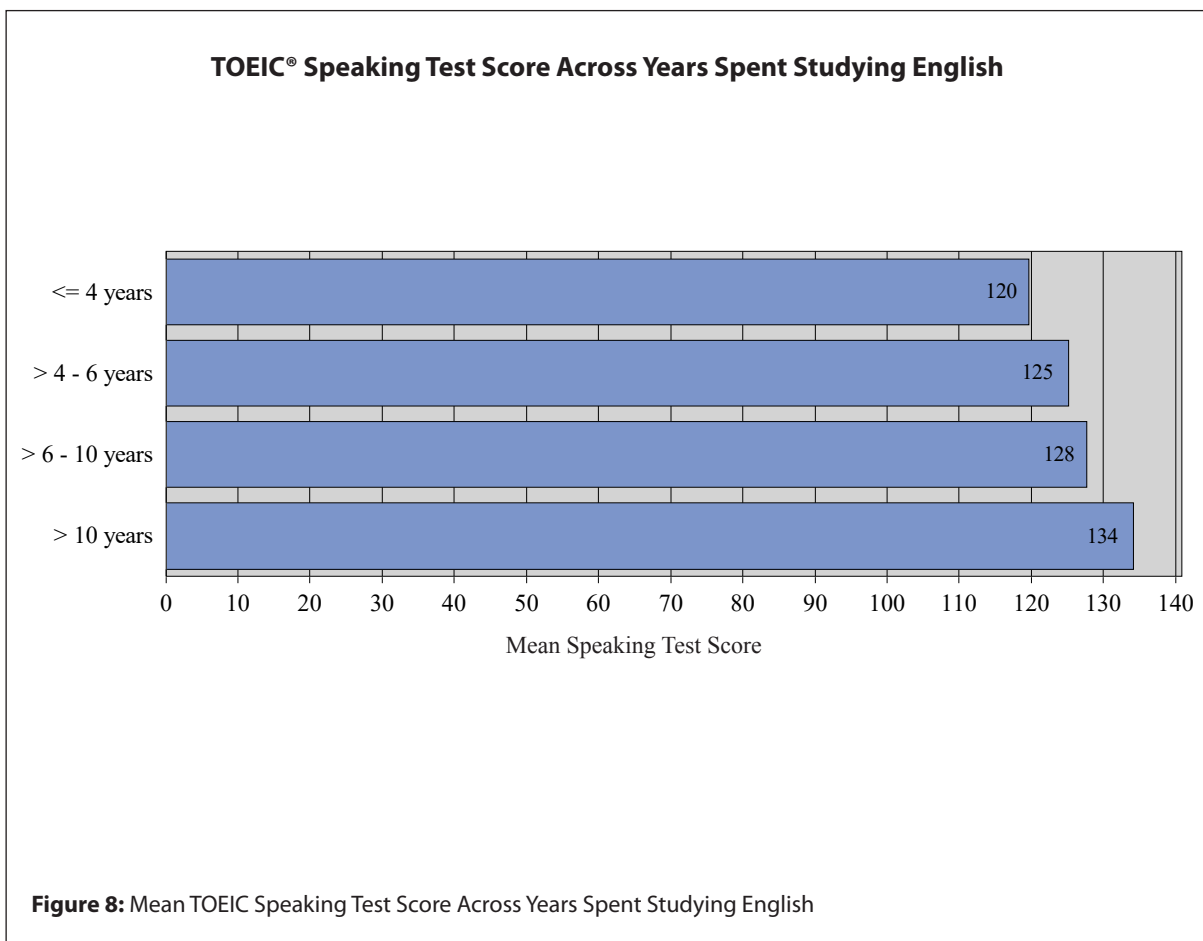
Years Spent Studying English

Seventy-six percent of 2025 test takers indicated that they had studied English for more than six years.

Most test takers in El Salvador (95%), Vietnam (87%), Hong Kong (68%) and Peru (51%) had studied English for no more than four years. In contrast, most test takers in Taiwan (71%), Colombia and Israel (67% each), Japan (62%),

the Philippines (61%), South Korea (55%), and China (50%) had studied English for more than 10 years.

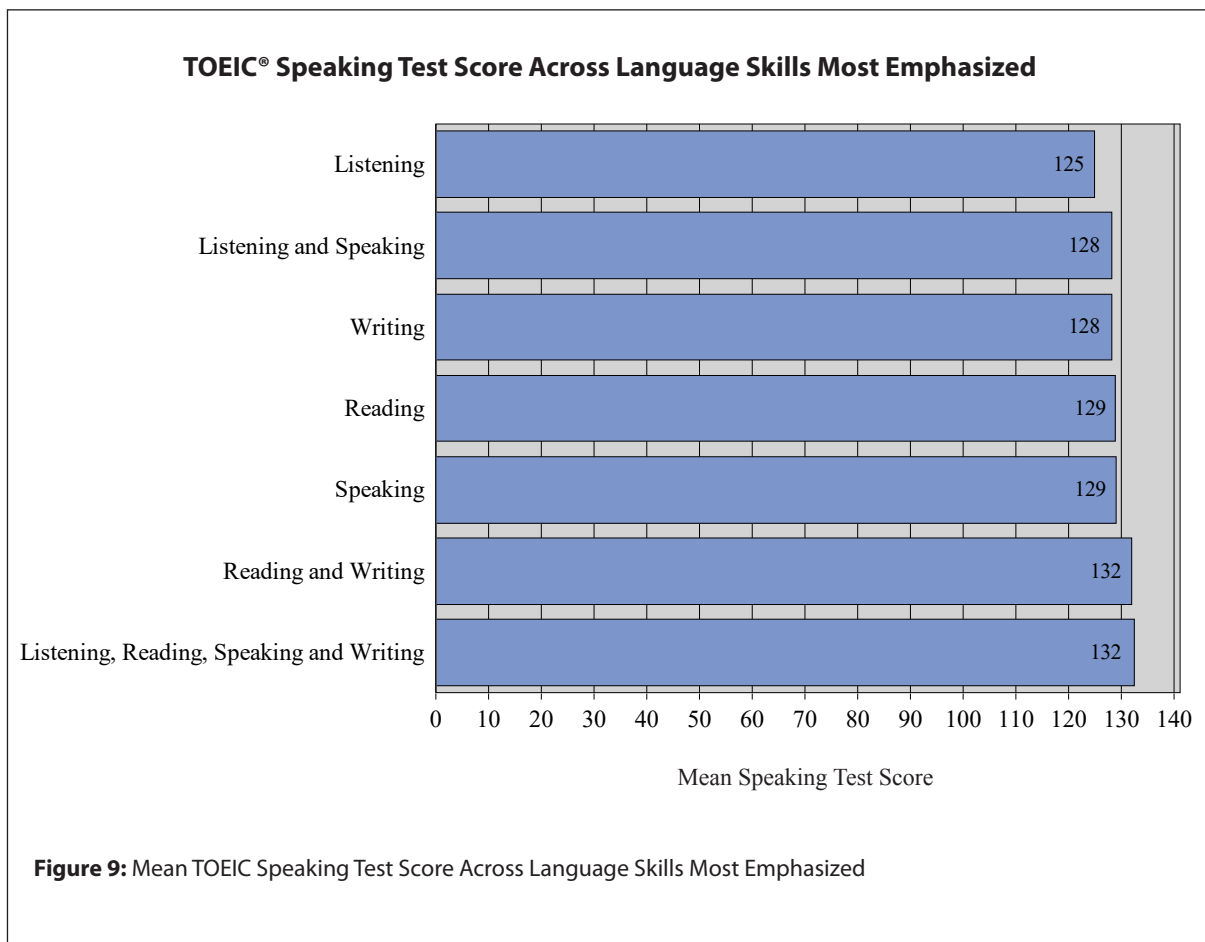
Overall, females (57%) had a higher percentage than males (49%) who had studied English for more than ten years.



Type of Language Skill Most Emphasized When Studying English

Overall, 36% 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.

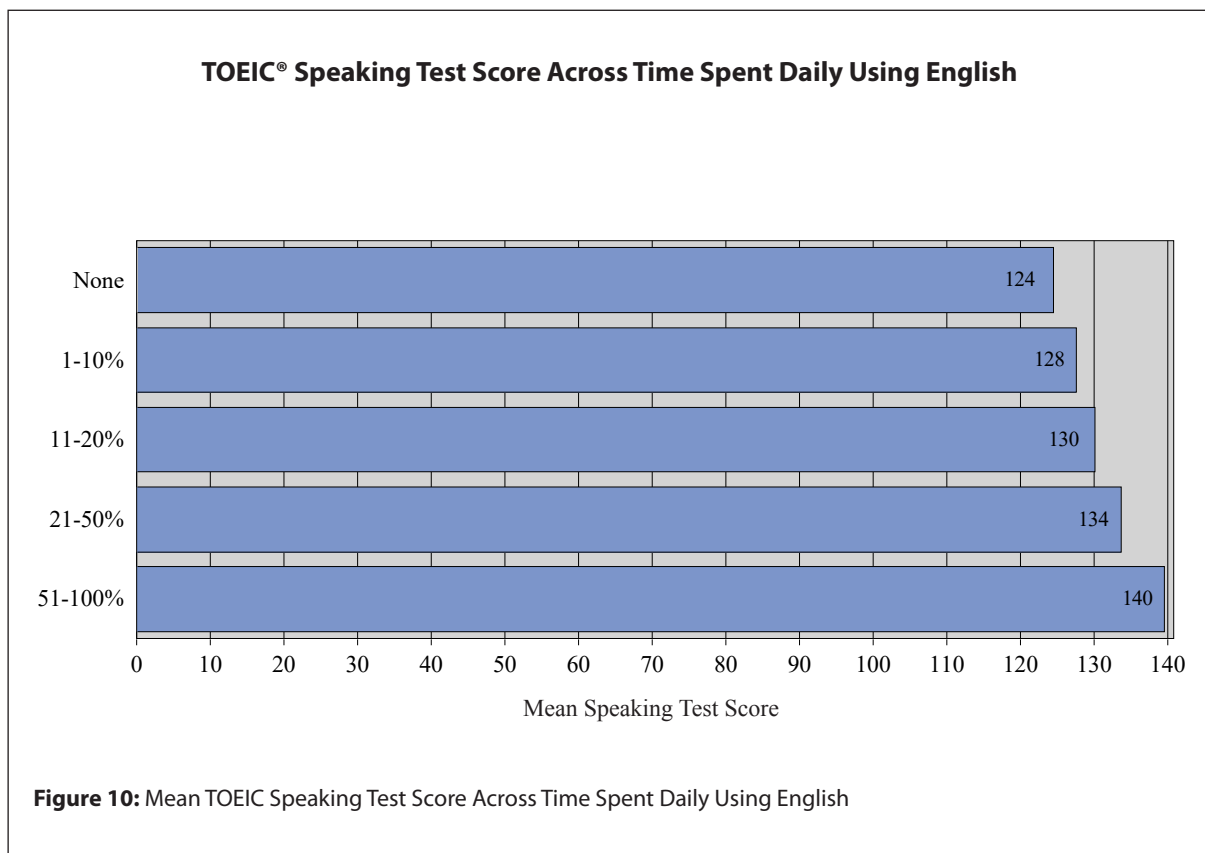
Many test takers from Israel (85%), Colombia (81%), El Salvador (70%), Taiwan (46%), the Philippines (40%), and South Korea (39%) indicated an emphasis on all four English language skills. Meanwhile, many test takers from Vietnam (86%), Hong Kong (61%), and Singapore (31%) indicated an emphasis on the 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 Peru (48%), Singapore (43%), Japan (40%), South Korea (39%), and China (35%).

Many test takers from Vietnam (83%) and Hong Kong (61%) responded that they spent none of their daily life using English.

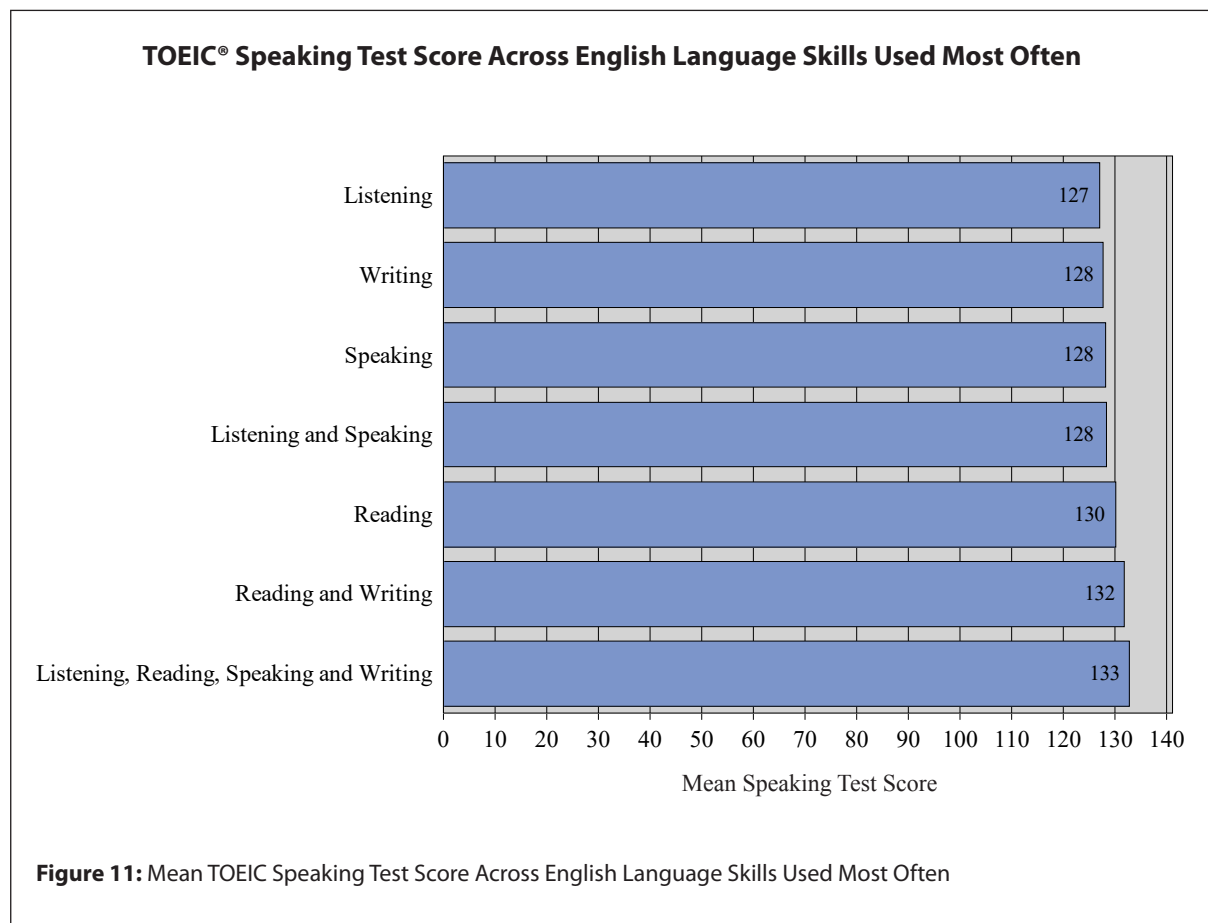


Most Frequently Used Language Skill

Twenty-three percent of all test takers indicated that Reading was the English language skill that they used most often. Twenty percent used Listening and Speaking most often, and 17% of test takers used all four skills most often. Listening was the most often used skill in Vietnam (87%), Hong Kong (61%), and Japan (31%). Reading was

the most often used skill in Peru (46%), Taiwan (32%), and China (28%).

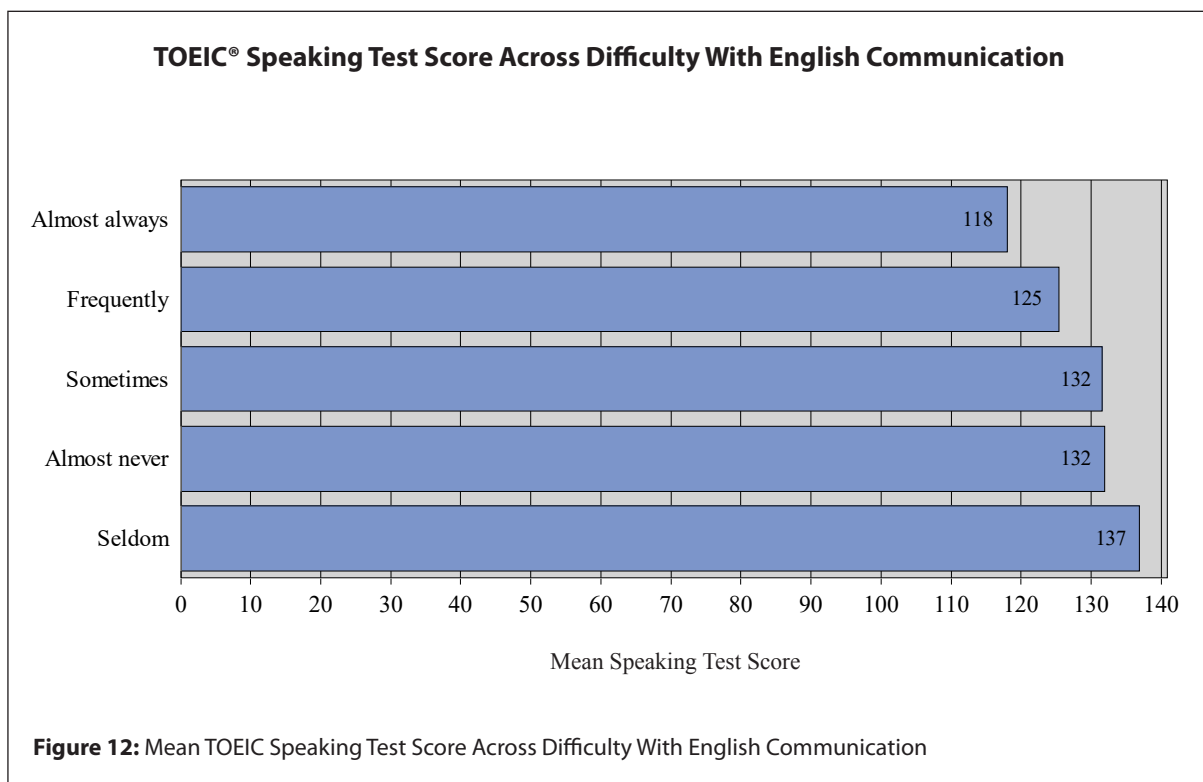
More females (21%) than males (18%) reported that they used both Listening and Speaking most often.



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,” 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.

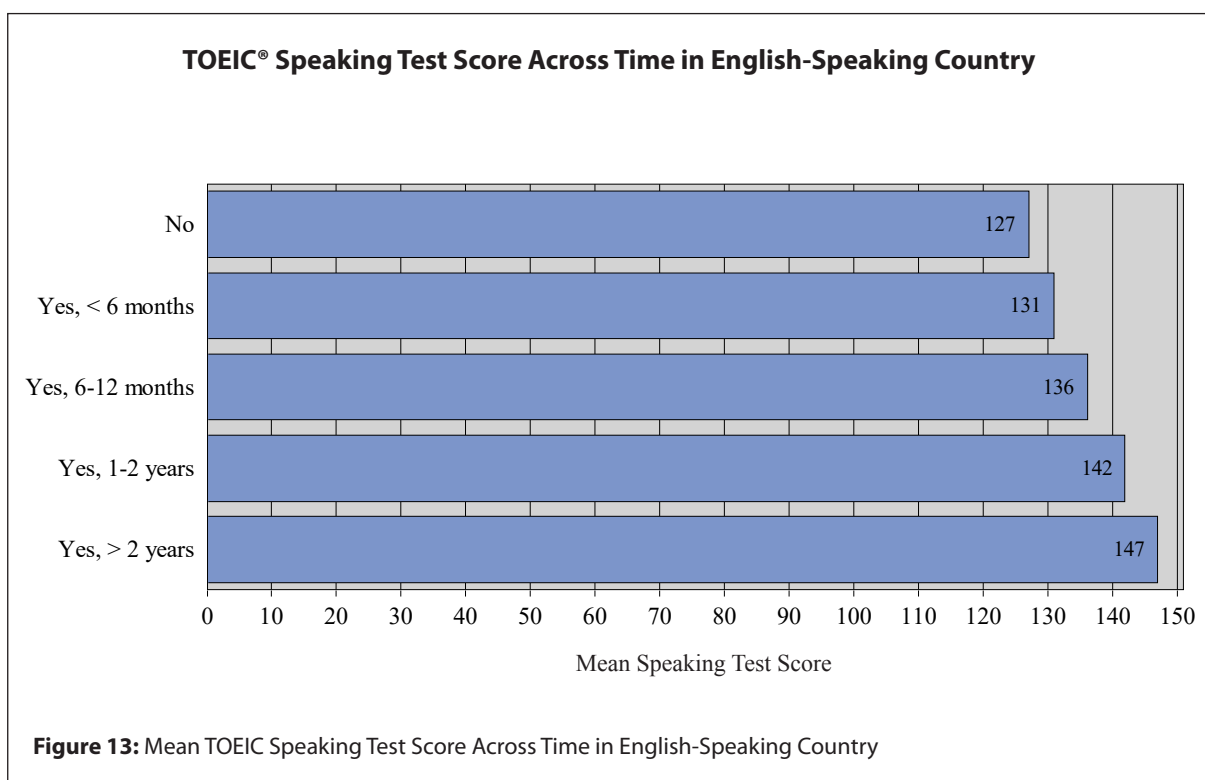
The majority of test takers in Vietnam (86%) indicated that difficulty with English had “Almost never” affected their ability to communicate.



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?” Sixty-six percent indicated that they had never spent time in an English-speaking country. About 13% of all test takers indicated that they had spent six months or more in a country in which English was the main spoken language.

The majority of test takers in Vietnam and El Salvador (98% each), Colombia (93%), Indonesia and the Philippines (89% each), Hong Kong (88%), Costa Rica (87%), Mexico (79%), Brazil (78%), Taiwan (76%), and Thailand (75%) reported that they had never spent time in an English-speaking country. The United States (69%) had the highest percentage of test takers who had spent more than two years in an English-speaking country.



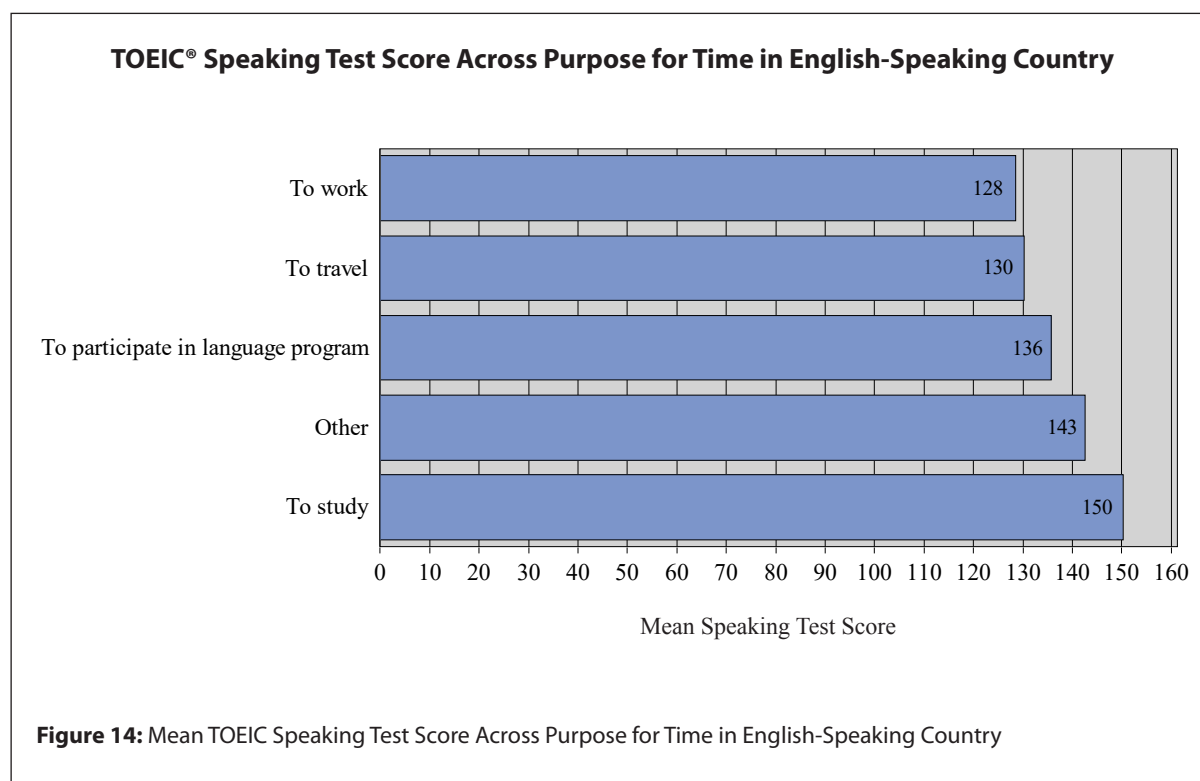
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 41% 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 China (71%), the United States (70%), Indonesia (61%), and Thailand (52%) indicated work as their purpose. Many test takers in Colombia (100%) and Peru (43%) spent time in

an English-speaking country to study. Many test takers in South Korea (44%) and the Philippines (34%) spent time in an English-speaking country to travel.

More females (32%) than males (21%) indicated that their purpose was to participate in a language program. More males (21%) than females (7%) indicated that their purpose was to work.



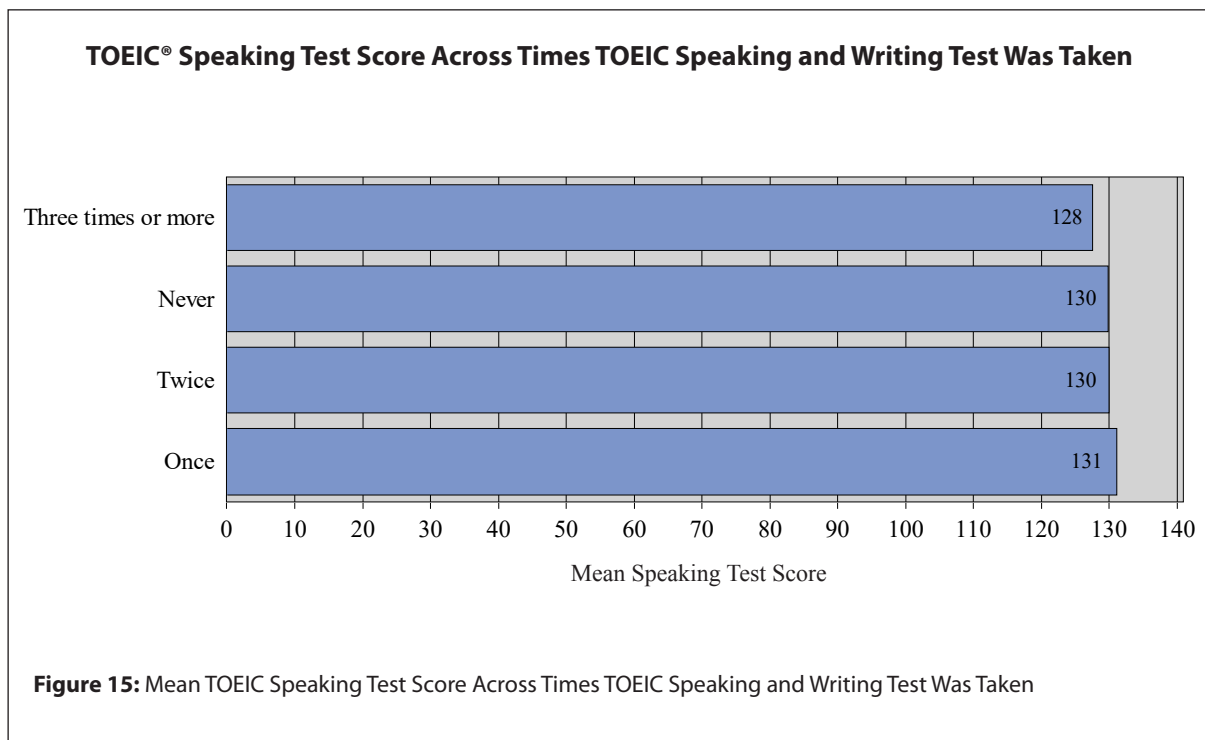
TOEIC® Speaking Test-Taking Experience

Overall, 57% of test takers had taken the TOEIC® Speaking test before, with about 22% 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 2% in Colombia to a high of 73% in China.

In general, more females (46%) than males (41%) had never taken the TOEIC Speaking test before. More males (25%) than females (19%) had taken the test three times or more previously.



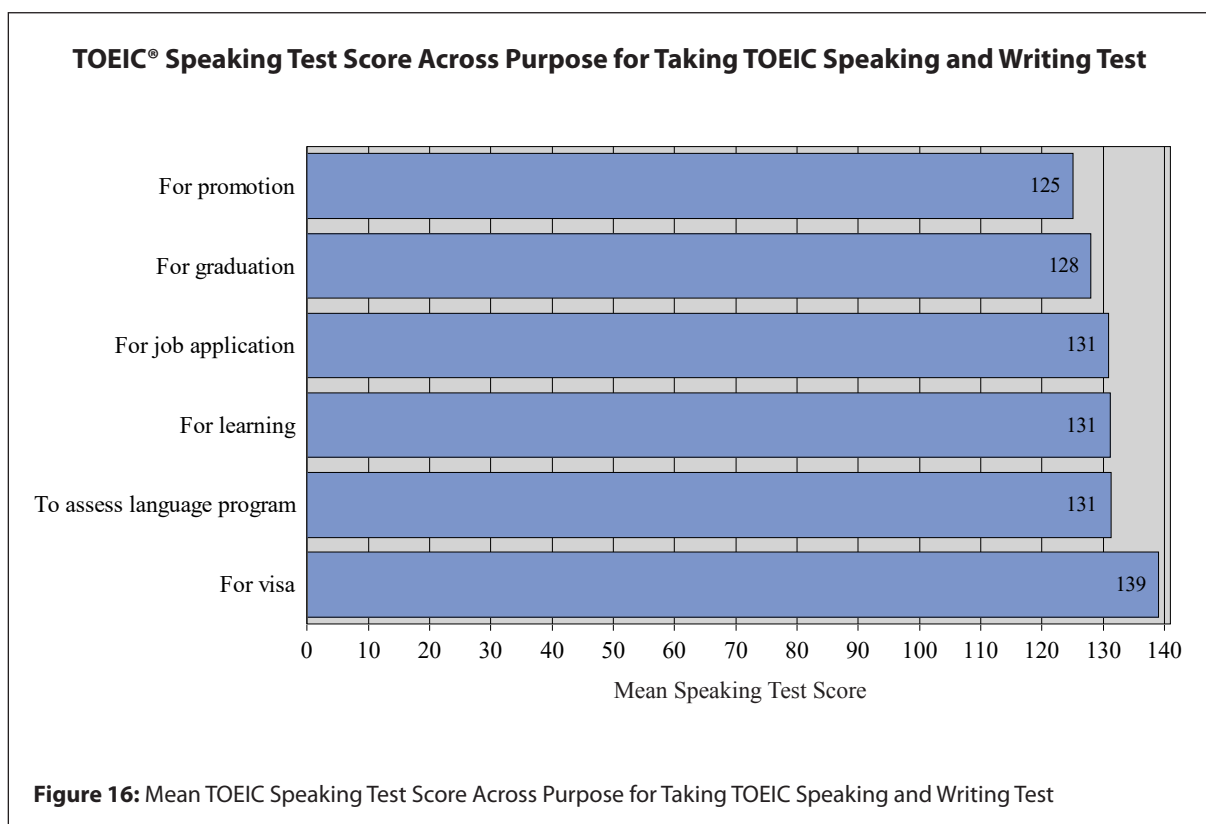
Purpose for Taking the TOEIC® Speaking Test

A high percentage of test takers indicated that their purpose for taking the TOEIC® Speaking test was for job application (56%) or for promotion (16%).

Most test takers in Vietnam (90%), Hong Kong and Brazil (75% each), South Korea (58%), Costa Rica (57%), the United States (53%), Taiwan (49%), and China (46%) took the test for job application purposes. Many test takers in Japan (47%) took the

test for learning. In the Philippines (67%) and El Salvador (49%), many test takers took the test for graduation.

More females (63%) than males (49%) indicated that their purpose for taking the test was for job application. More males (21%) than females (11%) took the test for job promotion.



Description of TOEIC® Writing Test Takers in 2025

Background information was collected from all test takers who took the TOEIC® Writing test in 2025 (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 questions varied across questions.

- 53% of test takers were female;
- Many test takers (42%) had an undergraduate degree as their highest level of education or were pursuing one;
- 47% of test takers majored in liberal arts while 10% and 14% majored in engineering and business-related majors, respectively;
- 59% of test takers were full-time employees, while 27% were full-time students;
- Among those employed, 21% and 14% of test takers worked in the service industry and manufacturing industry, respectively;
- 50% of test takers worked in management positions, 9% of test takers worked in scientific/technical professional positions, and 8% of test takers worked in clerical/administrative positions;
- 53% of test takers had spent more than 6 years studying English;
- 26% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 20% of test takers used English 1 to 10% of the time in their daily life;
- 46% and 17% of test takers selected Listening and Reading, respectively, as their most often used English language skill;
- 27% of test takers “sometimes” had difficulty with English communication;
- 77% 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;
- 75% of test takers who took the TOEIC Writing test in 2025 had never taken it before;
- 48% of test takers took the TOEIC Writing test for job application, 17% for learning, and 21% 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.

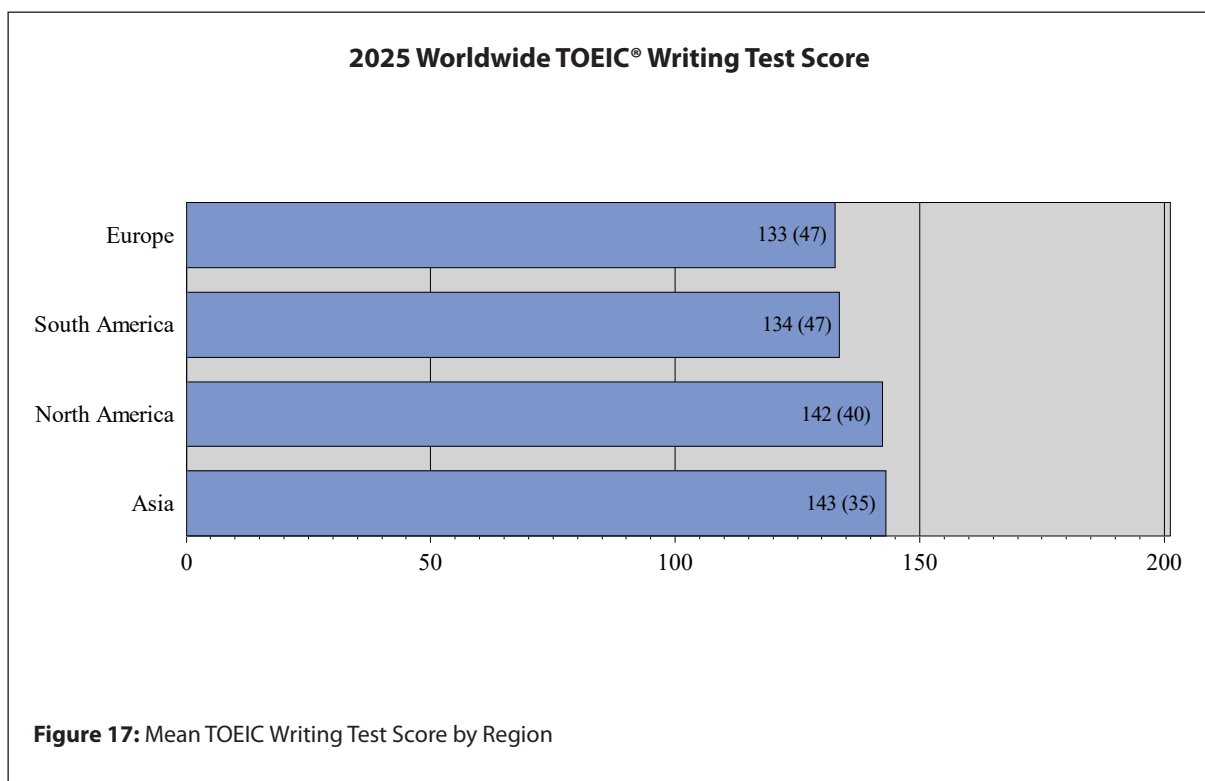


Table 3: Mean TOEIC® Writing Performance by Country

Country	Writing	
	Mean	(SD)*
BRAZIL	152	(36)
CHILE	150	(28)
CHINA	141	(36)
COLOMBIA	106	(53)
COSTA RICA	148	(41)
EL SALVADOR	148	(28)
FRANCE	131	(47)
HONG KONG	126	(47)
INDONESIA	143	(36)
JAPAN	127	(40)
KOREA, SOUTH	149	(30)
MEXICO	140	(38)
PERU	110	(53)
PHILIPPINES	166	(28)
SINGAPORE	141	(19)
SPAIN	157	(32)
TAIWAN	157	(23)
THAILAND	154	(28)
UNITED STATES	122	(48)
VIETNAM	154	(21)

*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	52.8	153	(28)
	Male	47.2	151	(30)
	Others*			

*Note: No numbers are reported for "Others" due to a small sample size <50.

Education	Elementary school	29.5	152	(23)
	Junior high school	0.8	138	(36)
	High school	8.0	138	(36)
	Vocational school	0.6	138	(35)
	Vocational school after high school	2.4	143	(31)
	Community college	2.4	134	(35)
	Undergraduate college	42.0	150	(27)
	Graduate school	13.4	153	(25)
	Language institution	0.9	146	(34)

Major	Liberal arts	47.0	152	(25)
	Social studies	7.5	150	(26)
	Business related	13.5	152	(27)
	Sciences	8.2	148	(28)
	Health related	4.7	151	(27)
	Engineering	10.3	145	(29)
	Other	8.9	140	(35)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Current Status	Full time employee	59.3	150	(27)
	Part time employee	6.5	152	(31)
	Not employed	7.7	157	(28)
	Full time student	26.6	153	(32)
Type of Industry	Agriculture	44.8	152	(23)
	Construction	1.0	147	(31)
	Manufacturing-Food	1.0	145	(30)
	Manufacturing-Pharmaceuticals	0.9	152	(23)
	Manufacturing-Chemicals	0.9	145	(23)
	Manufacturing-Fabric*			
	Manufacturing-Petroleum	0.3	153	(20)
	Manufacturing-Metals	0.9	136	(33)
	Manufacturing-Machinery	2.1	138	(31)
	Manufacturing-Electronic	3.5	144	(30)
	Manufacturing-Vehicles	1.4	142	(32)
	Manufacturing-Glass*			
	Manufacturing-Clothing	1.4	145	(31)
	Manufacturing-Other	1.5	143	(31)
	Service-Education (High school or below)	4.1	155	(30)
	Service-Education (College or above)	2.2	159	(31)

*SD = Standard Deviation

***Note:** No numbers are reported for the Manufacturing-Fabric and Manufacturing-Glass industries due to small sample sizes <50.

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

		% of Test Takers	Writing	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	2.8	149	(28)
	Service-Foreign Affairs	0.3	159	(34)
	Service-Armed forces	1.8	145	(27)
	Service-Health	2.6	152	(26)
	Service-Traveling	1.6	149	(28)
	Service-Other	5.6	150	(30)
	Public Utility Production	0.6	154	(24)
	Mass Media	0.8	158	(24)
	Telecommunication	1.3	151	(26)
	Retail/Wholesale	1.0	151	(27)
	Trading	1.8	145	(31)
	Finance	3.9	152	(29)
	Insurance	0.5	150	(22)
	Real Estate	0.5	147	(32)
	Transportation	2.2	152	(24)
Other	6.6	150	(33)	
Type of Job	Management	49.7	152	(24)
	Scientific/Technical Professionals	9.4	148	(27)
	Teaching/Training	6.8	156	(31)
	Professional Specialist	6.0	152	(28)
	Technician	2.8	139	(32)
	Marketing/Sales	6.2	147	(29)
	Clerical/Administrative	7.5	146	(29)
	Services	4.8	153	(26)
	Other	7.0	146	(33)
Years Spent Studying English	< = 4 years	39.8	148	(28)
	> 4–6 years	6.9	145	(32)
	> 6–10 years	13.0	152	(28)
	> 10 years	40.4	159	(26)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	39.0	151	(25)
	Reading	8.2	150	(34)
	Speaking	10.2	147	(30)
	Writing	1.6	149	(34)
	Listening and Speaking	11.2	150	(29)
	Reading and Writing	4.3	162	(29)
	Listening, Reading, Speaking, and Writing	25.6	158	(28)
Time Spent Daily Using English	None	35.4	150	(26)
	1–10%	20.2	147	(31)
	11–20%	19.4	154	(28)
	21–50%	16.6	159	(27)
	51–100%	8.5	166	(27)
English-Language Skills Used Most Often	Listening	45.8	152	(25)
	Reading	17.1	153	(30)
	Speaking	7.7	148	(31)
	Writing	2.6	151	(31)
	Listening and Speaking	8.3	151	(30)
	Reading and Writing	6.2	158	(28)
	Listening, Reading, Speaking, and Writing	12.3	158	(30)
Difficulty With English Communication	Almost never	43.7	155	(26)
	Seldom	18.8	158	(26)
	Sometimes	27.2	152	(28)
	Frequently	7.5	142	(31)
	Almost always	2.8	133	(39)

*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	77.0	153	(28)
	Yes, < 6 months	11.9	149	(29)
	Yes, 6–12 months	3.9	154	(26)
	Yes, 1–2 years	2.2	155	(28)
	Yes, > 2 years	5.0	161	(29)
Purpose for Time in English-Speaking Country	To study	26.9	159	(27)
	To participate in language program	21.2	150	(27)
	To travel	20.9	149	(30)
	To work	20.4	149	(31)
	Other	10.6	160	(28)
Times TOEIC® Speaking and Writing Test Was Taken	Never	74.7	152	(29)
	Once	12.4	151	(29)
	Twice	5.0	150	(29)
	Three times or more	7.9	150	(27)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	47.6	153	(25)
	For promotion	7.3	141	(32)
	To assess language program	6.9	146	(31)
	For learning	17.3	149	(29)
	For graduation	20.6	154	(33)
	For visa	0.2	155	(20)

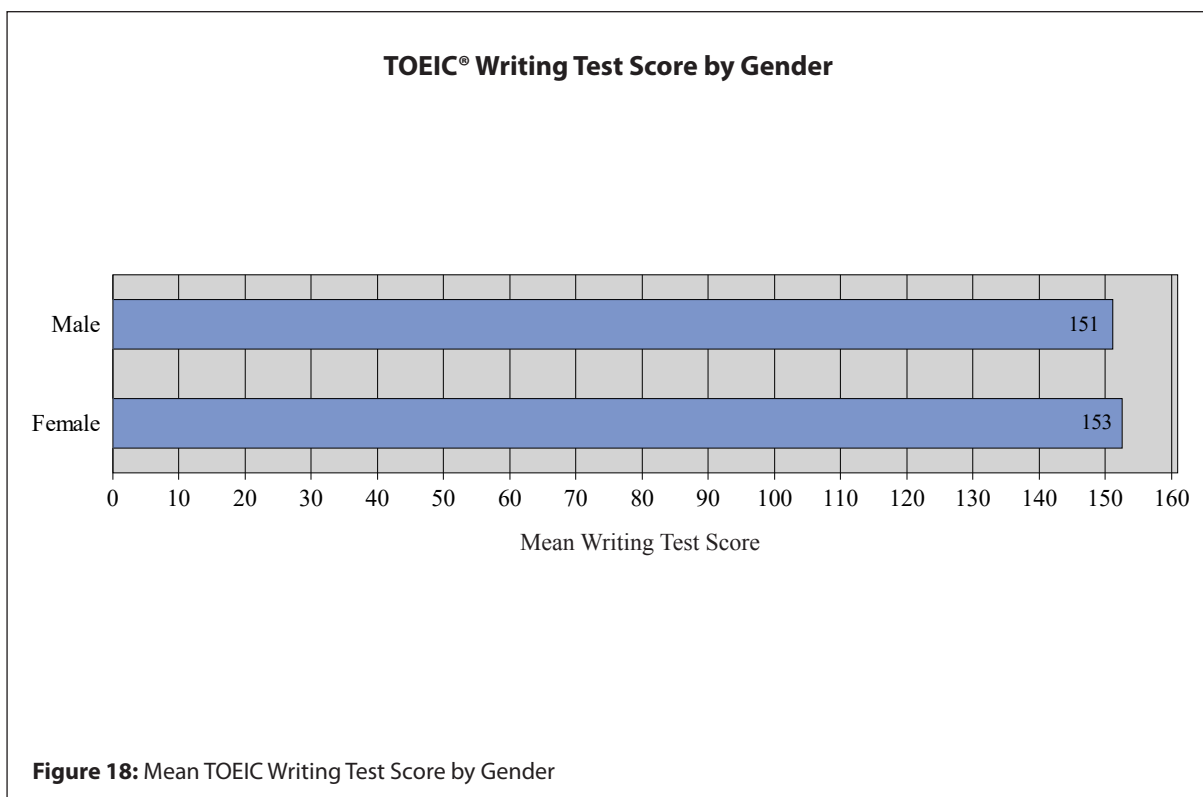
*SD = Standard Deviation

Gender

Overall, a smaller proportion of males (47%) took the TOEIC® Writing test than females (53%) (as shown in Table 4). In Colombia (75%), Vietnam, Hong Kong and El Salvador (64% each), Costa Rica (60%), Thailand (54%), the United States (53%), and Spain (51%), large percentages of test takers were female. In South Korea (62%), Mexico, Peru and Taiwan (56% each), Chile, Indonesia and Singapore

(55% each), Japan (54%), Brazil (52%), and China and France (51% each), large percentages of test takers were male.

Figure 18 shows that females had a slightly higher Writing score mean than males.



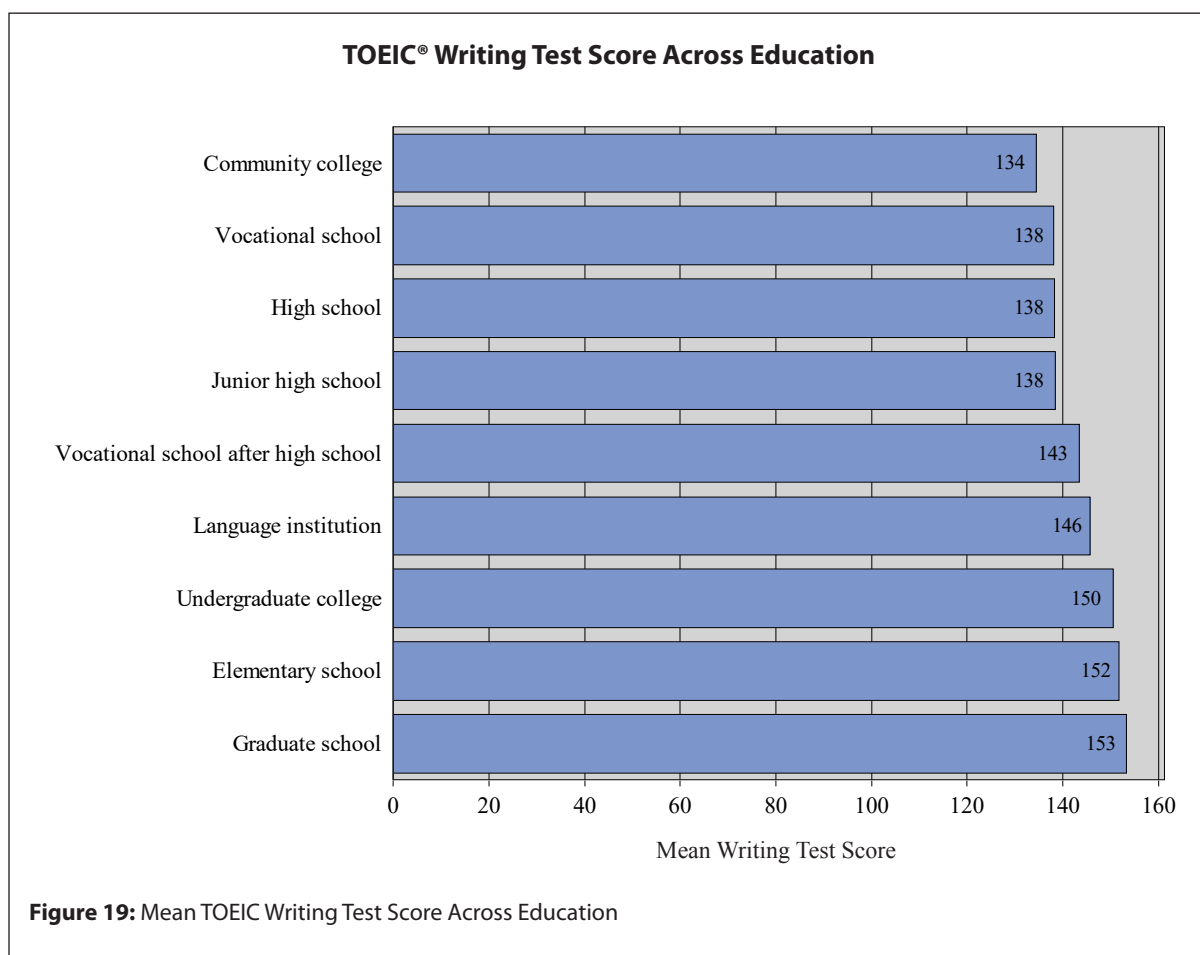
***Note:** No mean score is reported for “Others” due to a small sample size <50.

Education

Many test takers (42%) 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 Chile (100%), the Philippines (86%), South Korea (72%), Japan (58%), Thailand (52%), Taiwan (51%), and China (43%) had the highest percentage of test takers holding or

pursuing undergraduate degrees as their highest level of education. Some other countries, such as Vietnam (75%) and Hong Kong (54%), had high percentages of test takers with an elementary school education.

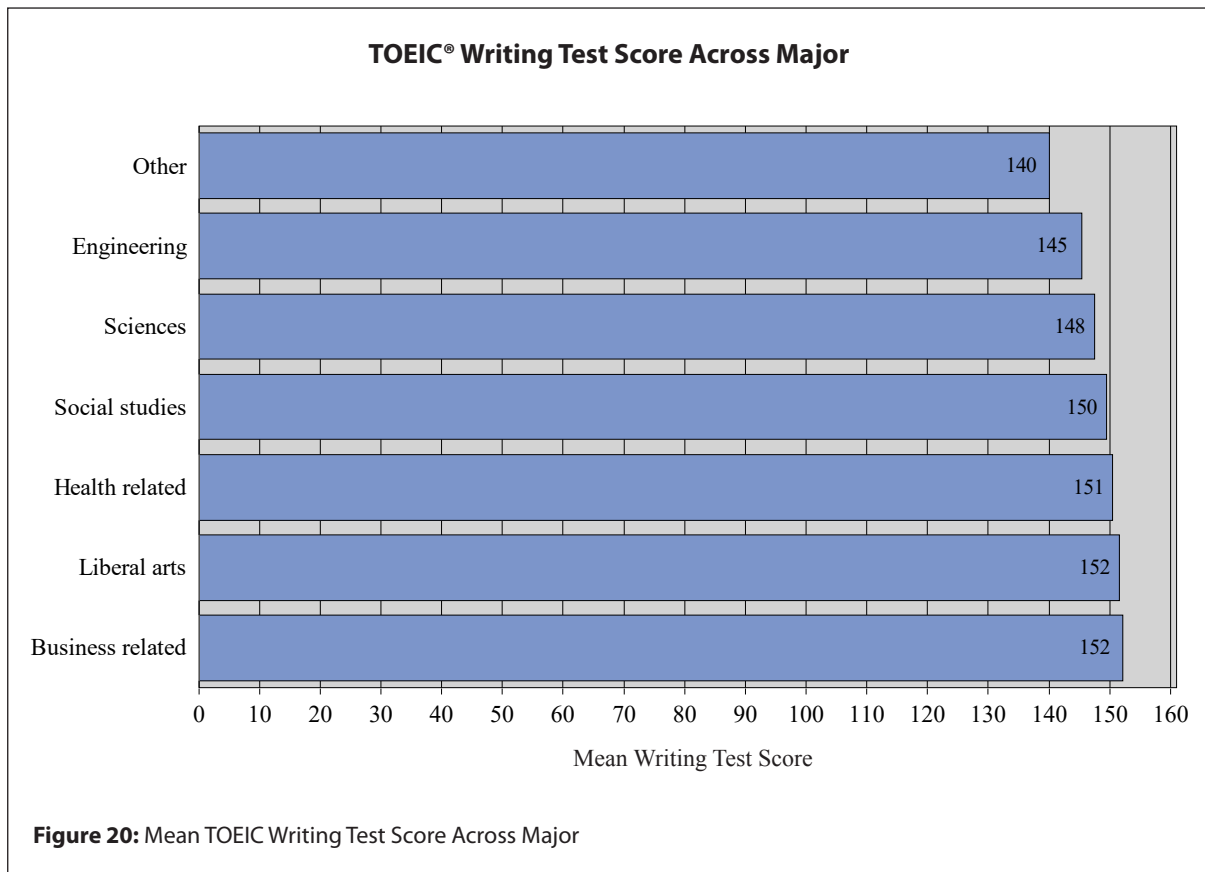
Overall, a higher percentage of males (64%) than females (48%) held or were pursuing an undergraduate degree or a graduate degree.



Academic Major

Overall, the largest percentage of TOEIC® Writing test takers majored in liberal arts (47%). Most test takers in Spain (100%), Vietnam (81%) and Hong Kong (61%) majored in liberal arts. In South Korea, many test takers majored in engineering (36%).

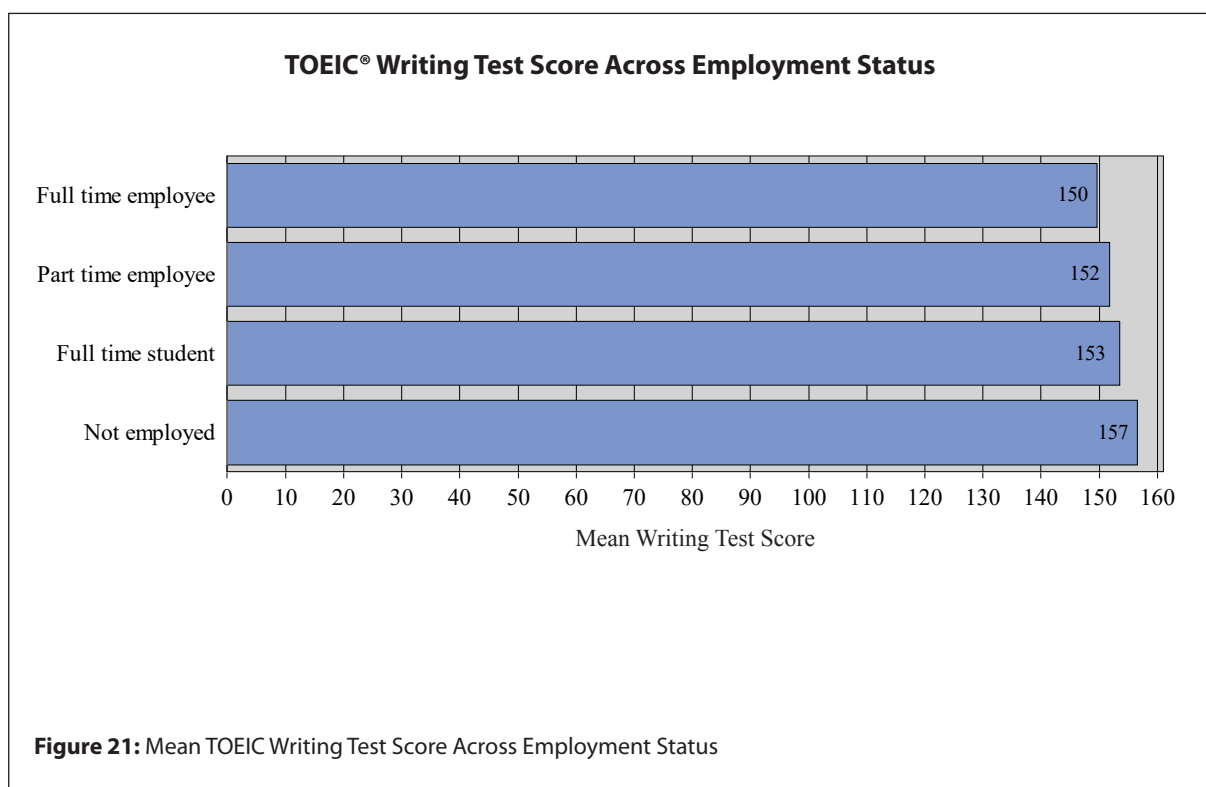
Across all test takers, more females (59%) majored in liberal arts than males (34%), and more males (30%) majored in engineering or science than females (8%).



Employment Status

Overall, many TOEIC® Writing test takers were full-time employees (59%). Countries such as China (95%), Peru (93%), Hong Kong (92%), Colombia and Vietnam (91% each), Thailand (90%), Mexico (84%), Chile (78%), Brazil (68%), South Korea (60%), the United States (57%), and Japan (54%) had the highest proportions of full-time employees.

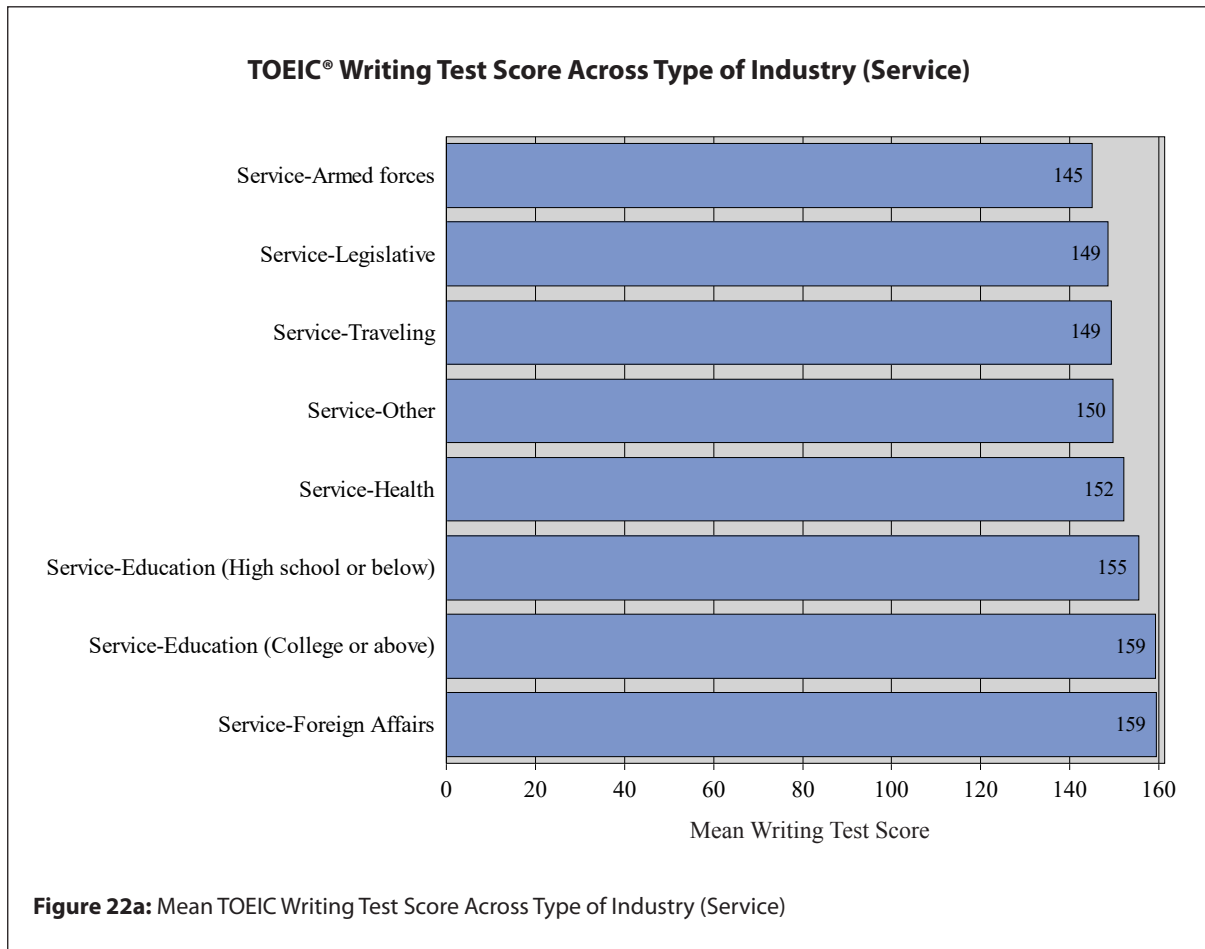
Twenty-seven percent of test takers indicated they were full-time students. Test takers in El Salvador (95%), the Philippines (81%), and Singapore (75%) were mostly full-time students.



Type of Industry

As seen in Table 4, 35% of test takers who were employed full-time worked in either the manufacturing or the service industries. Forty-five percent of test takers who were employed full-time worked in the agriculture industry.

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)

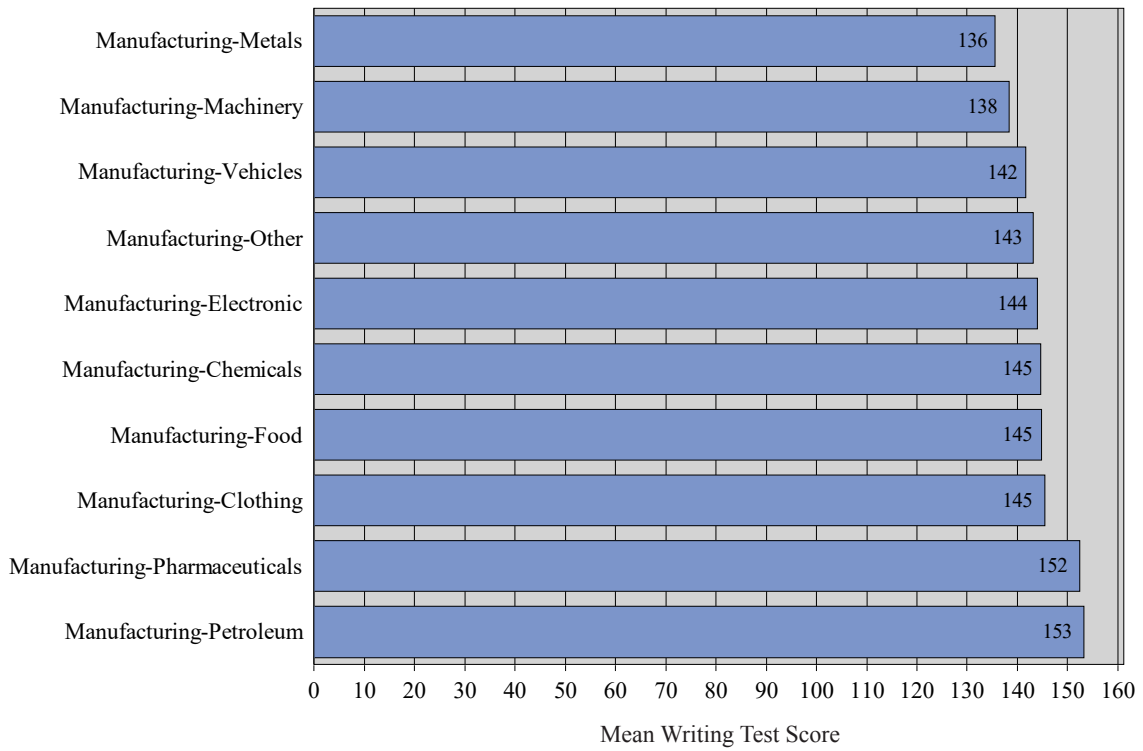


Figure 22b: Mean TOEIC Writing Test Score Across Type of Industry (Manufacturing)

***Note:** No mean scores are reported for the Manufacturing-Fabric and Manufacturing-Glass industries due to small sample sizes <50.

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

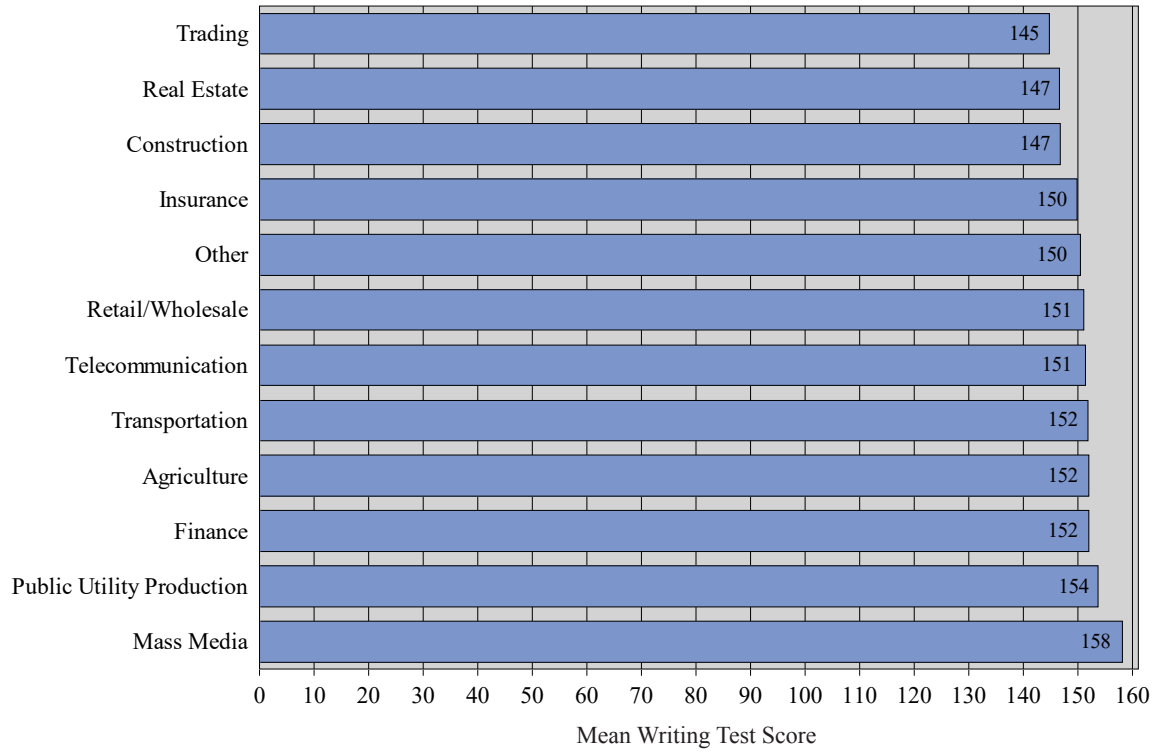


Figure 22c: Mean TOEIC Writing Test Score Across Type of Industry (Other)

Type of Job

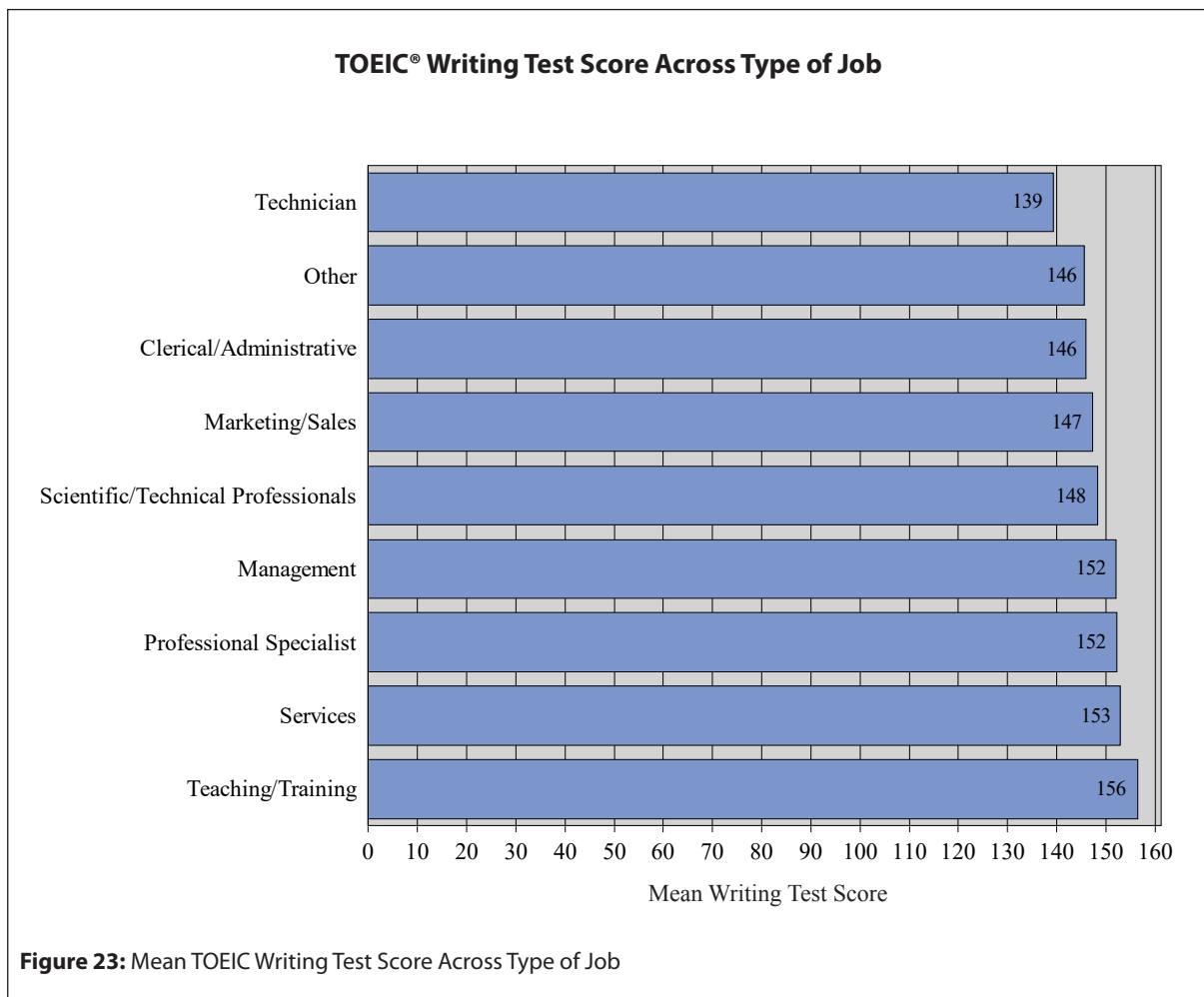
The types of jobs performed by test takers varied greatly across countries. Overall, the largest groups of test takers were in management (50%), scientific/technical (9%), clerical/administrative (8%), or teaching/training (7%) positions.

Vietnam (87%) and Hong Kong (60%) had the largest percentages of test takers working in management positions.

A high percentage of test takers in South Korea (35%) were in clerical/administrative positions. A high percentage of test takers in Colombia (98%)

and El Salvador (50%) were in teaching/training positions.

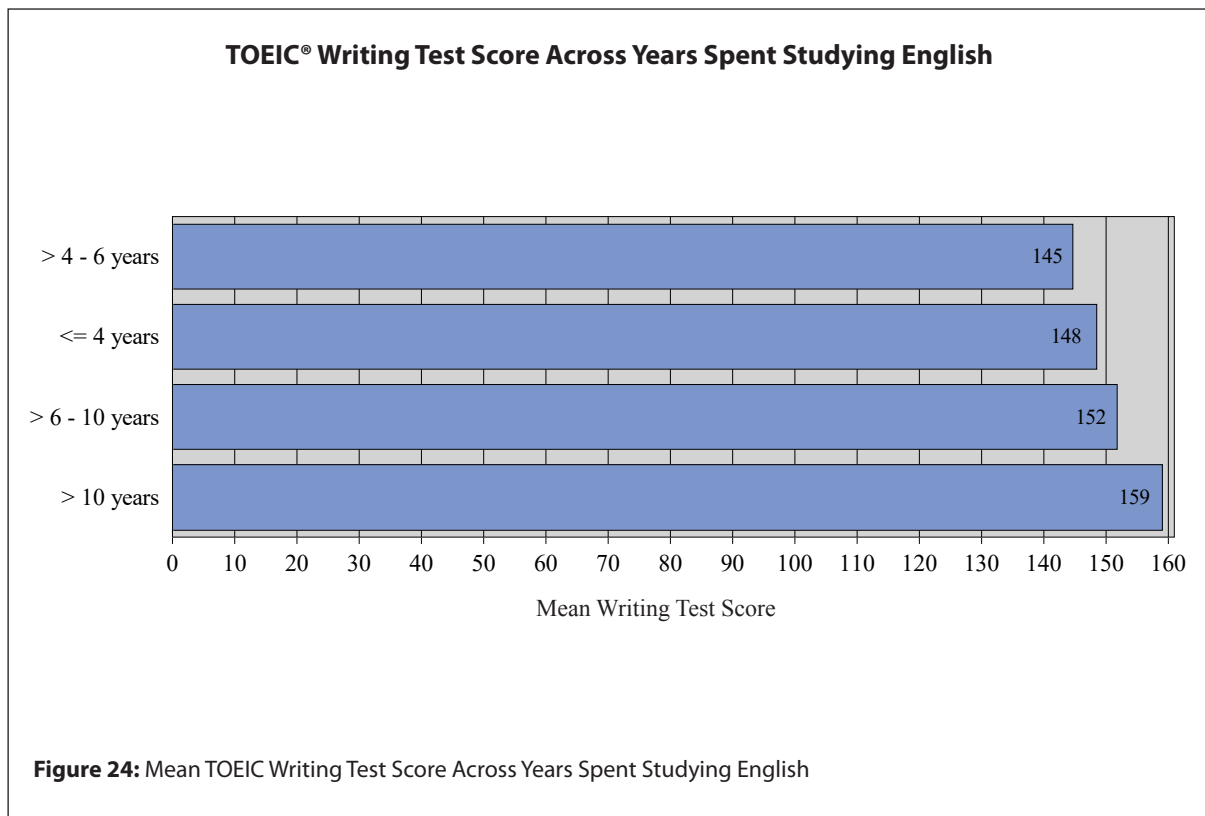
Overall, more females (58%) worked in management positions than males (40%). More males (15%) worked in scientific/technical positions than females (4%).



Years Spent Studying English

Fifty-three percent of 2025 test takers indicated that they had studied English for more than six years. However, in El Salvador (96%), Vietnam (88%), Hong Kong (68%), and Peru (51%), many test takers indicated that they had studied English for no more than four years.

Overall, more females (46%) had studied English for no more than four years than males (33%). More males (45%) than females (37%) had studied English for more than 10 years.



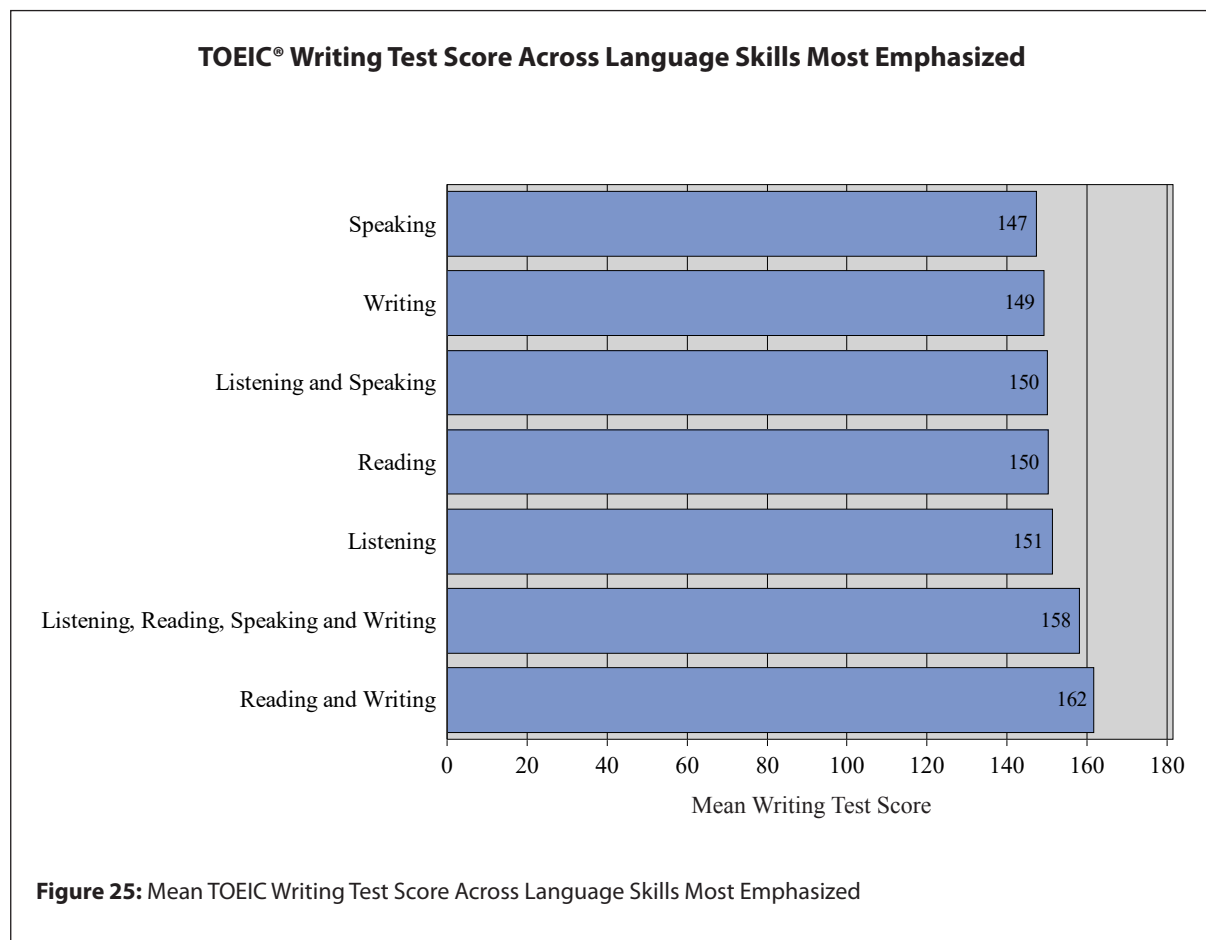
Type of Language Skill Most Emphasized When Studying English

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

In Colombia (81%), El Salvador (70%), and South Korea (53%), a high percentage of test takers

indicated that all four skills were emphasized when studying English. In contrast, many test takers in Vietnam (87%) and Hong Kong (61%) indicated that Listening was the language skill most emphasized.

Overall, more females (45%) than males (32%) reported that Listening was the language skill most emphasized.



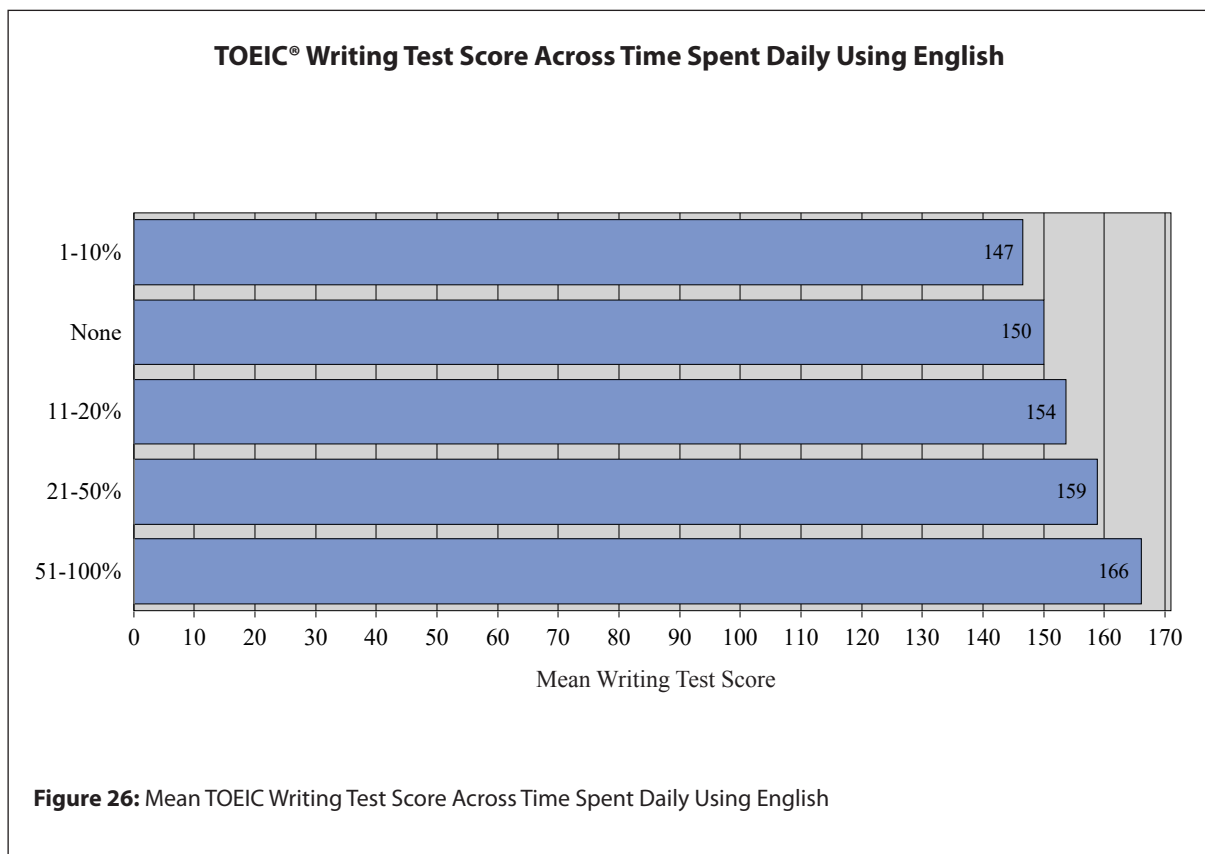
Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?” 20% 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 Singapore (56%), Peru (48%), China (41%), and Japan (40%).

The majority of test takers in Vietnam (84%) reported that they did not use English daily.

Colombia (62%) and the United States (44%) had the highest percentage of test takers using English for 51-100% of their daily life.

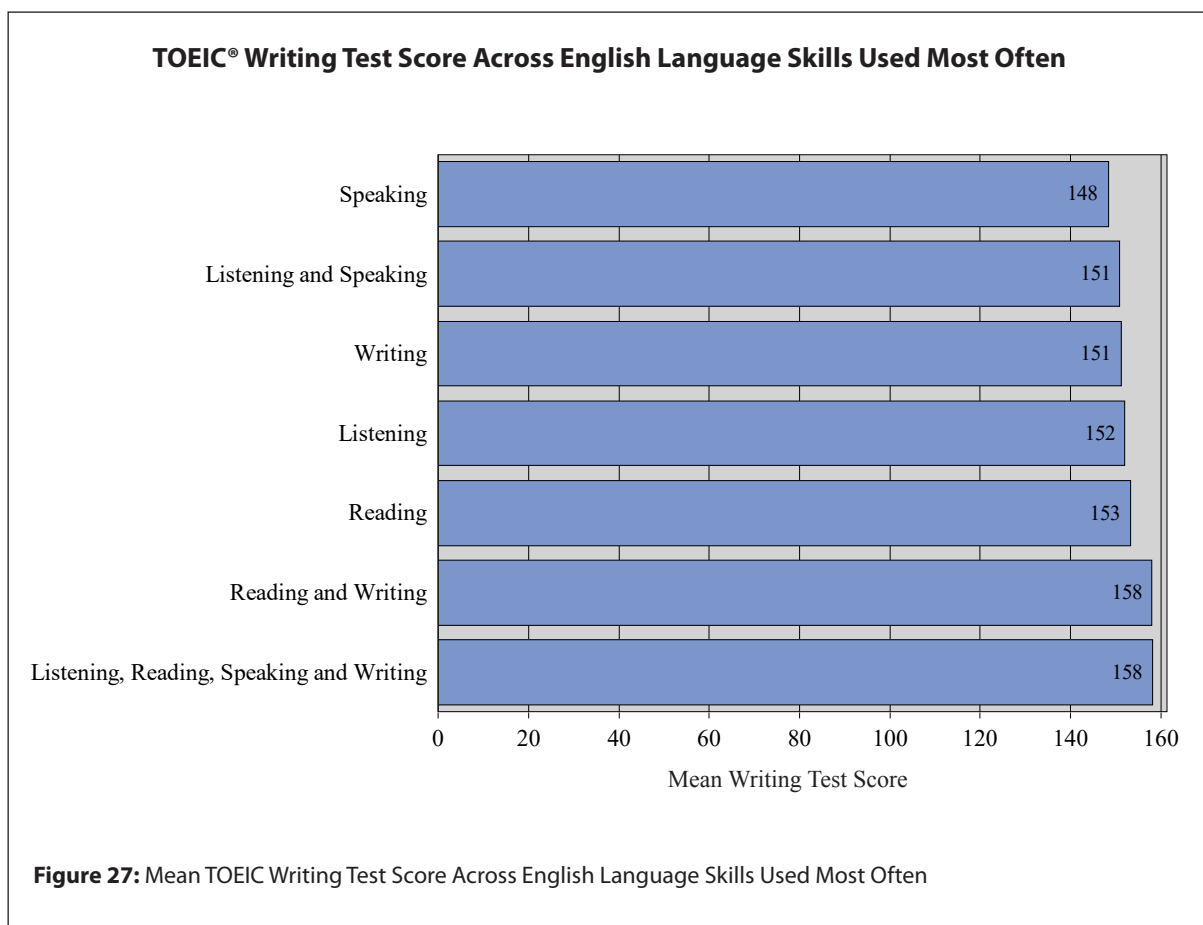
Overall, more females (42%) than males (28%) reported that they did not use English daily.



Most Frequently Used Language Skill

Forty-six percent of all test takers indicated that Listening was the English language skill that they used most often. Vietnam (87%), Hong Kong (61%), Thailand (35%), and Japan (32%) had the highest percentages of test takers with Listening as their most used skill. Seventeen percent of all test takers indicated that Reading was the skill they used most often. Countries and regions that had

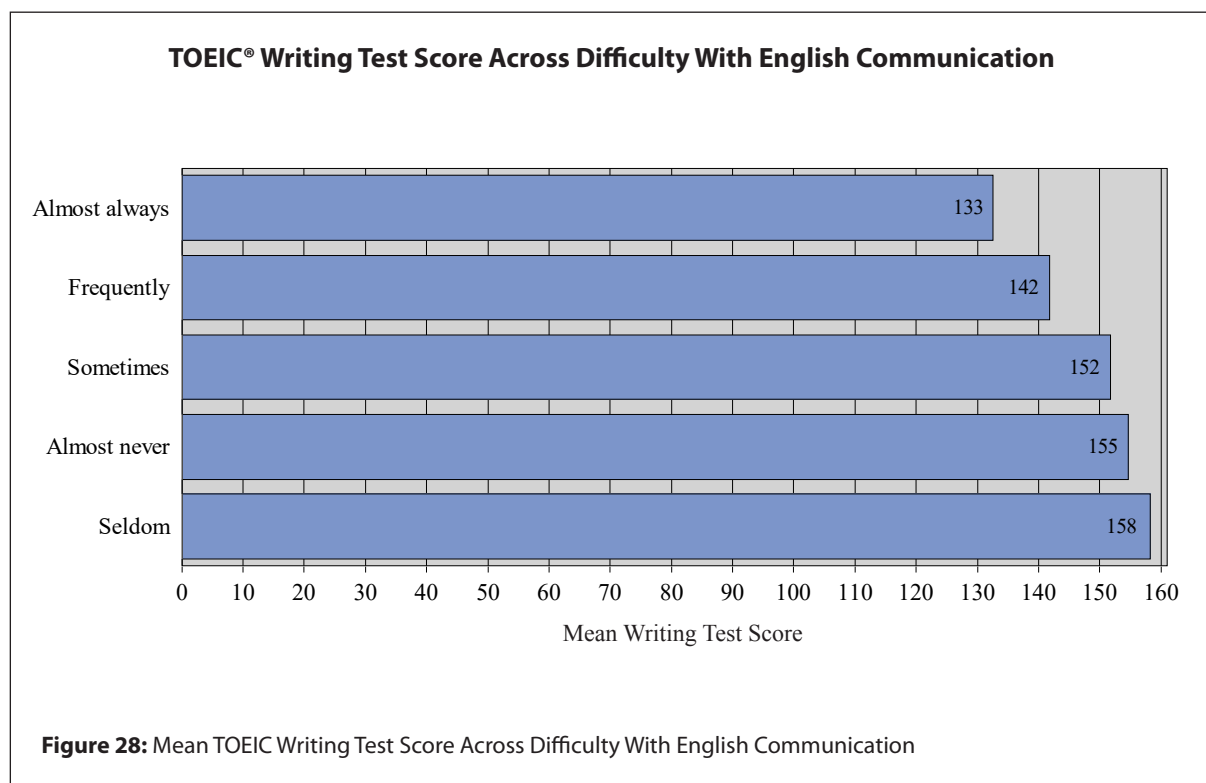
high percentages of test takers selecting Reading included Peru (46%) and Taiwan (33%). Twelve percent of all test takers indicated that they use all four language skills. Colombia (77%), El Salvador (59%), and the Philippines and South Korea (26% each) had a large percent of test takers indicating that they used all four skills frequently.



Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 27% of all test takers responded “Sometimes,” 19% responded that difficulty with English “Seldom” affected their ability to communicate, and 44% responded that difficulty with English “Almost never” affected their ability to communicate.

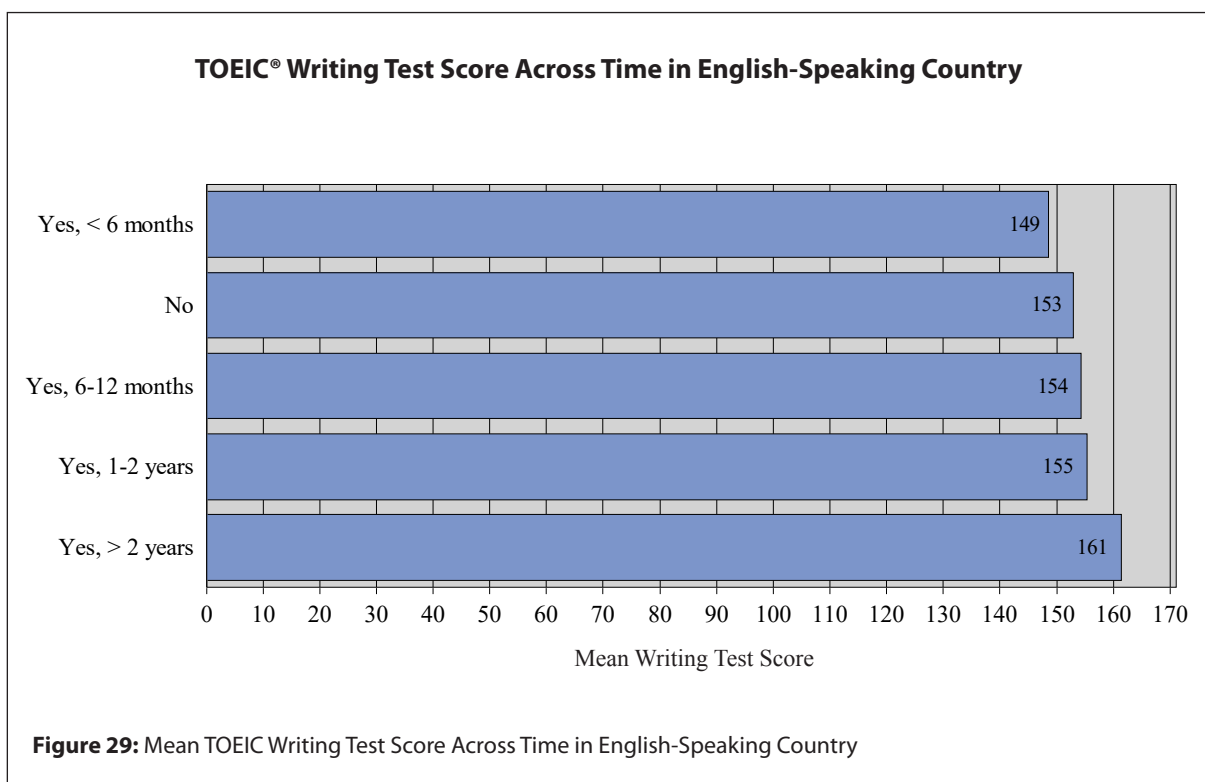
The majority of test takers in Vietnam (86%), Colombia (73%) and Hong Kong (64%) reported that difficulty with English “Almost never” affected their communication.



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 11% of all test takers indicated that they had spent six months or more in a country in which English was the main spoken language. Seventy-seven percent indicated that they had never spent time in an English-speaking country.

The United States (71%) had the highest percentage of test takers that spent more than two years in an English-speaking country.



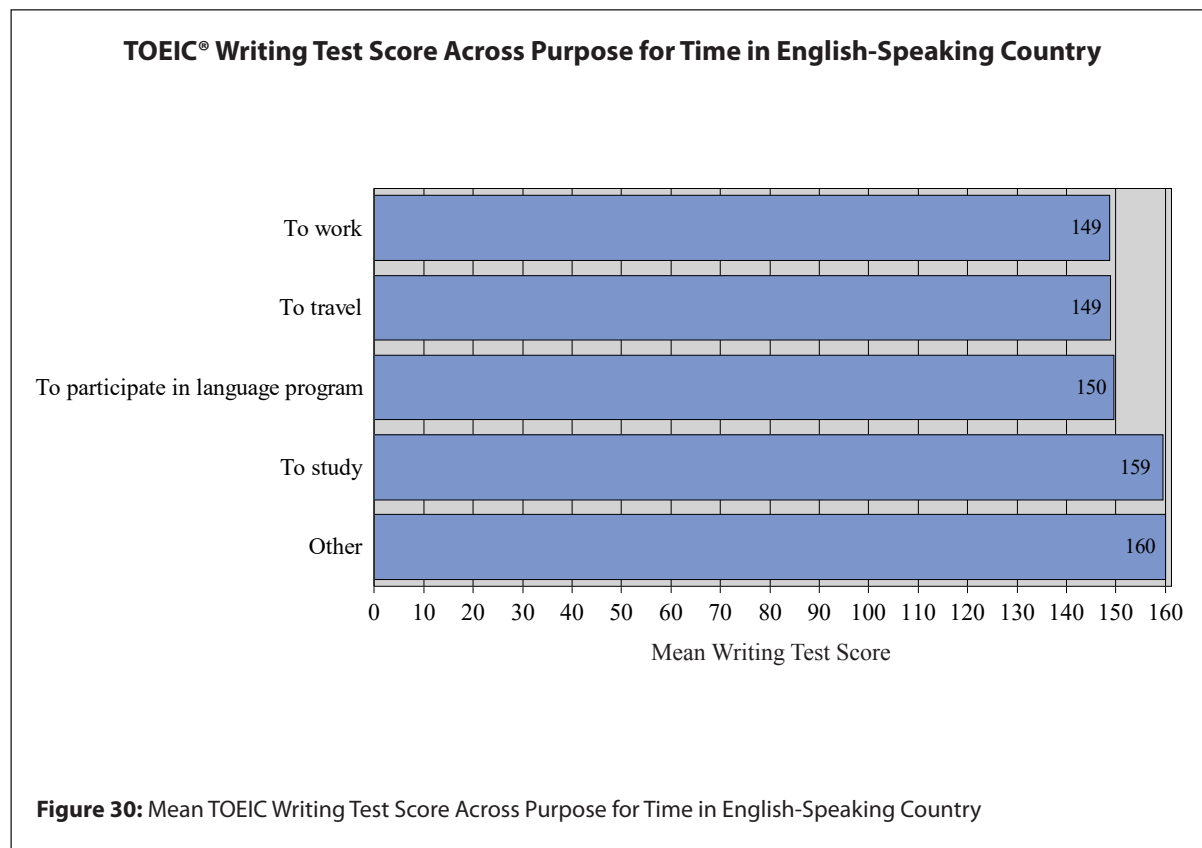
Purpose for Time in a Native English-Speaking Country

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.

Colombia (100%), China (47%), Peru (43%), Vietnam (41%), and Taiwan (39%) had a high percentage of test takers indicating that their purpose was to study. A high percentage of test takers in the Philippines (34%) and South Korea

(33%) spent time in an English-speaking country for travel purposes. A high percentage of test takers in the United States (79%) and Thailand (44%) indicated that they spent time in an English-speaking country to work.

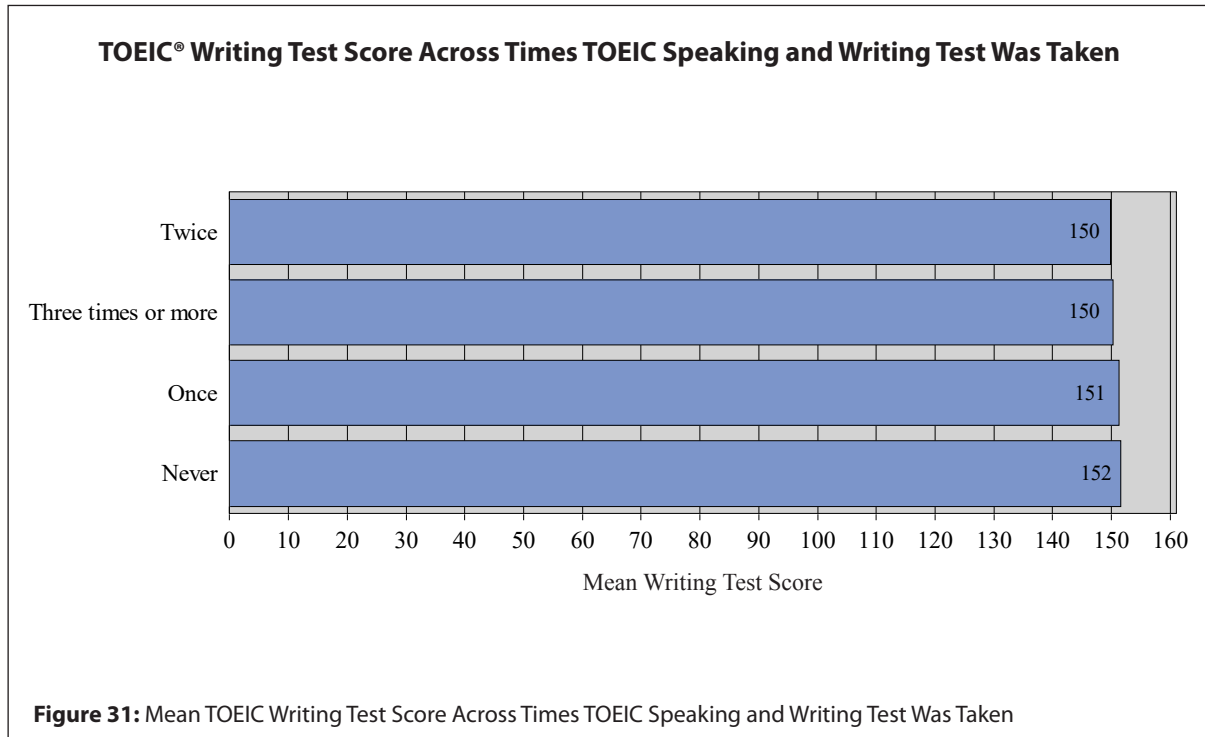
More females (26%) than males (17%) indicated that their purpose was to participate in a language program. More males (26%) than females (14%) indicated that their purpose was to work.



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 2% in Colombia to a high of 61% in the United States.

Overall, more females (79%) than males (70%) reported that they had never taken the TOEIC Writing test before. More males (10%) than females (6%) had taken the test three times or more.

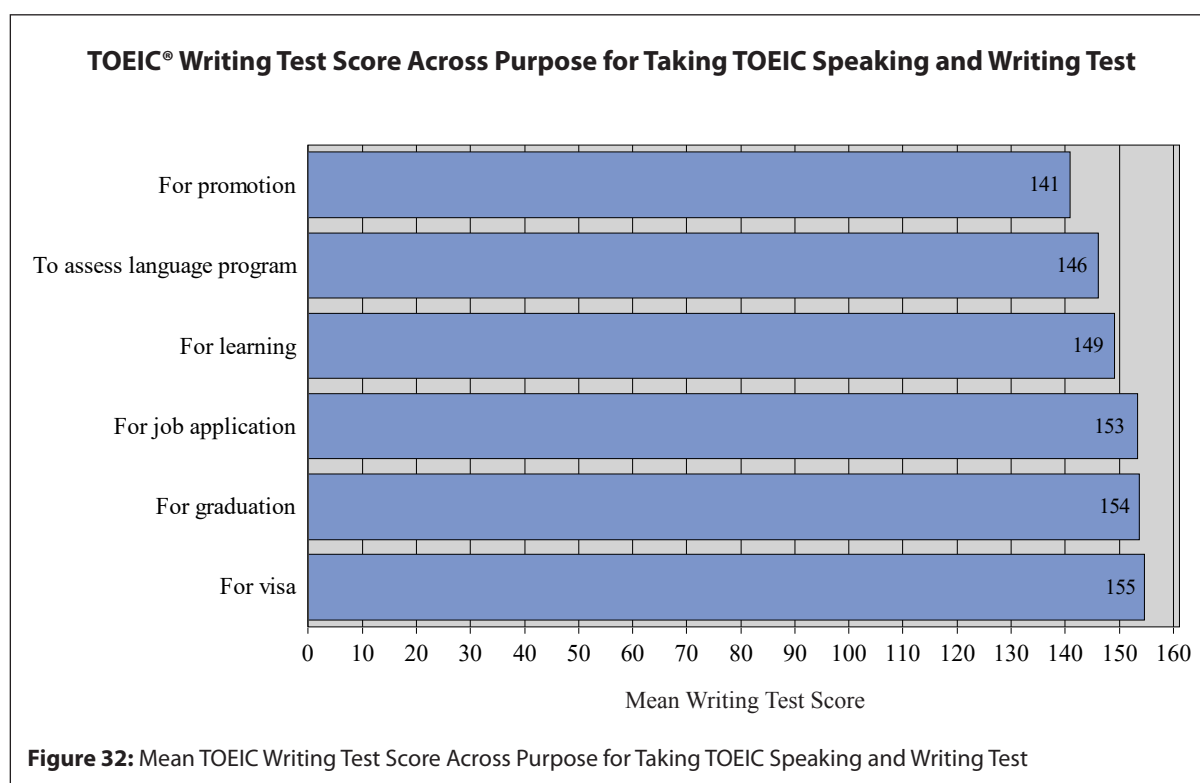


Purpose for Taking the TOEIC® Writing Test

High percentages of test takers indicated that their purpose for taking the TOEIC® Writing test was for job application (48%), learning (17%), and graduation (21%). Many test takers in Vietnam (90%), Hong Kong (75%), Brazil (69%), Taiwan (54%), and the United States and China (49% each) took the test for job application. Many test takers in South Korea and Mexico (33% each) indicated that they took the TOEIC Writing test

for promotion. Forty-five percent of test takers in Japan took the test for learning purposes.

More males (9%) took the test for promotion purposes than females (5%). More females (51%) took the test for job application purposes than males (44%).



Relationship Between Speaking and Writing Scores

The correlation between scores on the TOEIC® Speaking test and the TOEIC® Writing test was about 0.66 based on test takers who took both tests in 2025. (Appendix C presents the correlations between Speaking and Writing scores 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.



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)

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 2025

Background Questions	Response Rate
1. Education	79%
2. Major	79%
3. Current Status	83%
4. Type of Industry	98%
5. Type of Job	98%
6. Years Spent Studying English	82%
7. Language Skills Most Emphasized	82%
8. Time Spent Daily Using English	82%
9. English Language Skills Used Most Often	82%
10. Difficulty With English Communication	82%
11. Time in English-Speaking Country	82%
12. Purpose for Time in English-Speaking Country	100%
13. Times TOEIC Speaking and Writing Test Was Taken	83%
14. Purpose for Taking TOEIC Speaking and Writing Test	83%

***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 2025

Background Questions	Response Rate
1. Education	39%
2. Major	39%
3. Current Status	47%
4. Type of Industry	94%
5. Type of Job	93%
6. Years Spent Studying English	42%
7. Language Skills Most Emphasized	42%
8. Time Spent Daily Using English	42%
9. English Language Skills Used Most Often	42%
10. Difficulty With English Communication	42%
11. Time in English-Speaking Country	42%
12. Purpose for Time in English-Speaking Country	99%
13. Times TOEIC Speaking and Writing Test Was Taken	46%
14. Purpose for Taking TOEIC Speaking and Writing Test	47%

***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	0.65
Europe	0.68
North America	0.75
South America	0.85



Speaking &
Writing tests

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