



2015 Report on Test Takers Worldwide:

The *TOEIC*® Listening
and Reading Test

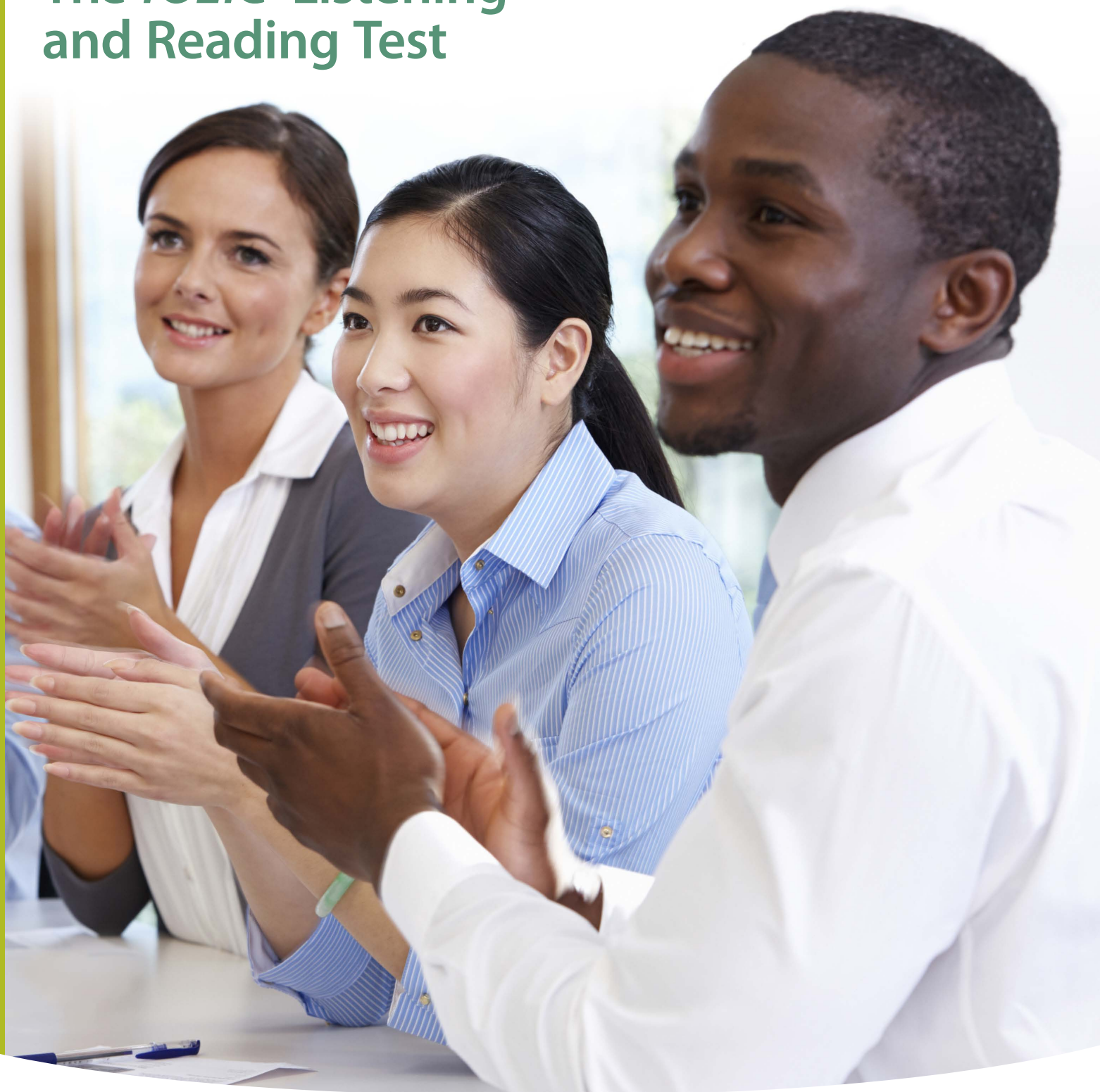


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The **TOEIC®** Background Questionnaire

The **TOEIC®** Background Questionnaire is a self-survey that gathers information about TOEIC test-takers' educational background, work experience, English language study and use and the TOEIC test-taking experience. Responses to the questionnaire enable 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 for TOEIC Listening and Reading tests administered in 2015.

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 2015

Background information was collected from all of the test takers who took the TOEIC Listening and Reading test in 2015, either through the Public Testing Program or the Institutional Testing Program. The following is a general description of the test takers included in this analysis. As noted earlier, the number of test takers who responded to each background question varied across questions.

- The largest proportion of test takers (40%) were between 21 and 25 years of age;
- 56% of test takers were male;
- Most test takers (55%) had an undergraduate degree or were pursuing one;
- 24% of the test takers majored in Engineering while 20% majored in Business;
- 35% of test takers were employed full-time, while 53% were full-time students;
- 32% worked in scientific/technical professional positions, and 15% of test takers worked in clerical or administrative positions;
- 80% had spent more than 6 years studying English;
- 25% of test takers indicated Listening and Speaking as their most emphasized skills when studying English;
- 44% of test takers used English 1 to 10% of their daily life;
- 17% and 32% of test takers selected Listening and Reading, respectively as their most often used English language skill;
- 33% of test takers “sometimes” had difficulty with English communication;
- Only 12% of test takers had spent six months or more in a native English-speaking country;
- 32% of test takers indicated travel as purpose for time in English-speaking countries;
- 45% of test takers who took the TOEIC test in 2015 had previously taken it three or more times;
- 31% of test takers had taken the TOEIC test for learning and 27% for job application purpose.

Mean TOEIC Scores Across Native Countries

Table 1, shown 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.

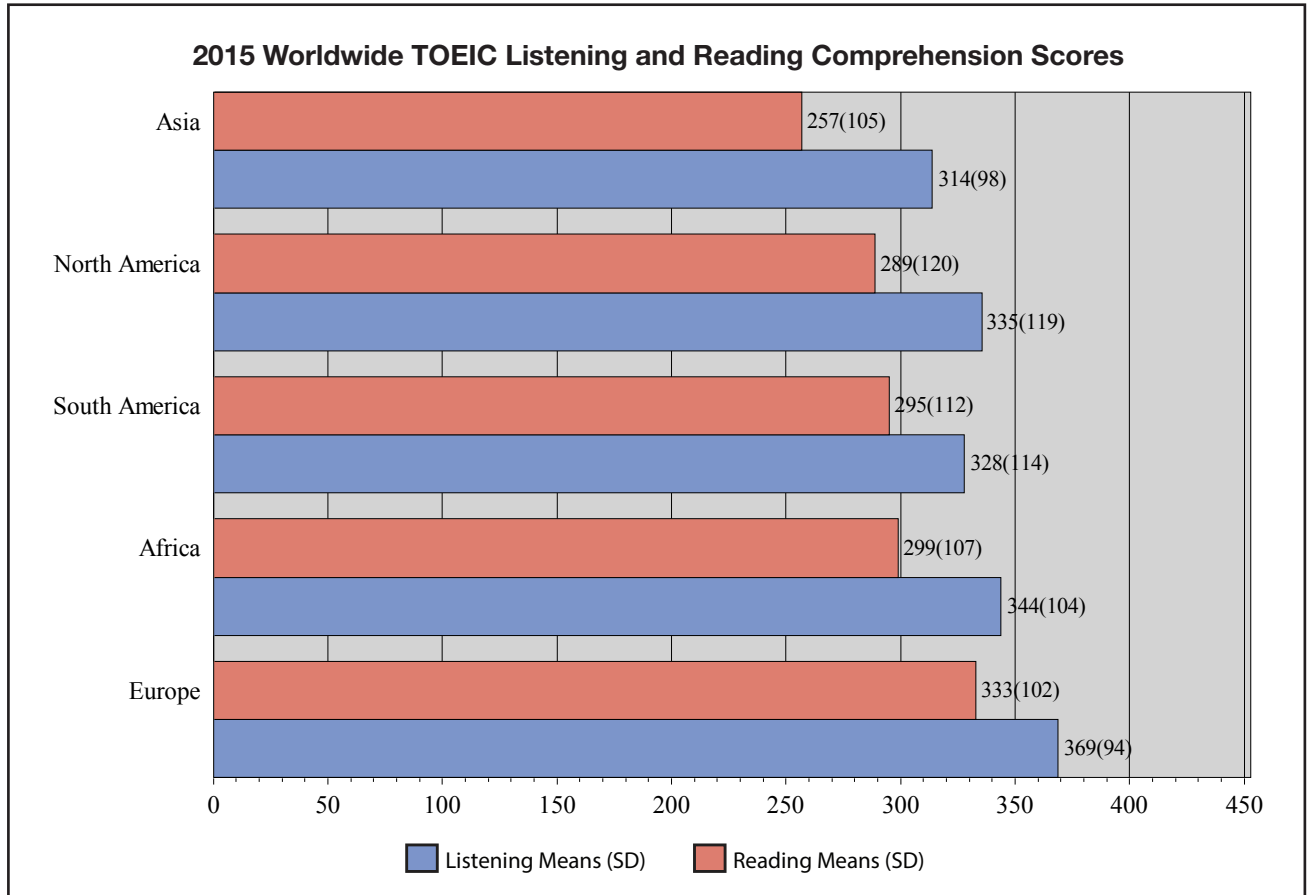


Figure 1: Mean TOEIC Scores by Region

***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)*
CANADA	430	(70)	395	(81)	825	(146)
LEBANON	424	(77)	373	(95)	797	(164)
GERMANY	428	(76)	360	(99)	788	(169)
PORTUGAL	402	(90)	355	(104)	757	(188)
ITALY	378	(70)	362	(75)	740	(137)
INDIA	392	(91)	331	(110)	722	(195)
CZECH REPUBLIC	385	(100)	337	(112)	722	(206)
FRANCE	377	(88)	344	(94)	721	(175)
NICARAGUA	376	(100)	332	(109)	708	(203)
CHILE	377	(110)	327	(107)	704	(210)
ARGENTINA	370	(117)	331	(122)	701	(233)
TUNISIA	370	(90)	324	(93)	694	(175)
THE PHILIPPINES	381	(74)	310	(91)	691	(156)
MOROCCO	370	(89)	320	(98)	690	(180)
SPAIN	351	(98)	337	(97)	689	(188)
COSTA RICA	365	(99)	323	(99)	687	(190)
VENEZUELA	355	(123)	321	(124)	676	(242)
KOREA (ROK)	365	(86)	305	(99)	670	(176)
REUNION	344	(100)	314	(103)	658	(196)
RUSSIA	351	(105)	304	(113)	655	(212)
ALGERIA	349	(98)	302	(101)	651	(191)
UKRAINE	354	(95)	289	(112)	643	(200)
TURKEY	350	(97)	291	(112)	641	(202)
CHINA, PEOPLE'S REPUBLIC	323	(99)	310	(96)	632	(182)
MALAYSIA	353	(94)	278	(109)	631	(196)
BRAZIL	324	(112)	294	(112)	618	(218)
COTE D'IVOIRE (IVORY COAST)	320	(98)	294	(95)	614	(185)
GABON	323	(86)	283	(88)	606	(166)
PERU	312	(112)	287	(110)	599	(214)
SENEGAL	318	(106)	278	(104)	597	(203)
CAMEROON	316	(99)	280	(99)	596	(189)
COLOMBIA	308	(111)	278	(110)	586	(213)
EL SALVADOR	309	(102)	265	(102)	574	(198)
MEXICO	307	(121)	257	(117)	564	(231)
POLAND	318	(108)	245	(119)	564	(219)
GREECE	322	(94)	240	(98)	562	(184)
TAIWAN	292	(97)	238	(100)	530	(189)
HONG KONG	296	(109)	233	(118)	529	(220)
JAPAN	285	(91)	228	(97)	513	(180)
THAILAND	282	(101)	210	(94)	492	(188)
VIETNAM	250	(91)	227	(95)	477	(178)
MONGOLIA	262	(112)	196	(108)	458	(214)
INDONESIA	251	(102)	204	(99)	454	(193)
MACAO	250	(94)	179	(92)	430	(179)
EGYPT	232	(123)	178	(115)	409	(233)
ALBANIA	218	(117)	178	(109)	396	(221)

*SD = Standard Deviation

Relationship Among Listening and Reading TOEIC Scores

The correlation between the two sections of the TOEIC test was about 0.86. (Appendix C presents the correlations between Listening and Reading across regions). This is consistent with earlier research (e.g., Woodford, 1982) and with the findings presented in the 2014 *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	16.2	345	(94)	289	(102)	633	(188)
	21 – 25	39.8	333	(95)	277	(103)	610	(191)
	31 – 35	8.2	322	(97)	270	(104)	592	(193)
	36 – 40	5.5	308	(98)	259	(106)	566	(196)
	41 – 45	4.3	296	(100)	248	(108)	544	(201)
	Over 45	5.6	290	(100)	242	(107)	532	(200)
	Under 20	20.3	278	(97)	217	(100)	495	(189)
Gender	Female	44.2	331	(98)	269	(105)	600	(195)
	Male	55.8	307	(99)	257	(106)	563	(198)
Education	Graduate school	10.7	354	(87)	312	(95)	666	(174)
	Undergraduate college	54.8	343	(90)	288	(98)	631	(180)
	Junior high school	0.5	285	(111)	219	(106)	504	(208)
	Elementary school	0.4	273	(112)	231	(111)	504	(215)
	High school	6.5	273	(107)	210	(108)	483	(207)
	Community college	21.0	269	(89)	211	(92)	480	(172)
	Language institution	1.1	269	(104)	194	(104)	463	(200)
	Vocational school after high school	3.2	261	(99)	192	(94)	452	(184)
	Vocational school	1.8	240	(82)	172	(79)	412	(153)

*SD = Standard Deviation

Table 2: Mean Performance by Demographic Categories (continued)

		% of Test-takers	Listening		Reading		Total	
			Mean	(SD)*	Mean	(SD)*	Mean	(SD)*
Major	Social studies	11.0	334	(98)	283	(105)	617	(195)
	Liberal arts	19.0	339	(96)	274	(106)	613	(194)
	Business related	19.7	328	(99)	279	(106)	607	(198)
	Sciences	10.7	318	(96)	269	(103)	586	(191)
	Engineering	23.5	315	(94)	262	(101)	577	(187)
	Other	5.3	314	(100)	247	(107)	561	(198)
	Health related	10.8	284	(94)	231	(100)	515	(187)
Current status	Not employed	7.2	362	(86)	303	(97)	664	(174)
	Part time employee	4.1	329	(104)	275	(110)	604	(207)
	Full time student	53.2	320	(98)	262	(105)	582	(196)
	Full time employee	35.4	301	(98)	249	(105)	550	(195)
Type of industry	Service-Foreign Affairs	0.1	360	(104)	323	(106)	683	(203)
	Service-Education (High school or below)	2.2	362	(95)	317	(102)	679	(189)
	Mass Media	0.9	356	(91)	302	(103)	658	(186)
	Public Utility Production	1.2	346	(90)	305	(97)	651	(180)
	Service-Education (College or above)	2.6	349	(102)	299	(113)	648	(208)
	Other	3.9	346	(94)	296	(102)	642	(187)
	Manufacturing-Pharmaceuticals	1.7	328	(89)	283	(97)	612	(178)
	Trading	2.9	333	(94)	278	(102)	611	(188)
	Service-Legislative	3.3	327	(96)	280	(105)	607	(193)
	Finance	5.3	321	(97)	280	(103)	602	(192)
	Service-Armed forces	2.2	319	(98)	275	(107)	594	(197)
	Service-Health	2.0	326	(92)	268	(101)	594	(185)
	Agriculture	0.6	316	(99)	277	(104)	592	(195)
	Insurance	1.7	315	(93)	273	(102)	589	(187)
	Telecommunication	1.7	319	(92)	267	(102)	586	(187)
	Manufacturing-Clothing	0.4	324	(98)	257	(104)	581	(194)

*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.)	Real Estate	0.5	314	(101)	262	(108)	576	(202)
	Service-Other	15.1	315	(94)	258	(101)	573	(187)
	Manufacturing-Other	3.0	311	(100)	256	(108)	566	(201)
	Manufacturing-Food	1.5	308	(98)	256	(104)	564	(194)
	Transportation	2.7	314	(93)	248	(97)	562	(183)
	Service-Traveling	2.0	317	(102)	245	(105)	562	(198)
	Manufacturing-Petroleum	1.0	301	(97)	255	(106)	557	(196)
	Retail/Wholesale	1.4	307	(100)	245	(106)	551	(199)
	Manufacturing-Chemicals	3.7	293	(92)	246	(99)	539	(184)
	Construction	2.5	289	(106)	237	(111)	526	(211)
	Manufacturing-Glass	0.4	283	(93)	238	(98)	521	(183)
	Manufacturing-Metals	2.2	279	(93)	231	(99)	511	(185)
	Manufacturing-Machinery	6.9	282	(95)	228	(100)	510	(188)
	Manufacturing-Vehicles	8.0	275	(90)	218	(96)	493	(179)
	Manufacturing-Fabric	0.9	271	(95)	221	(102)	491	(189)
	Manufacturing-Electronic	15.2	268	(93)	216	(99)	484	(185)
Type of job	Teaching/Training	5.1	356	(103)	310	(109)	665	(205)
	Management	4.7	335	(102)	297	(107)	633	(201)
	Professional Specialist	8.9	324	(94)	282	(102)	607	(189)
	Clerical/Administrative	14.9	330	(98)	274	(105)	604	(196)
	Services	5.5	330	(98)	269	(106)	599	(196)
	Marketing/Sales	14.3	307	(96)	252	(102)	559	(191)
	Technician	5.8	303	(99)	249	(105)	552	(196)
	Other	8.9	288	(109)	236	(114)	523	(216)
	Scientific/Technical Professionals	31.9	285	(89)	235	(97)	520	(179)
Years spent studying English	> 10 years	45.1	359	(87)	305	(97)	664	(176)
	6 – 10 years	35.2	299	(92)	243	(98)	542	(181)
	4 – 6 years	11.1	272	(96)	213	(98)	485	(186)
	≤ 4 years	8.7	263	(99)	204	(101)	467	(192)

*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	22.9	359	(93)	306	(104)	664	(190)
	Speaking	16.3	326	(96)	264	(103)	590	(192)
	Listening and Speaking	24.7	325	(94)	262	(102)	587	(188)
	Reading and Writing	6.4	307	(96)	262	(106)	569	(194)
	Reading	14.5	287	(88)	243	(96)	530	(176)
	Listening	12.3	285	(96)	230	(102)	515	(191)
	Writing	3.0	276	(102)	226	(109)	502	(204)
Time spent daily using English	51 – 100%	4.1	386	(89)	329	(103)	715	(184)
	21 – 50%	11.5	358	(91)	301	(103)	659	(186)
	11 – 20%	20.0	342	(93)	285	(102)	627	(187)
	1 – 10%	44.4	314	(95)	259	(102)	572	(189)
	None	20.0	276	(94)	223	(99)	499	(185)
English language skills used most often	Listening, Reading, Speaking and Writing	10.8	370	(90)	314	(102)	683	(185)
	Reading and Writing	7.9	343	(94)	291	(103)	634	(189)
	Listening and Speaking	15.7	334	(94)	268	(103)	602	(190)
	Reading	31.7	308	(93)	263	(101)	572	(186)
	Speaking	12.8	306	(99)	243	(104)	548	(196)
	Listening	17.4	304	(100)	243	(106)	547	(199)
	Writing	3.8	290	(100)	237	(105)	527	(198)
Difficulty with English communication	Sometimes	33.1	339	(94)	282	(102)	621	(188)
	Frequently	20.5	326	(90)	269	(99)	595	(181)
	Seldom	20.3	318	(101)	263	(108)	582	(202)
	Almost always	10.7	301	(96)	245	(103)	546	(191)
	Almost never	15.3	289	(104)	237	(110)	525	(208)

*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	3.5	416	(82)	351	(102)	767	(176)
	Yes, 1 – 2 years	2.5	393	(88)	326	(101)	719	(181)
	Yes, 6 – 12 months	5.5	390	(82)	323	(97)	713	(171)
	Yes, < 6 months	24.0	335	(89)	276	(100)	611	(182)
	No	64.6	301	(95)	249	(103)	550	(190)
Purpose for time in English-speaking country	To study	16.8	386	(92)	325	(107)	711	(192)
	Other	9.0	383	(94)	315	(107)	698	(193)
	To participate in language program	29.7	364	(84)	296	(96)	659	(172)
	To work	13.0	335	(96)	282	(106)	617	(194)
	To travel	31.5	334	(91)	276	(101)	609	(185)
Times taken TOEIC	Three times or more	44.9	347	(88)	289	(98)	636	(179)
	Twice	12.6	318	(95)	261	(102)	579	(190)
	Once	17.1	305	(97)	249	(104)	554	(194)
	Never	25.4	290	(103)	239	(111)	529	(206)
Purpose for taking TOEIC test	For job application	27.3	350	(89)	291	(100)	641	(181)
	For graduation	21.6	314	(100)	261	(108)	575	(201)
	For learning	31.4	310	(99)	255	(106)	565	(197)
	To assess language program	9.5	301	(98)	246	(104)	547	(194)
	For promotion	10.2	293	(93)	238	(100)	532	(186)

*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 (40%), 20% of test takers were under 20 years of age, 16% were between 26 and 30 years of age, and the remaining 24% were 31 years of age or older. The Philippines (73%), Hong Kong (62%), El Salvador (58%) and Macao (56%) had a high percentage of test takers that were under 20 years of age. Italy (84%), Egypt (70%),

and Morocco and Tunisia (68%) had the highest percentage of test takers between 21 and 25 years age. For the 26 to 30 years of age group, Senegal (36%), Ivory Coast (35%), and Turkey (34%) 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.

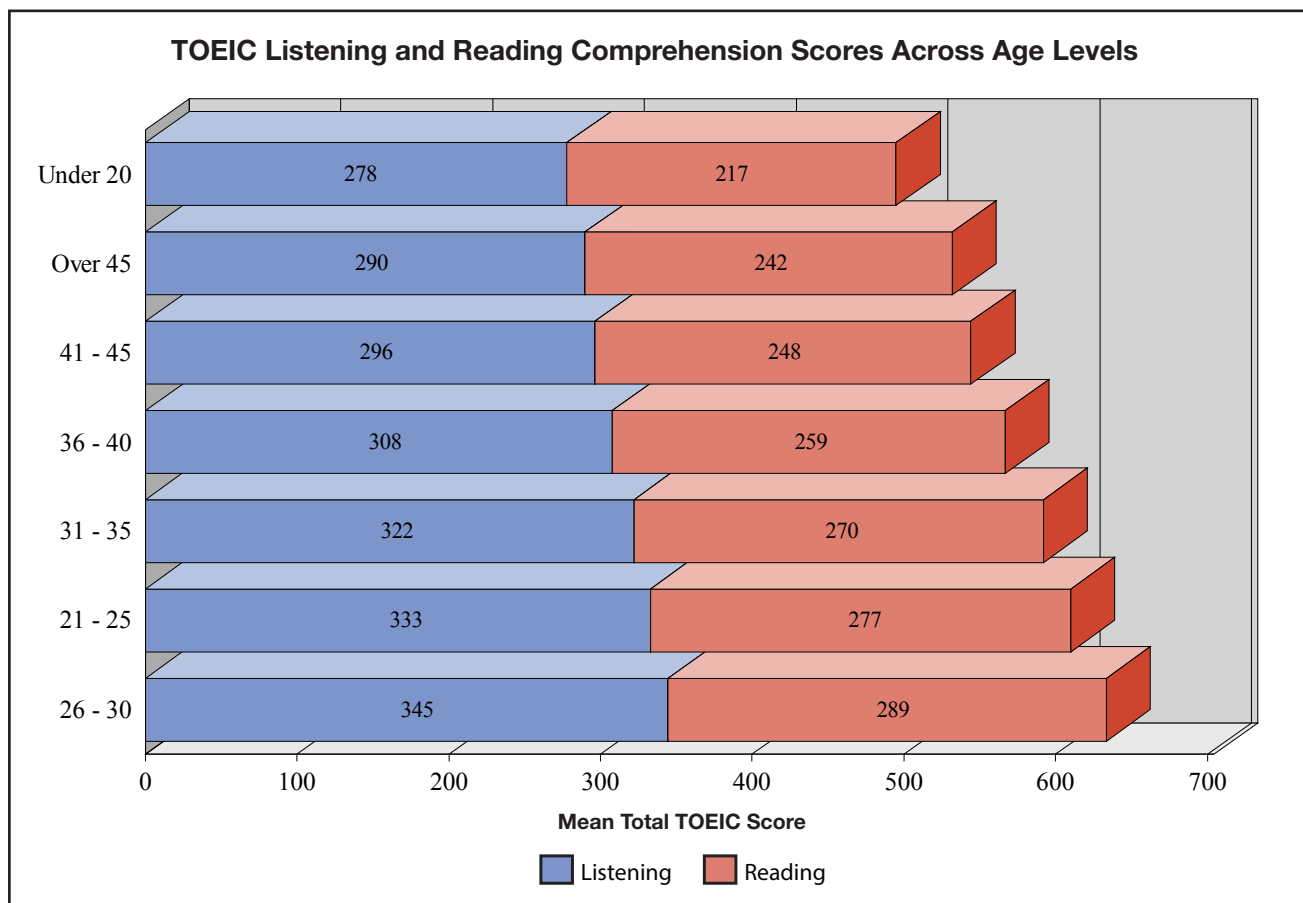


Figure 2: Mean TOEIC Scores Across Age Levels

Gender

Overall, a larger proportion of males than females took the TOEIC L&R Test (as shown in Table 2). Countries that had a large male test-taking population include India (69%), Egypt (65%), and Turkey and Japan (64%).

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

countries include Albania (69%), Thailand, and Costa Rica (63%). In other countries the ratio of male to female test takers was fairly equal.

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

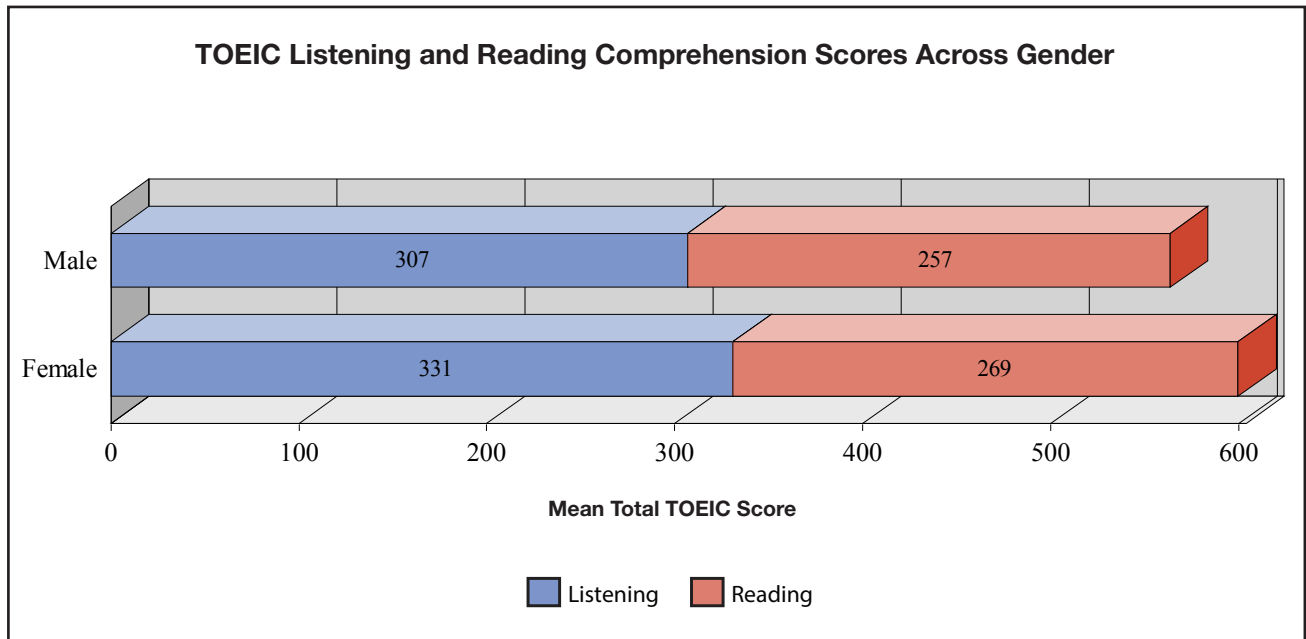


Figure 3: Mean TOEIC Scores Across Gender

Education

The majority of test takers (55%) held an undergraduate degree or were pursuing an undergraduate degree at the time that they answered the Background Questionnaire. A higher percentage of women (57%) than men (53%) held or were pursuing an undergraduate degree. In contrast, more men (12%) than women (9%) 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 (80%), and Thailand (75%) had the highest proportion of test takers with an undergraduate degree, while Gabon (81%), Morocco (77%), and Algeria (76%) had the largest proportion of test takers holding or pursuing graduate degrees. Chile (76%) and Peru (51%) had the highest proportion of test takers with a vocational degree after high school.

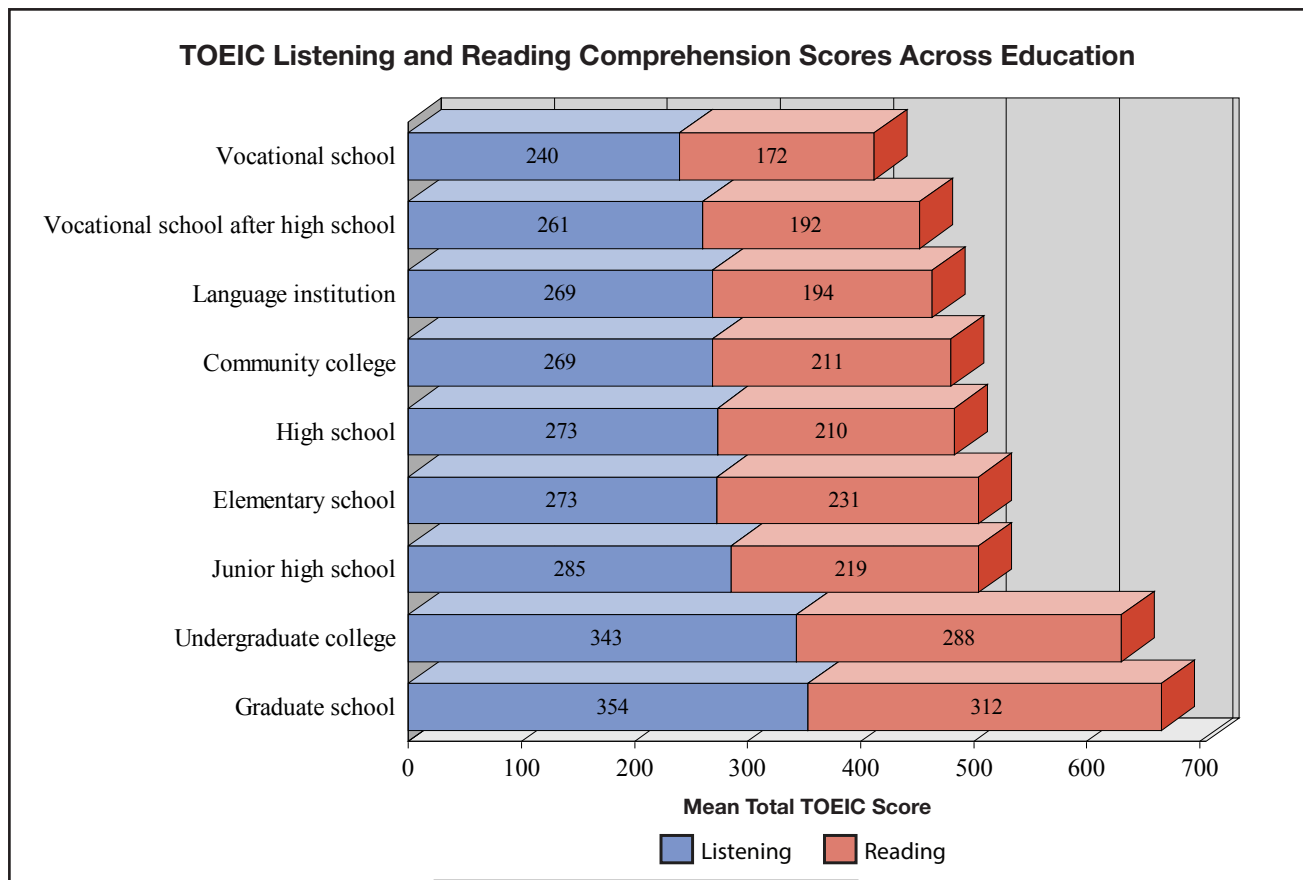


Figure 4: Mean TOEIC Scores Across Education

Academic Major

The largest percentage of TOEIC Listening and Reading test takers majored in engineering (24%). The highest percentages of test takers with an engineering major were in Gabon (62%), Tunisia (57%), and Morocco (51%). Business was the second most popular major with 20%. Countries with a high percentage of

test takers with business majors include Ivory Coast (53%), Peru (44%), Egypt and Vietnam (43%).

Across all test takers, more females (30%) majored in liberal arts than males (10%) and more males (32%) majored in engineering than females (13%).

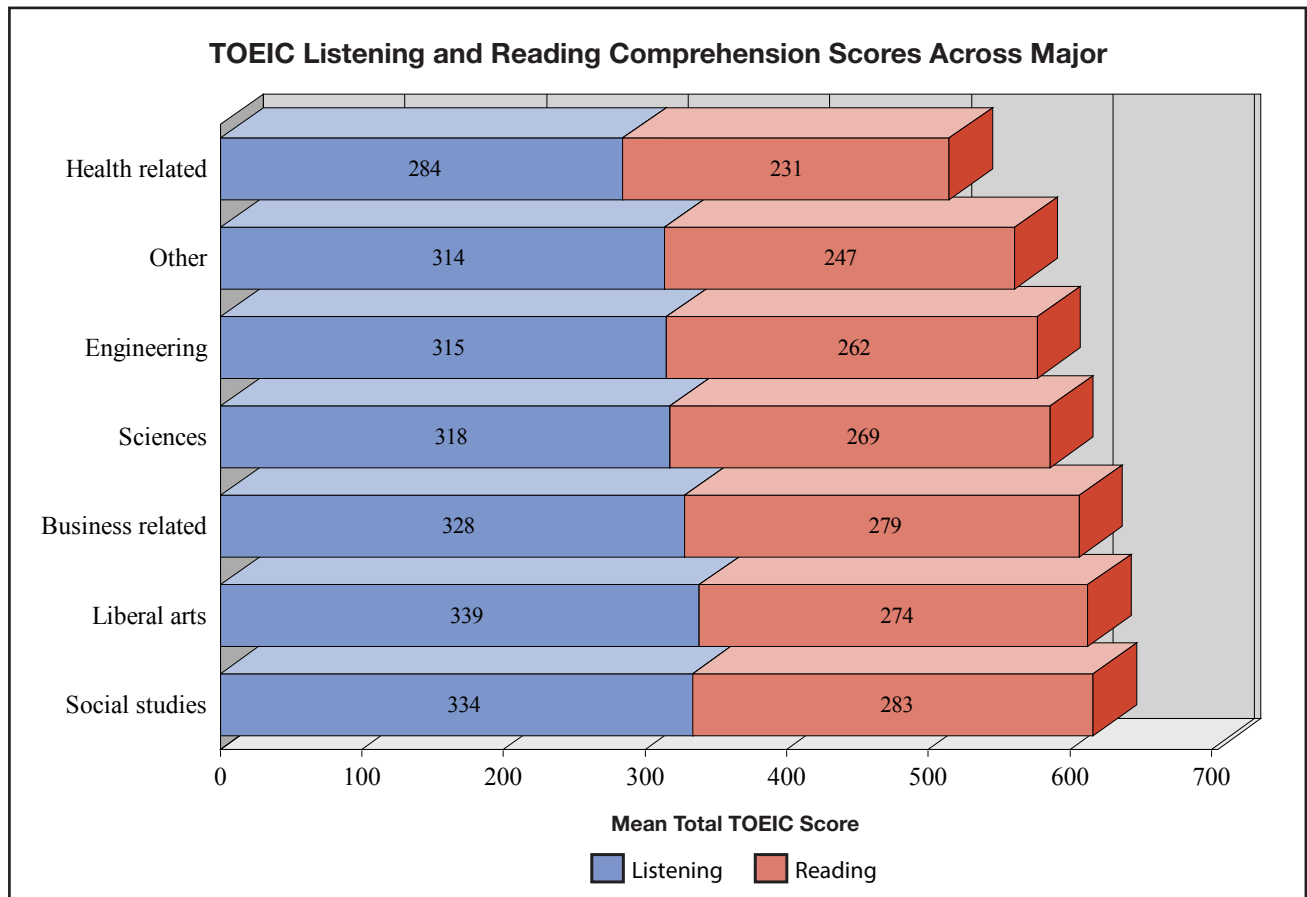


Figure 5: Mean TOEIC Scores Across Academic Major

Employment Status

Overall the majority of TOEIC Listening and Reading test takers were full-time students (53%). Countries such as the Philippines (91%), Malaysia (80%), Hong Kong (79%), and Morocco (78%) had the highest proportion of full time students. Thirty-five percent of test takers indicated they were full time employees.

Results show that testing populations in Peru (76%), Costa Rica (65%), and Brazil (63%) were mostly full time employees.

More males (44%) than females (23%) are full-time employees. More females (62%) than males (47%) are full-time students.

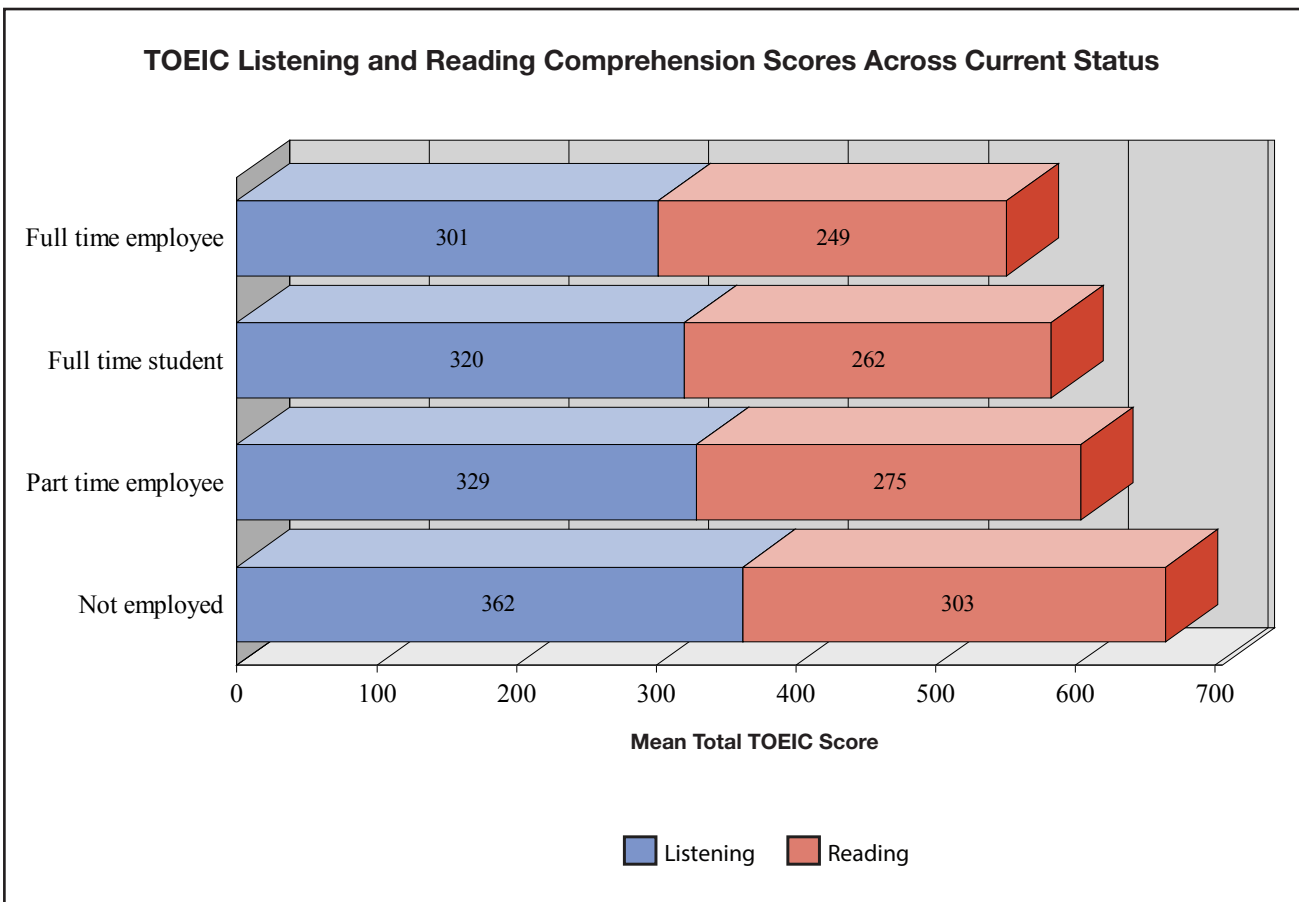


Figure 6: Mean TOEIC Scores Across Current Status

Type of Industry

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

Figures 7a, 7b and 7c provide average TOEIC Listening and Reading scores for the various industry types.

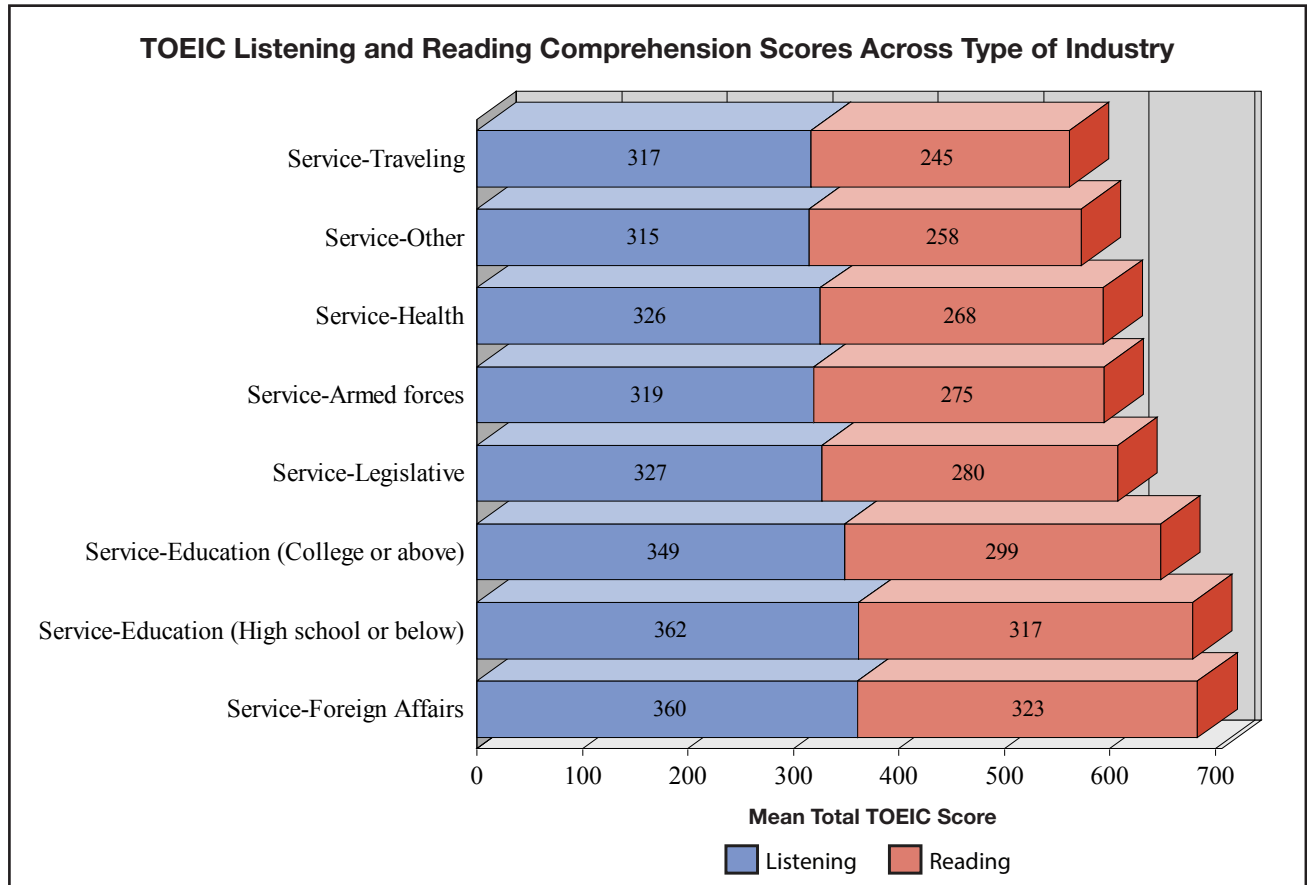


Figure 7a: Mean TOEIC Scores Across Industry Type of Industry

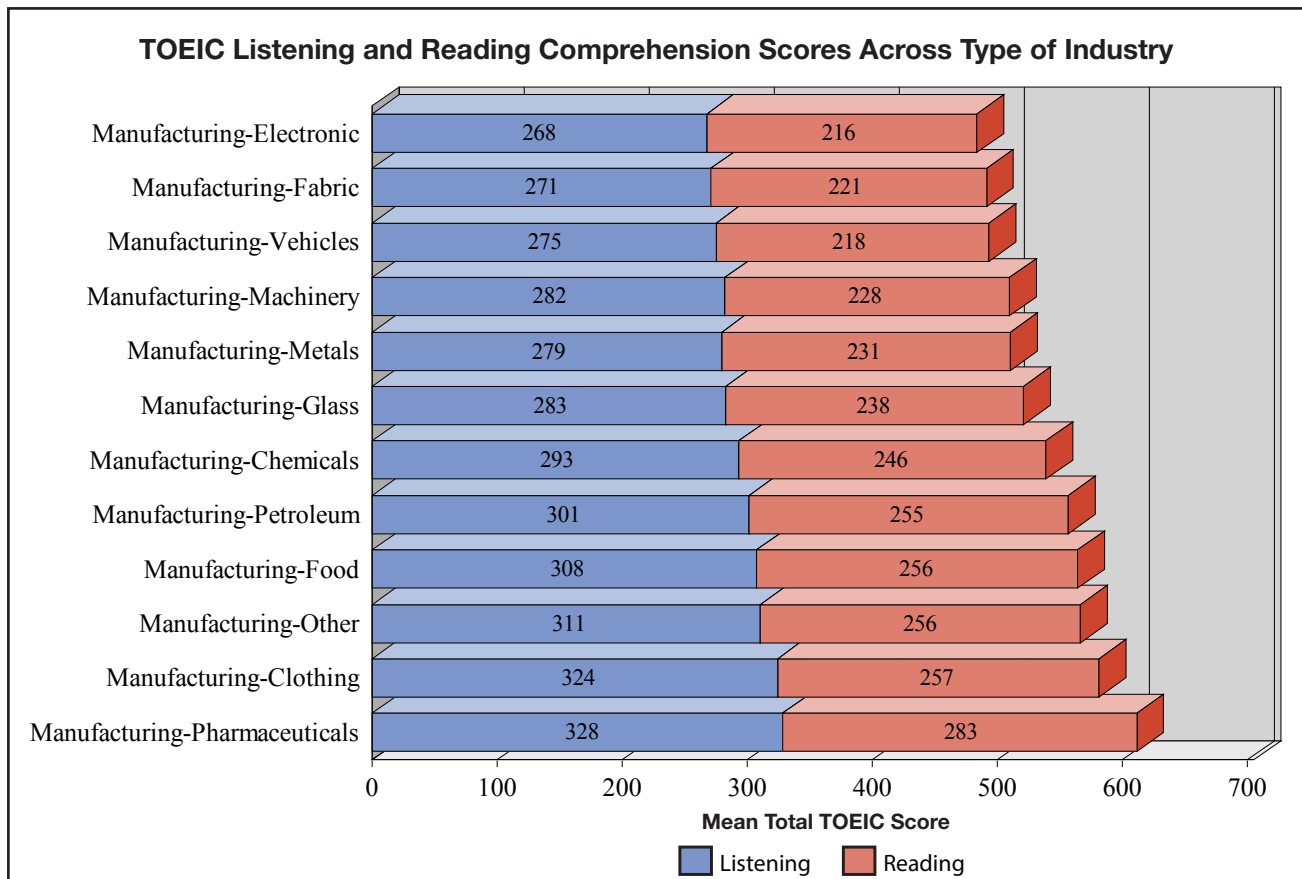


Figure 7b: Mean TOEIC Scores Across Type of Industry

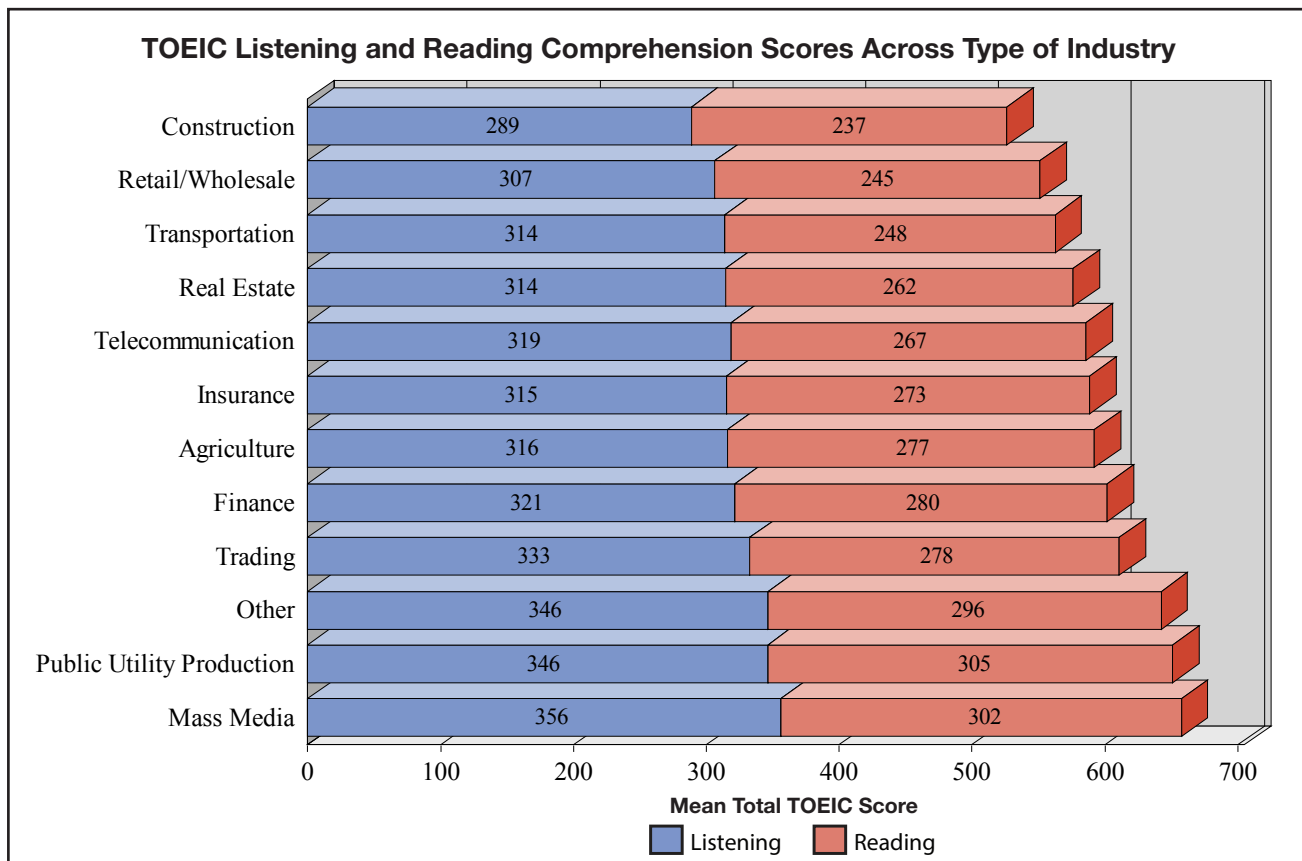


Figure 7c: Mean TOEIC Scores Across Type of Industry

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 (32%).

Japan (42%) and Tunisia (41%) had the largest percentage of test takers working in scientific/technical positions. For management positions, Morocco (31%) and China (27%) had the largest percentage of test

takers. For teaching/training positions, Costa Rica (74%) and the Philippines (32%) had the largest percentage of test takers.

Overall, more females (11%) worked in teaching/training position than males (3%), and more males (40%) worked in scientific/technical positions than females (15%).

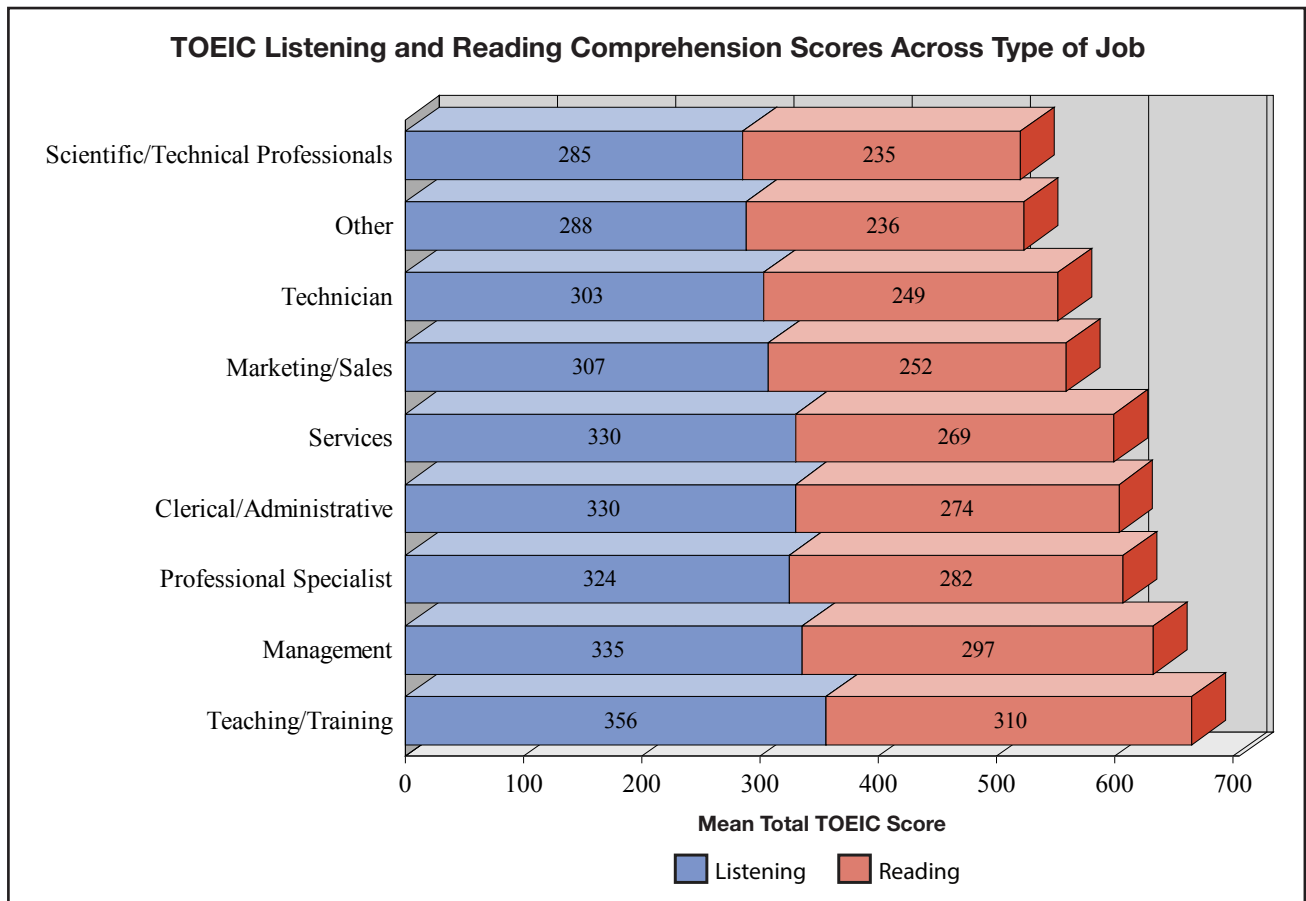


Figure 8: Mean TOEIC Scores Across Type of Job

Years Spent Studying English

Similar to the results from previous years, 2015 test takers exhibited very similar patterns in the length of time spent studying English. Eighty percent of 2015 test takers indicated that they studied English for six or more years.

Peru (50%), Mongolia (46%), Colombia (45%), and Brazil (44%) had the largest percentage of examinees that studied English for less than 4 years.

In contrast, countries that had a high proportion of test takers who have studied English for more than ten years include the Philippines (84%), Hong Kong (75%), and Malaysia (72%).

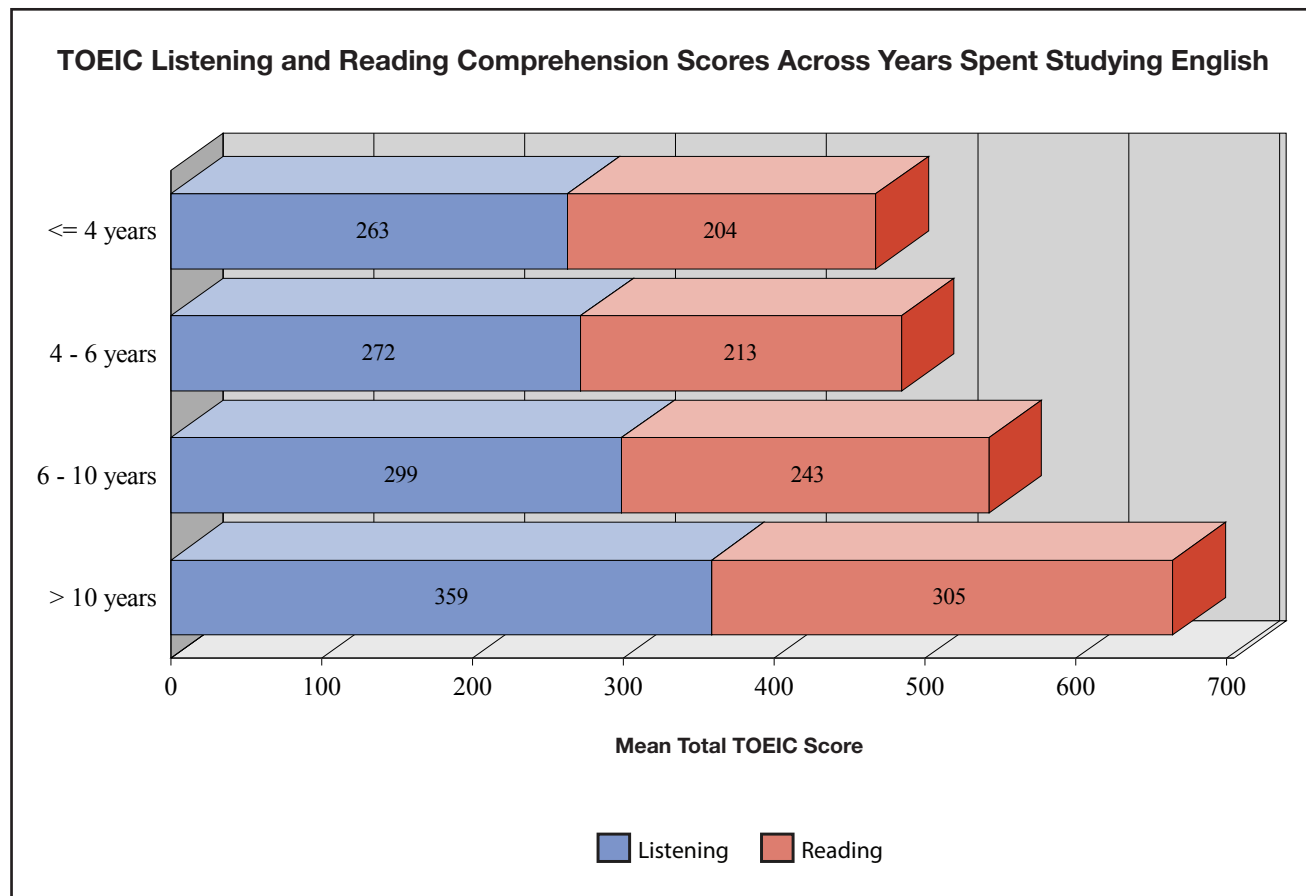


Figure 9: Mean TOEIC Scores Across Years Spent Studying English

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-three percent of all test takers indicated that all four English language skills (Listening, Reading, Speaking, and Writing) were emphasized. However, a slightly higher percentage

of test takers (25%) indicated that Listening and Speaking skills were the skills most emphasized.

Test takers from Indonesia (59%), Reunion (47%), and Costa Rica and the Philippines (45%) indicated an emphasis on all four English language skills.

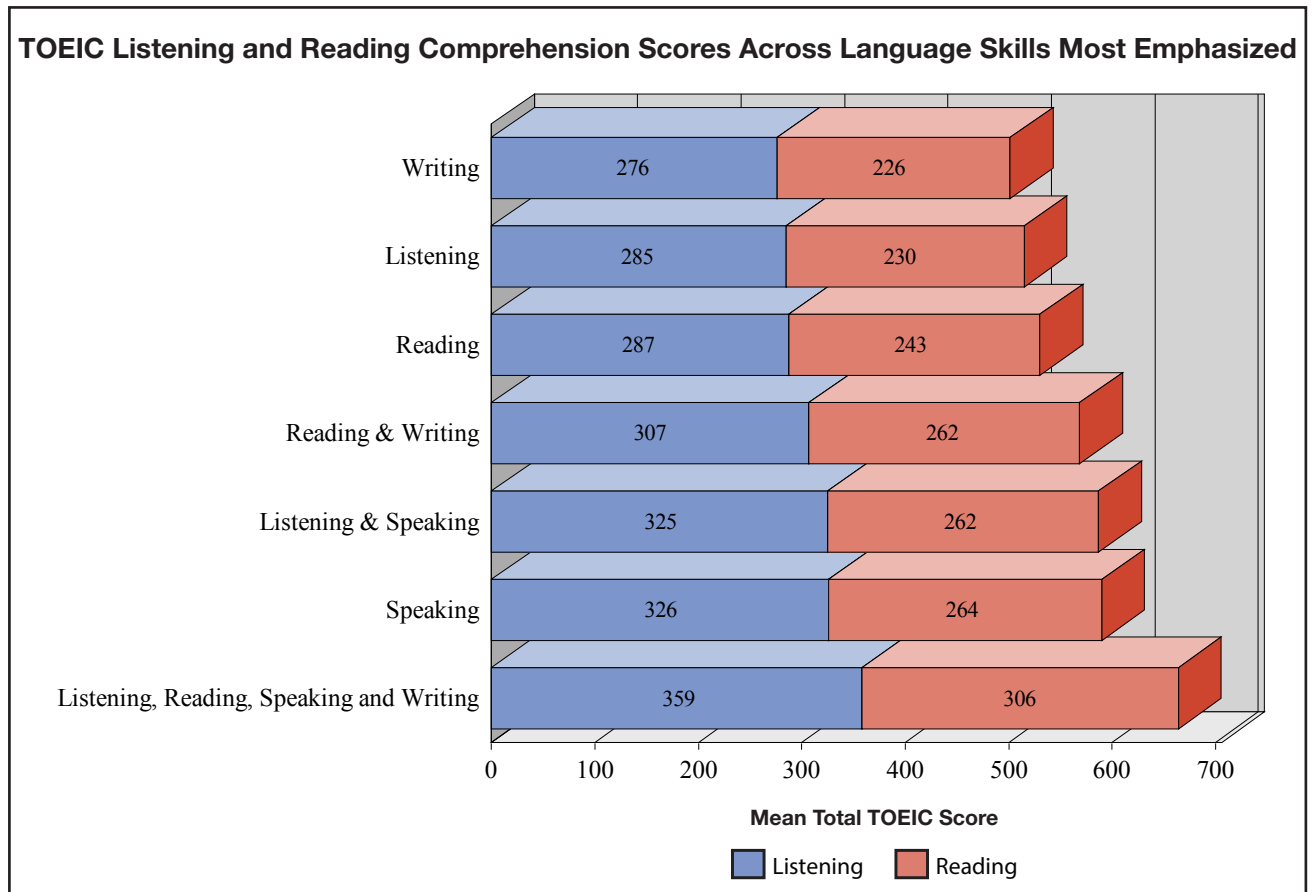


Figure 10: Mean TOEIC Scores Across Language Skills Most Emphasized

Daily English Use Requirement

In response to the question “How much time must you use English in your daily life?” 44% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Countries that had a large proportion of test takers in this category include Macao (49%), Indonesia (46%), and Korea and Japan (45%).

Test takers from Hong Kong (32%), Chile, Vietnam, and Peru (31%) responded that they spent 11–20% of their daily life using English.

Test takers in Costa Rica (22%), the Philippines (21%), and Mexico and Brazil (15%) indicated that they spend 51–100% of their daily life using English.

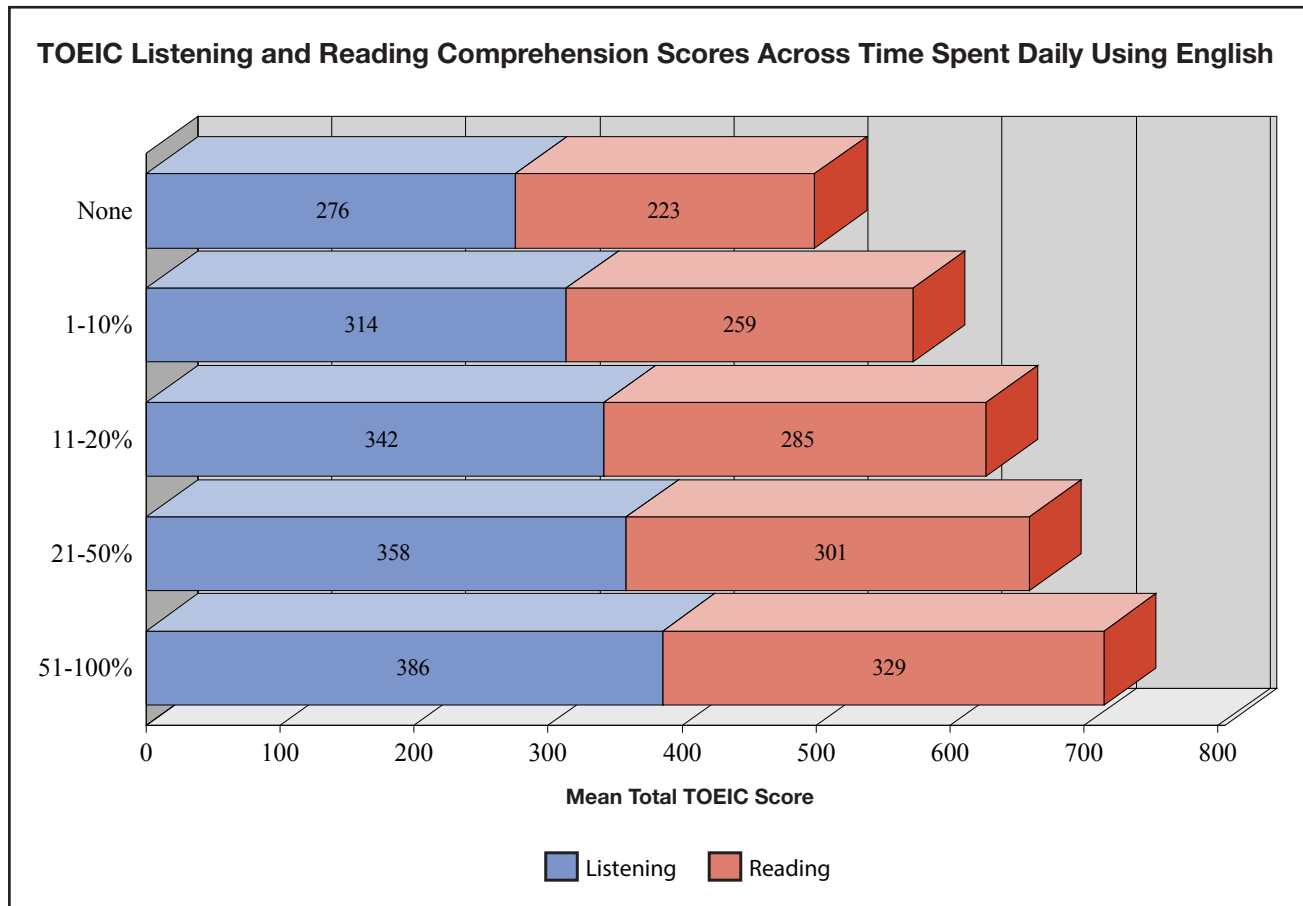


Figure 11: Mean TOEIC Scores Across Time Spent Daily Using English

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. Peru (42%), Taiwan (41%), and Japan and Brazil (38%) had the highest percentage of examinees with Reading as their most used skill. For Listening, 17% of all test takers indicated that was the skill used most often. Countries that had a high percentage of examinees selecting Listening include Gabon and

France (33%), and Morocco and Reunion (32%). Eleven percent of test takers indicated that they use all four language skills equally.

Overall, males were more inclined than females (36% vs. 26%) to choose Reading as the English-language skill they used most often.

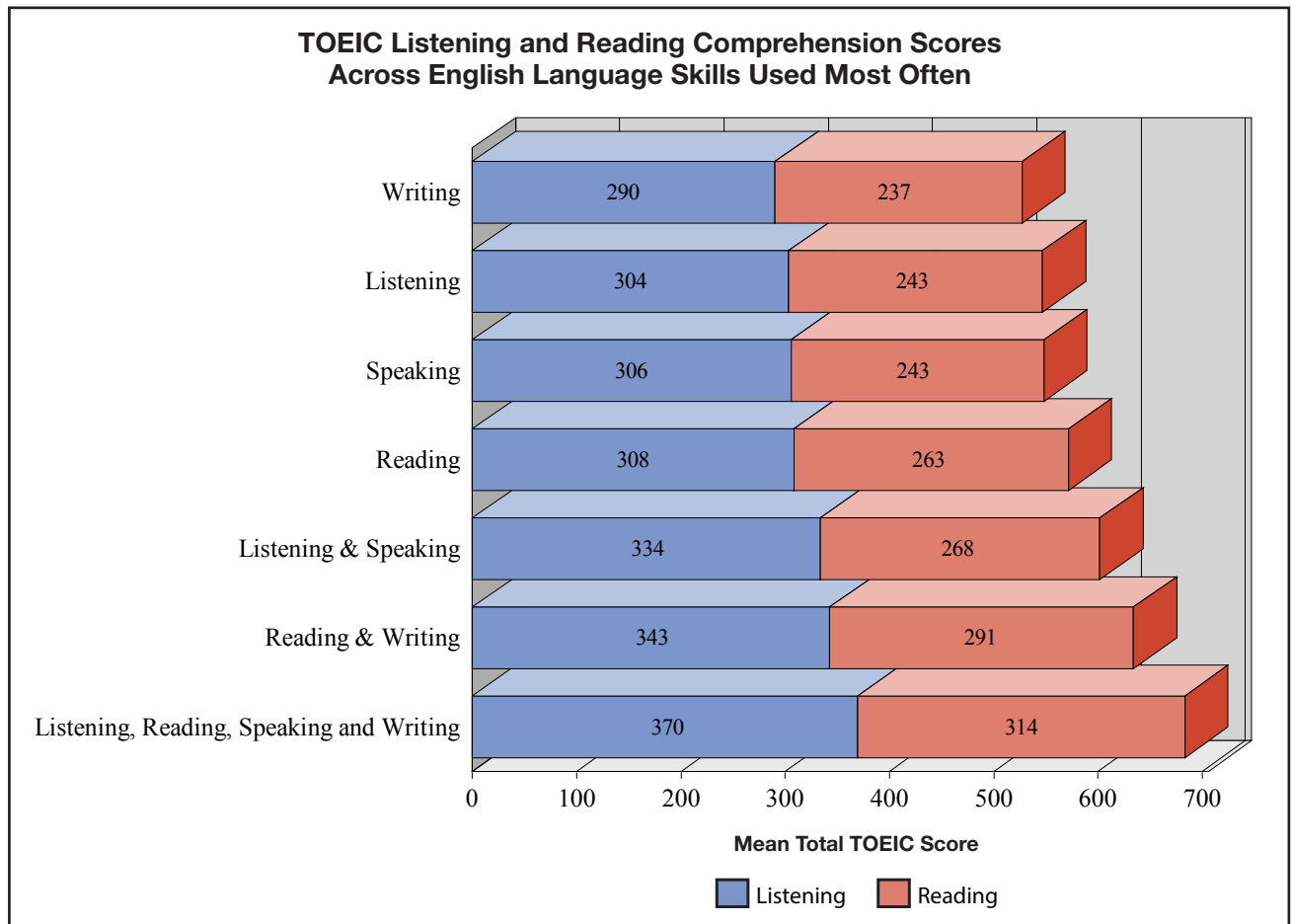


Figure 12: Mean TOEIC Scores Across English-language Skills Used Most Often

Difficulty With English Affecting Communication

When asked “How often has difficulty with English affected your ability to communicate?” 33% of all test takers responded “Sometimes”, 21% responded that difficulty with English “frequently” affected

their ability to communicate, and 20% responded that difficulty with English “seldom” affected their ability to communicate.

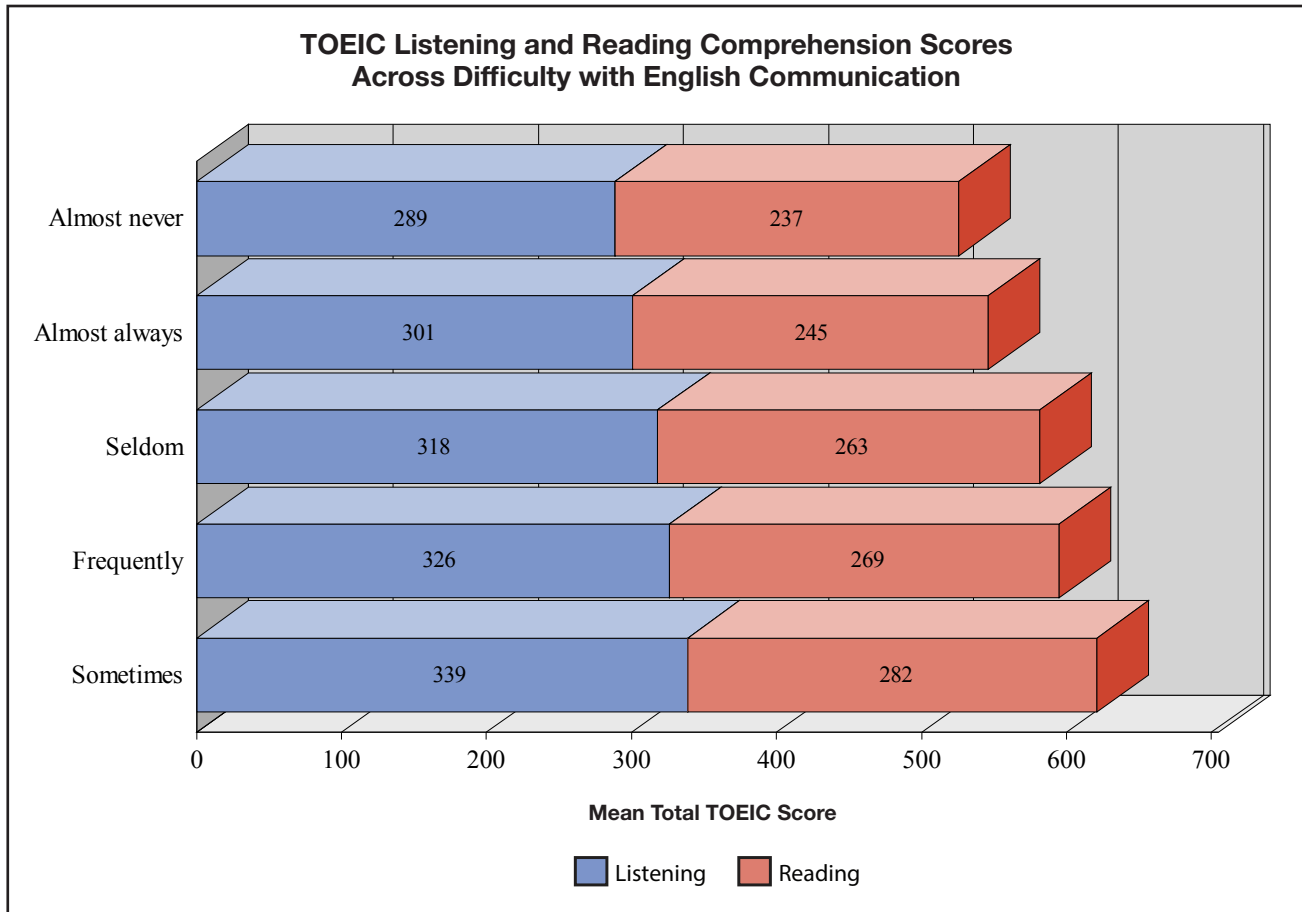


Figure 13: Mean TOEIC Scores Across Difficulty with English Communication

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 12% 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-five percent indicated that they have never spent time in an English-speaking country.

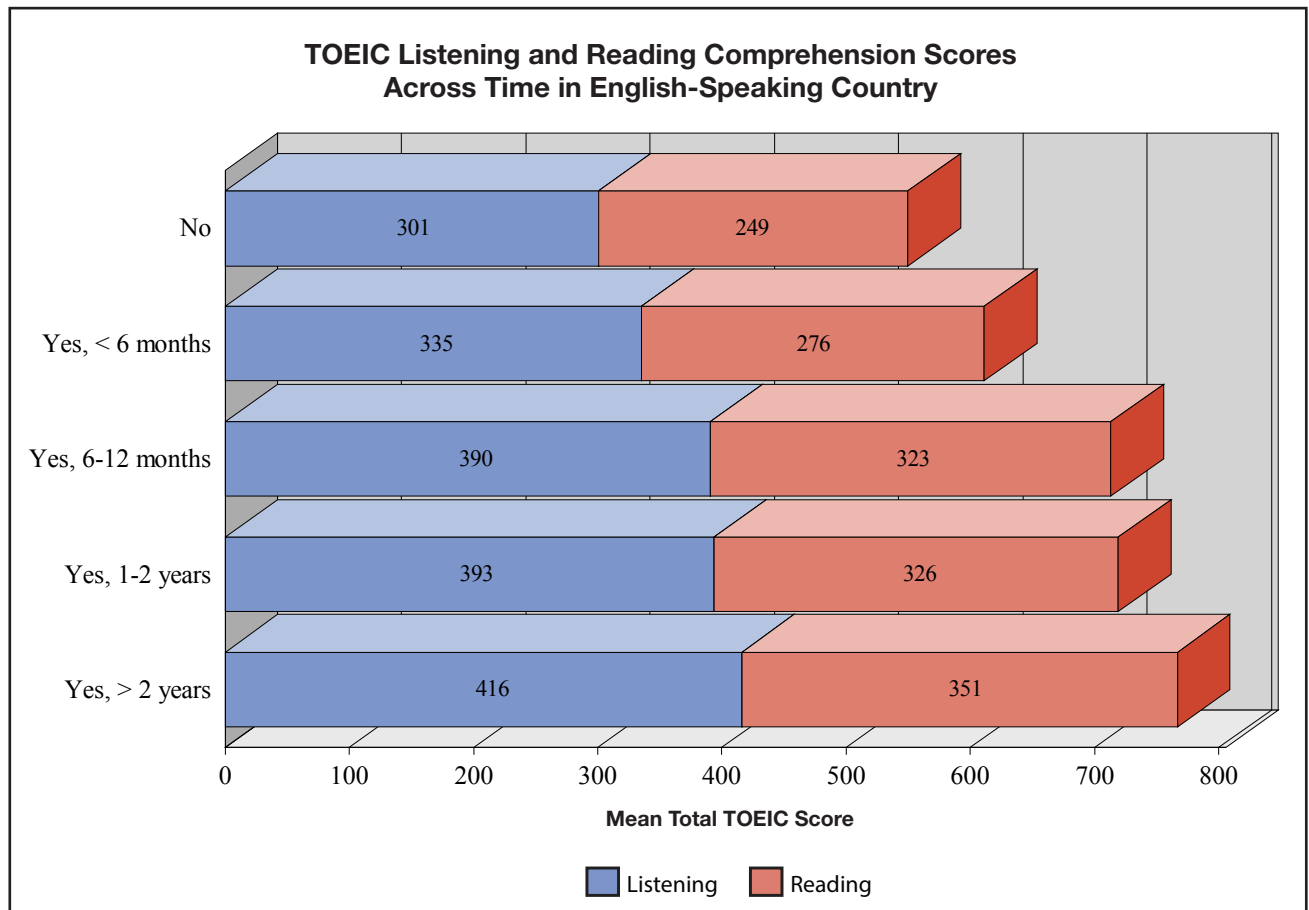


Figure 14: Mean TOEIC Scores Across Time Spent in English-speaking Country

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?” Thirty-two percent indicated travel as the purpose for their time spent in an English-speaking country. Another 30% of test takers indicated they did so for the purpose of participating in a

language program. More females (38%) than males (23%) indicated that the purpose was to participate in a language program. More males (20%) than females (5%) indicated that the purpose was to work.

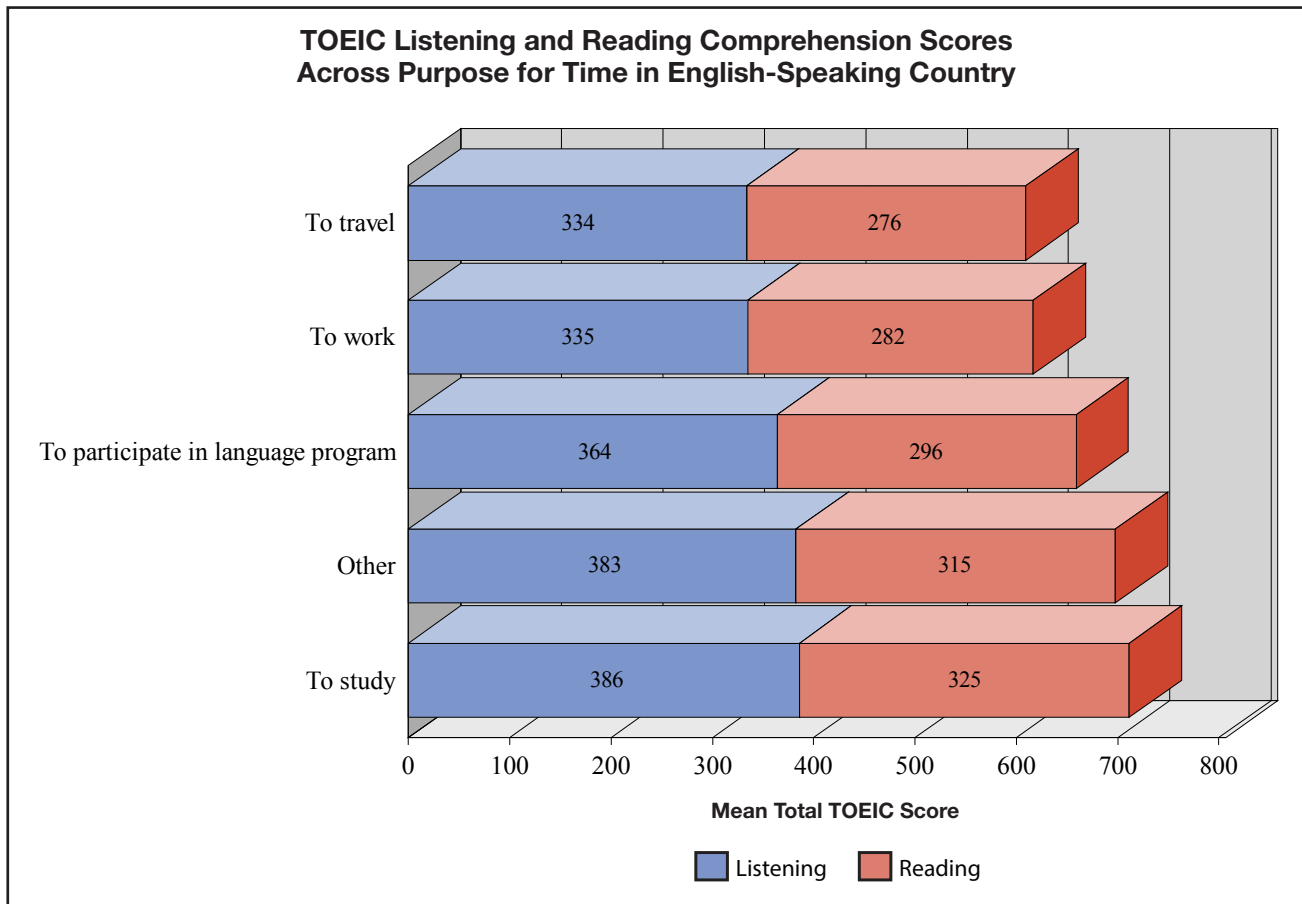


Figure 15: Mean TOEIC Scores Across Purpose for Time in English-speaking Country

TOEIC Test-Taking Experience

The percentage of test takers who had previously taken the TOEIC Listening and Reading test varied widely across countries, from a low of 17% in Peru, to a high of 83% and 79% in Korea and Japan, respectively.

The majority of test takers (75%) had taken the TOEIC Listening and Reading test before, with the largest percentage of test takers (45%) having taken the TOEIC Listening and Reading test three or more times previously.

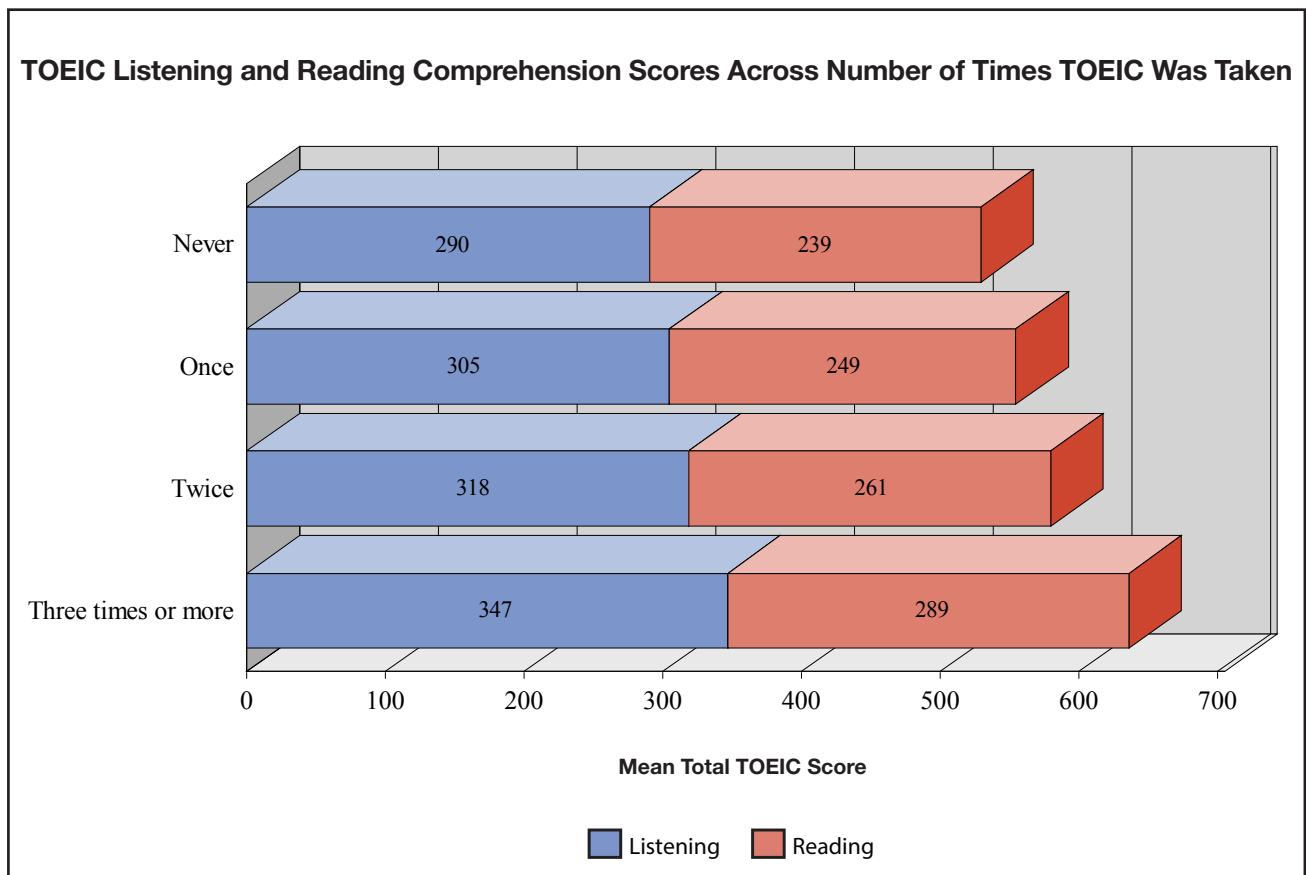


Figure 16: Mean TOEIC Scores Across Times Taken TOEIC

Purpose for Taking the TOEIC Listening and Reading Test

A high percentage of test takers indicated that the purpose of taking the TOEIC Listening and Reading test was for learning (31%), job application (27%) and graduation (22%).

A large proportion of test takers in Thailand (53%), Mongolia (51%), and Korea (48%) took the test for job application purposes.

For learning purposes, Japan (46%) and Costa Rica (38%) had the highest proportion of test takers.

For graduation, Gabon (85%), Senegal (83%), and Morocco (81%) had the highest percentage of test takers.

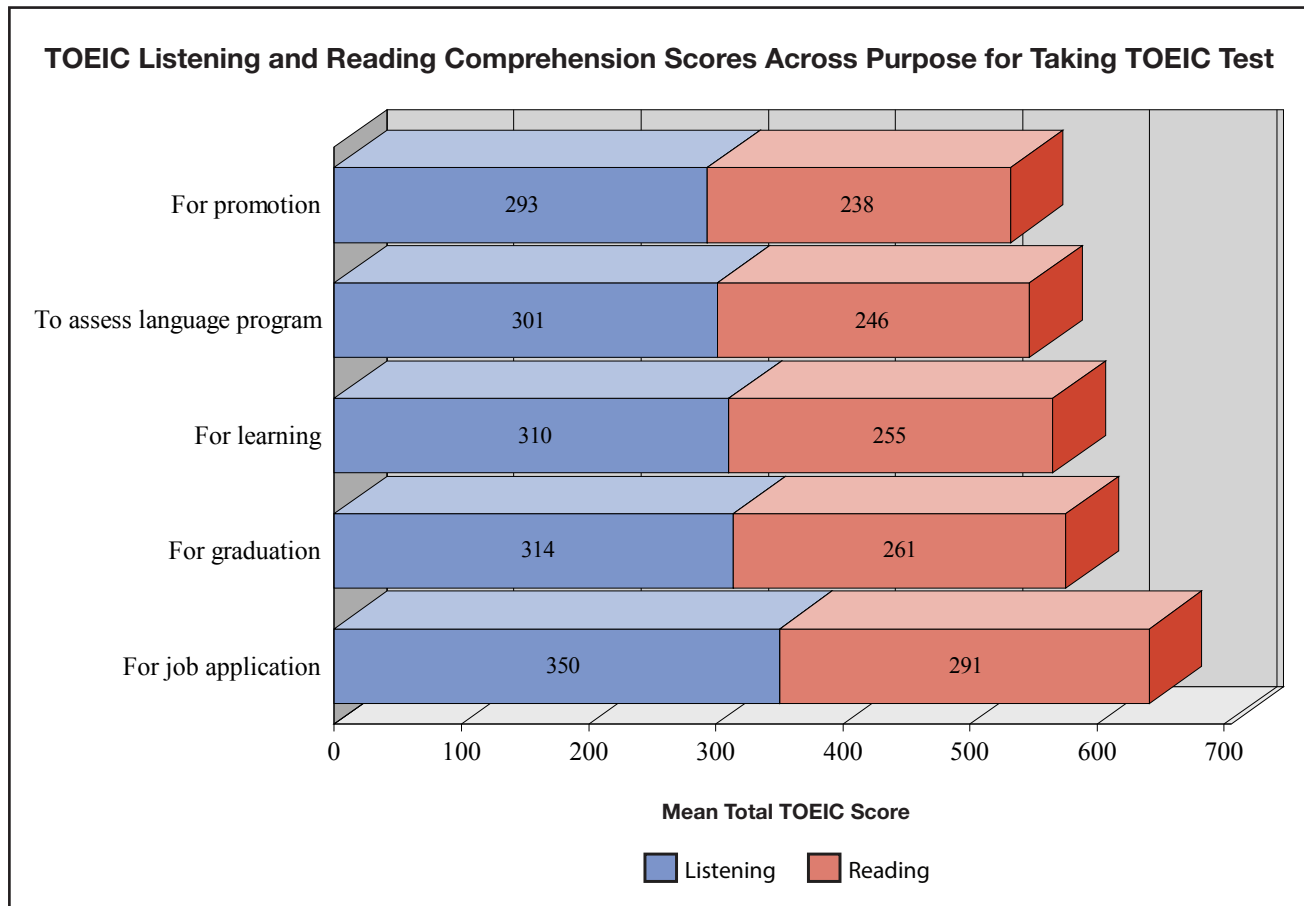


Figure 17: Mean TOEIC Scores Across Purpose for Taking TOEIC Test

APPENDIX A



TOEIC®

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)
TOEIC®
**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 background questionnaire	5,157,795	
Education	4,550,070	88%
Major	4,226,402	82%
Current status	4,648,488	90%
Type of industry	1,732,205	94%
Type of job	1,491,605	81%
Years spent studying English	4,167,922	81%
Language skills most emphasized	4,151,354	80%
Time spent daily using English	4,157,235	81%
English language skills used most often	4,118,271	80%
Difficulty with English communication	4,134,327	80%
Time in English-speaking country	4,114,281	80%
Purpose for time in English-speaking country	1,445,596	99%
Times taken TOEIC	4,237,186	82%
Purpose for taking TOEIC Test	4,199,408	81%

***Note:** N = 1,837,719 was used to calculate response rates for question 4 and 5 (after excluding examinees who selected option 03 and 04 in question 3); N = 1,458,460 was used to calculate response rate for question 12 (after excluding examinees who selected option 01 in question 11).

APPENDIX C**Correlations Between Listening and Reading by Region**

Region	Correlations
Africa	0.87
Asia	0.85
Europe	0.86
North America	0.90
South America	0.88



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