



2022

Report on
Test Takers
Worldwide

TOEIC®
SPEAKING
&
WRITING
TESTS

Contents

The TOEIC® Speaking and Writing Background Questionnaire	3
Description of TOEIC® Speaking Test Takers in 2022.....	4
Mean TOEIC® Speaking Scores Across Countries	5
TOEIC® Speaking Test Takers by Demographic Variables	7
Gender.....	12
Education.....	13
Academic Major	14
Employment Status	15
Type of Industry	16
Type of Job	19
Years Spent Studying English.....	20
Type of Language Skill Most Emphasized When Studying English.....	21
Daily English Use Requirement	22
Most Frequently Used Language Skill.....	23
Difficulty With English Affecting Communication.....	24
Time Spent in a Native English-Speaking Country.....	25
Purpose for Time in a Native English-Speaking Country.....	26
TOEIC® Speaking Test-Taking Experience	27
Purpose for Taking the TOEIC® Speaking Test.....	28
Description of TOEIC® Writing Test Takers in 2022.....	29
Mean TOEIC® Writing Test Scores Across Countries	30
TOEIC® Writing Test Takers by Demographic Variables	32
Gender.....	37
Education.....	38
Academic Major	39
Employment Status	40
Type of Industry	41
Type of Job	44
Years Spent Studying English	45
Type of Language Skill Most Emphasized When Studying English	46
Daily English Use Requirement	47
Most Frequently Used Language Skill.....	48
Difficulty With English Affecting Communication.....	49

Time Spent in a Native English-Speaking Country	50
Purpose for Time in a Native English-Speaking Country	51
TOEIC® Writing Test-Taking Experience.....	52
Purpose for Taking the TOEIC® Writing Test	53
Relationship Between Speaking and Writing Scores	53
APPENDIX A.....	54
TOEIC® Background Questionnaire.....	54
APPENDIX B1.....	56
Response Rates to Each Background Question Based on TOEIC® Speaking Test Population in 2022	56
APPENDIX B2.....	57
Response Rates to Each Background Question Based on TOEIC® Writing Test Population in 2022	57
APPENDIX C.....	58
Correlations between Speaking and Writing Test Scores by Region	58

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 2022.

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 2022

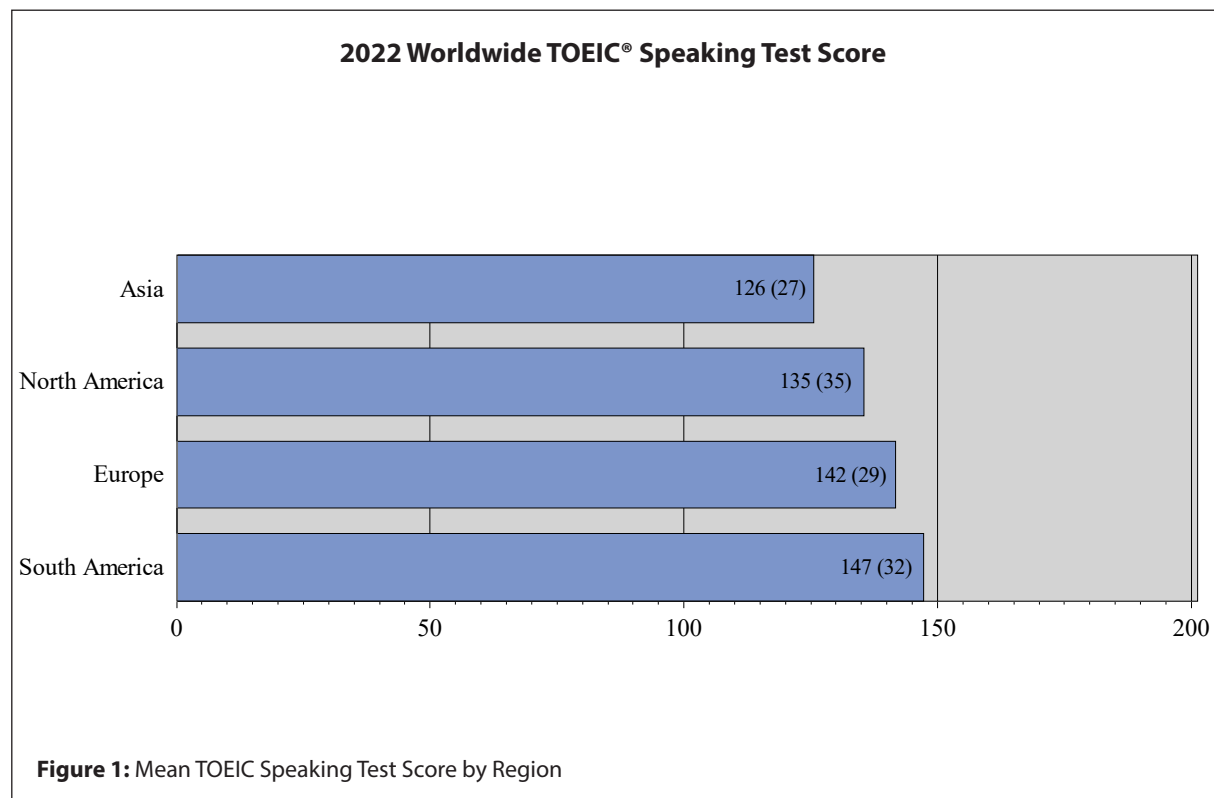
Background information was collected from all test takers who took the TOEIC® Speaking test in 2022 (including test takers who took both the TOEIC Speaking test and the TOEIC® Writing test and those who only took the TOEIC Speaking test), through either the Public Testing Program or the Institutional 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

- 56% of test takers were male;
- Most test takers (71%) had an undergraduate degree as their highest level of education or were pursuing one;
- 40% of test takers majored in engineering while 18% and 13% majored in liberal arts and business-related majors, respectively;
- 33% of test takers were full-time students, while 46% were employed full-time;
- Among those employed, 41% of test takers worked in the manufacturing industry and 22% of test takers worked in the service industry;
- 22% of test takers worked in clerical/administrative positions, 15% worked in technician positions, and 15% worked in scientific/technical professional positions;
- 79% of test takers had spent more than 6 years studying English;
- 38% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 39% 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;
- 61% of test takers had never spent time in a native English-speaking country;
- 37% 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;
- 41% of test takers who took the TOEIC Speaking test in 2022 had never taken the test before, and 25% had previously taken the test three or more times;
- 48% of test takers had taken the TOEIC Speaking test for job application and 22% 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 TOEIC® Speaking Test Performance by Country

Country	Speaking	
	Mean	(SD)*
ARGENTINA	154	(24)
BRAZIL	146	(27)
CHILE	148	(34)
CHINA	118	(19)
COLOMBIA	139	(33)
COSTA RICA	138	(32)
EL SALVADOR	137	(27)
FRANCE	151	(27)
GERMANY	160	(28)
HONG KONG	96	(41)
ISRAEL	168	(18)
ITALY	145	(24)
JAPAN	113	(35)
KOREA, SOUTH	128	(24)
MEXICO	145	(29)
NETHERLANDS	148	(26)
PANAMA	124	(29)
PHILIPPINES	158	(21)
SAUDI ARABIA	48	(37)
SINGAPORE	124	(24)
SPAIN	135	(28)
TAIWAN	145	(22)
THAILAND	101	(36)
UNITED ARAB EMIRATES	135	(21)
UNITED STATES	73	(54)
VIETNAM	119	(28)

*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 Test Performance by Demographic Categories

		% of Test Takers	Speaking	
			Mean	(SD)*
Gender	Female	44.3	133	(25)
	Male	55.7	125	(24)
Education	Elementary school	2.0	115	(34)
	Junior high school	0.6	112	(38)
	High school	3.4	121	(33)
	Vocational school	0.5	117	(33)
	Vocational school after high school	0.5	117	(32)
	Community college	5.6	116	(30)
	Undergraduate college	70.5	130	(23)
	Graduate school	12.8	130	(23)
	Language institution	4.1	127	(25)
Major	Liberal arts	18.2	134	(27)
	Social studies	6.5	136	(25)
	Business related	13.2	133	(25)
	Sciences	7.2	128	(24)
	Health related	2.8	131	(26)
	Engineering	40.2	124	(22)
	Other	11.8	125	(29)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Current Status	Full time employee	45.7	126	(26)
	Part time employee	5.4	129	(28)
	Not employed	16.4	132	(23)
	Full time student	32.5	131	(25)
Type of Industry	Agriculture	3.5	116	(33)
	Construction	3.3	122	(25)
	Manufacturing-Food	1.6	123	(31)
	Manufacturing-Pharmaceuticals	1.6	129	(25)
	Manufacturing-Chemicals	4.0	126	(22)
	Manufacturing-Fabric	0.2	126	(27)
	Manufacturing-Petroleum	0.6	128	(22)
	Manufacturing-Metals	2.1	127	(25)
	Manufacturing-Machinery	7.0	120	(23)
	Manufacturing-Electronic	12.4	119	(22)
	Manufacturing-Vehicles	3.8	124	(24)
	Manufacturing-Glass	0.1	117	(27)
	Manufacturing-Clothing	0.9	128	(28)
	Manufacturing-Other	6.4	120	(25)
	Service-Education (High school or below)	2.7	144	(25)
	Service-Education (College or above)	1.7	145	(27)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	1.1	136	(23)
	Service-Foreign Affairs	0.3	139	(29)
	Service-Armed forces	1.9	131	(25)
	Service-Health	2.0	131	(26)
	Service-Traveling	4.5	133	(26)
	Service-Other	8.0	131	(26)
	Public Utility Production	2.8	129	(22)
	Mass Media	0.9	139	(25)
	Telecommunication	4.2	122	(22)
	Retail/Wholesale	0.9	129	(27)
	Trading	2.4	132	(27)
	Finance	2.8	135	(24)
	Insurance	0.4	131	(25)
	Real Estate	0.3	130	(27)
	Transportation	1.4	132	(26)
	Other	13.8	125	(28)
Type of Job	Management	11.7	126	(29)
	Scientific/Technical Professionals	14.7	123	(23)
	Teaching/Training	4.4	144	(27)
	Professional Specialist	3.0	132	(26)
	Technician	15.2	119	(24)
	Marketing/Sales	7.3	129	(26)
	Clerical/Administrative	21.6	126	(26)
	Services	9.9	132	(25)
	Other	12.2	125	(28)
Years Spent Studying English	< = 4 years	11.2	116	(30)
	> 4–6 years	9.5	123	(25)
	> 6–10 years	22.2	126	(24)
	> 10 years	57.0	133	(24)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	8.1	123	(28)
	Reading	4.7	127	(27)
	Speaking	18.1	127	(24)
	Writing	0.9	128	(29)
	Listening and Speaking	27.6	127	(24)
	Reading and Writing	2.5	132	(28)
	Listening, Reading, Speaking, and Writing	38.2	132	(25)
Time Spent Daily Using English	None	9.4	123	(28)
	1–10%	39.0	126	(25)
	11–20%	29.9	129	(24)
	21–50%	15.8	134	(25)
	51–100%	5.9	140	(27)
English-Language Skills Used Most Often	Listening	12.3	127	(28)
	Reading	23.3	128	(24)
	Speaking	13.1	127	(25)
	Writing	2.8	126	(28)
	Listening and Speaking	18.7	128	(25)
	Reading and Writing	10.5	130	(25)
	Listening, Reading, Speaking, and Writing	19.2	132	(25)
Difficulty with English Communication	Almost never	7.4	134	(34)
	Seldom	14.8	136	(27)
	Sometimes	46.4	130	(23)
	Frequently	21.6	124	(22)
	Almost always	9.8	116	(25)

*SD = Standard Deviation

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

		% of Test Takers	Speaking	
			Mean	(SD)*
Time in English-Speaking Country	No	61.3	125	(25)
	Yes, < 6 months	22.8	129	(23)
	Yes, 6–12 months	6.9	134	(24)
	Yes, 1–2 years	3.4	142	(25)
	Yes, > 2 years	5.5	147	(28)
Purpose for Time in English-Speaking Country	To study	12.6	151	(25)
	To participate in language program	25.6	136	(22)
	To travel	37.3	129	(23)
	To work	16.6	125	(25)
	Other	7.8	143	(28)
Times TOEIC® Speaking and Writing Test Was Taken	Never	40.7	130	(27)
	Once	22.4	130	(24)
	Twice	11.7	129	(23)
	Three times or more	25.1	125	(23)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	48.0	131	(24)
	For promotion	21.8	122	(25)
	To assess language program	5.2	130	(26)
	For learning	12.4	131	(27)
	For graduation	12.5	128	(27)
	For visa	0.0**	119	(45)

*SD = Standard Deviation

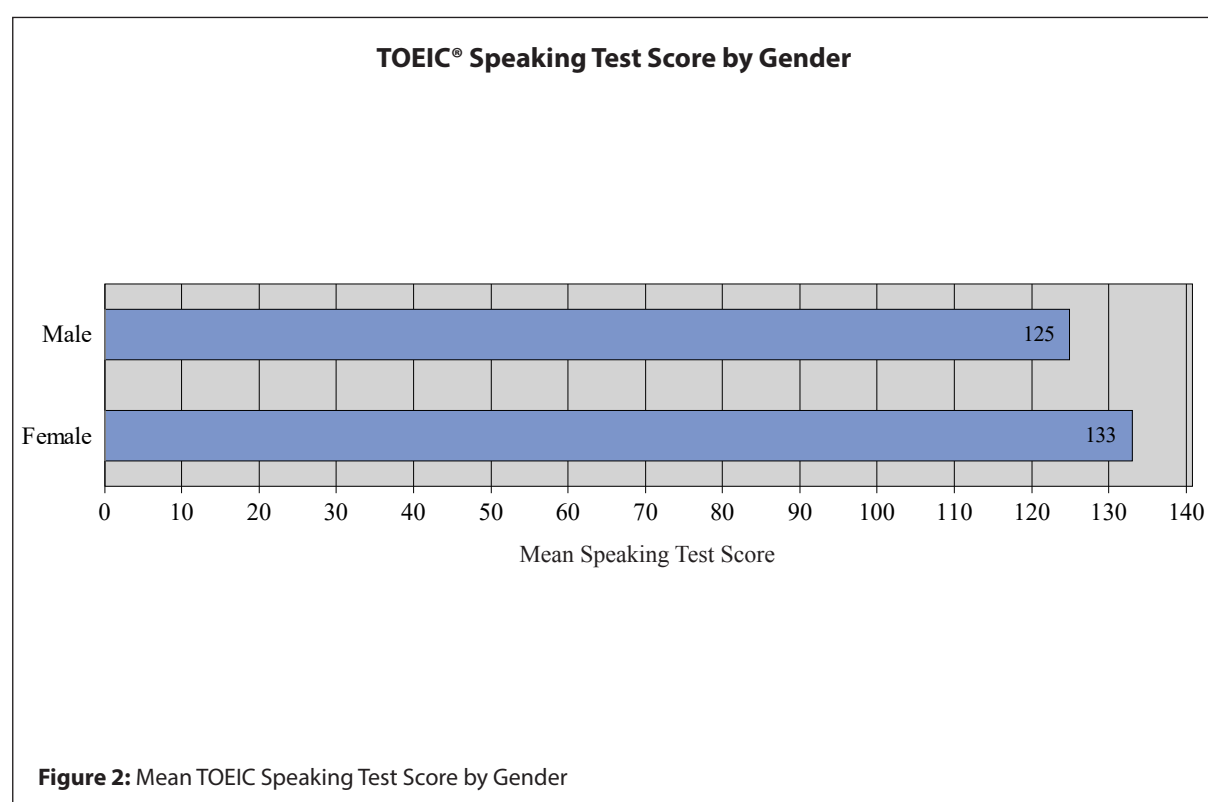
**Note: Percent of test takers taking the test for visa is rounded from 0.0492.

Gender

Overall, a larger proportion of males than females took the TOEIC® Speaking test (as shown in Table 2). Countries that had a large male test-taking population include the United States (87%), China (84%), Argentina (63%), Mexico (60%), the Philippines and Thailand (57%), South Korea (56%), Colombia (54%), Brazil and Singapore (53% each), and Japan (52%).

In some countries, however, there was a higher proportion of female than male test takers. These countries include El Salvador and Israel (66% each), Vietnam (63%), Costa Rica and Panama (61% each).

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

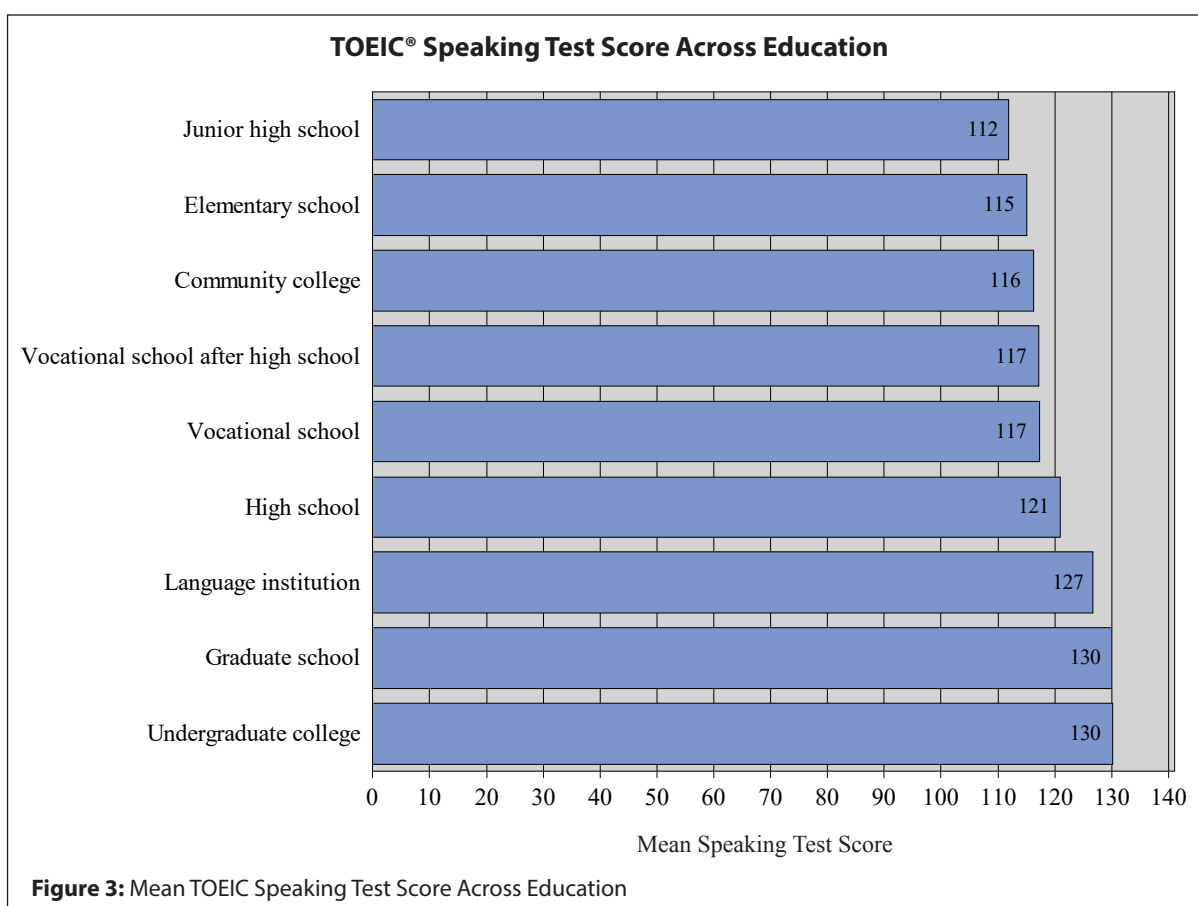


Education

The majority of test takers (71%) 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 (15%) than women (10%) held or were pursuing a graduate degree.

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

educational level are somewhat subjective. Results show that the United Arab Emirates (76%), the Philippines (75%), South Korea (74%), and Japan (61%) had the highest proportion of test takers holding or pursuing an undergraduate degree, while France (49%) had the largest proportion of test takers holding or pursuing a graduate degree. Saudi Arabia (76%) and El Salvador (72%) had the highest proportion of test takers with an elementary school education.

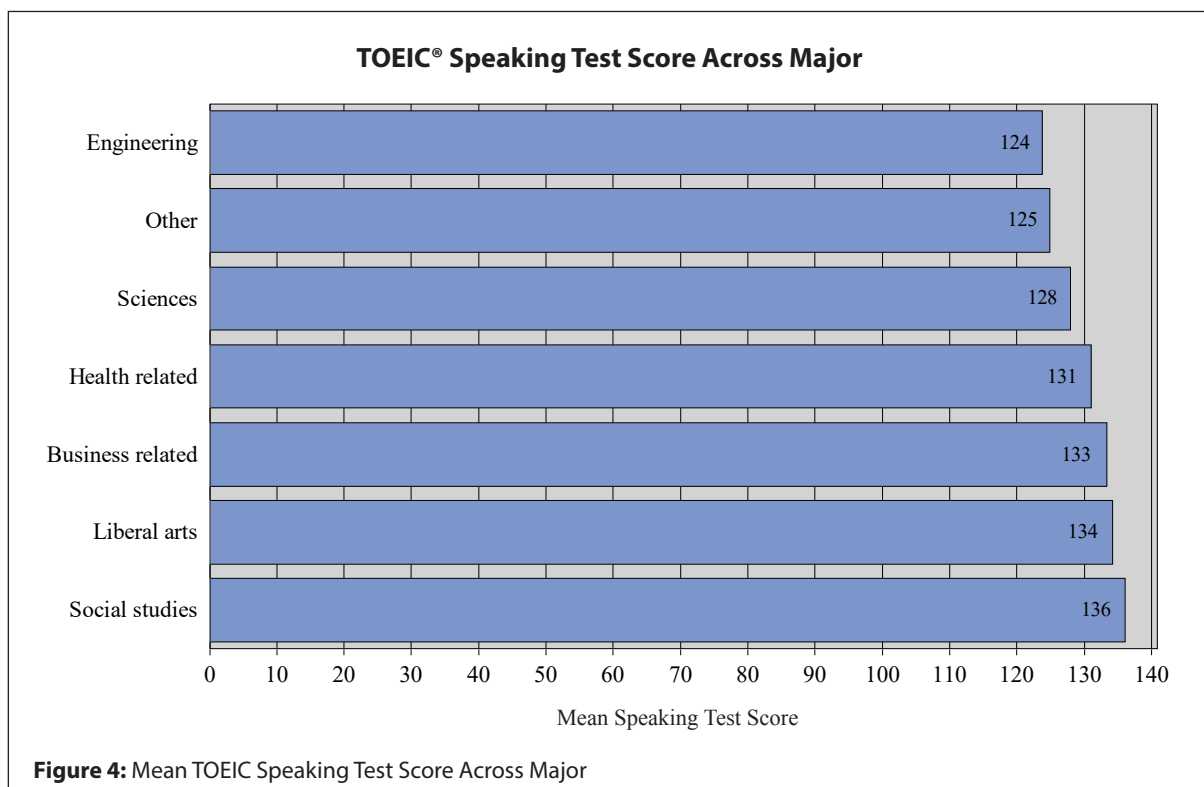


Academic Major

The largest percentage of TOEIC® Speaking test takers majored in engineering (40%). The United Arab Emirates (64%), China and South Korea (45% each) had the highest percentages of test takers with an engineering major. Liberal arts (18%) and business-related majors (13%) were the second and third most popular majors. Saudi Arabia (80%), El Salvador (71%), Vietnam (55%), and Panama (47%) had the highest percentage of test takers in liberal arts majors.

Countries with a high percentage of test takers with business-related majors include Chile (50%), Germany and the Netherlands (33% each).

Across all test takers, more females (29%) majored in liberal arts than males (9%), and more males (57%) majored in engineering than females (20%).

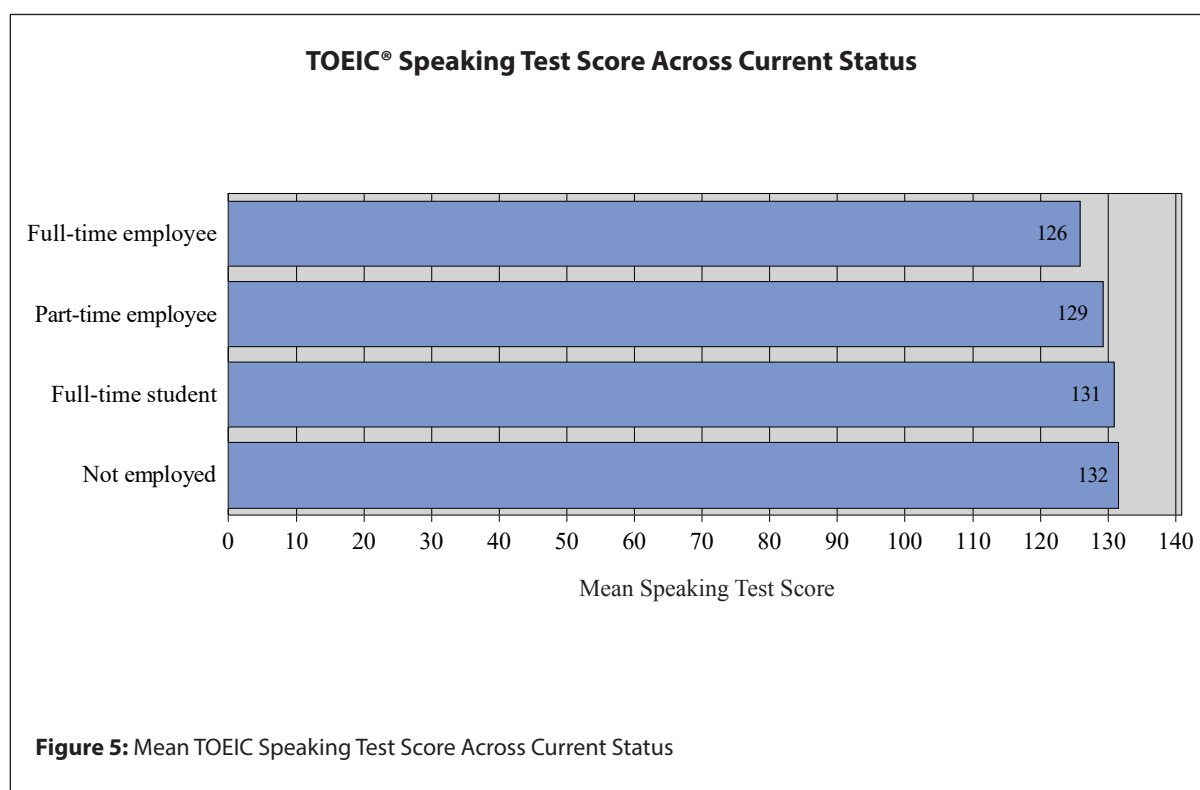


Employment Status

Overall, the majority of TOEIC® Speaking test takers were full-time employees (46%) or full-time students (33%). Countries such as the United Arab Emirates (99%), China and Saudi Arabia (95% each), Mexico (90%), and Thailand (88%), the United States (81%), Vietnam (71%), El Salvador (70%), Brazil (68%), Japan (62%), and South

Korea (42%) had a high proportion of full-time employees. Countries such as Singapore (83%) and the Philippines (80%) had the highest proportion of full-time students.

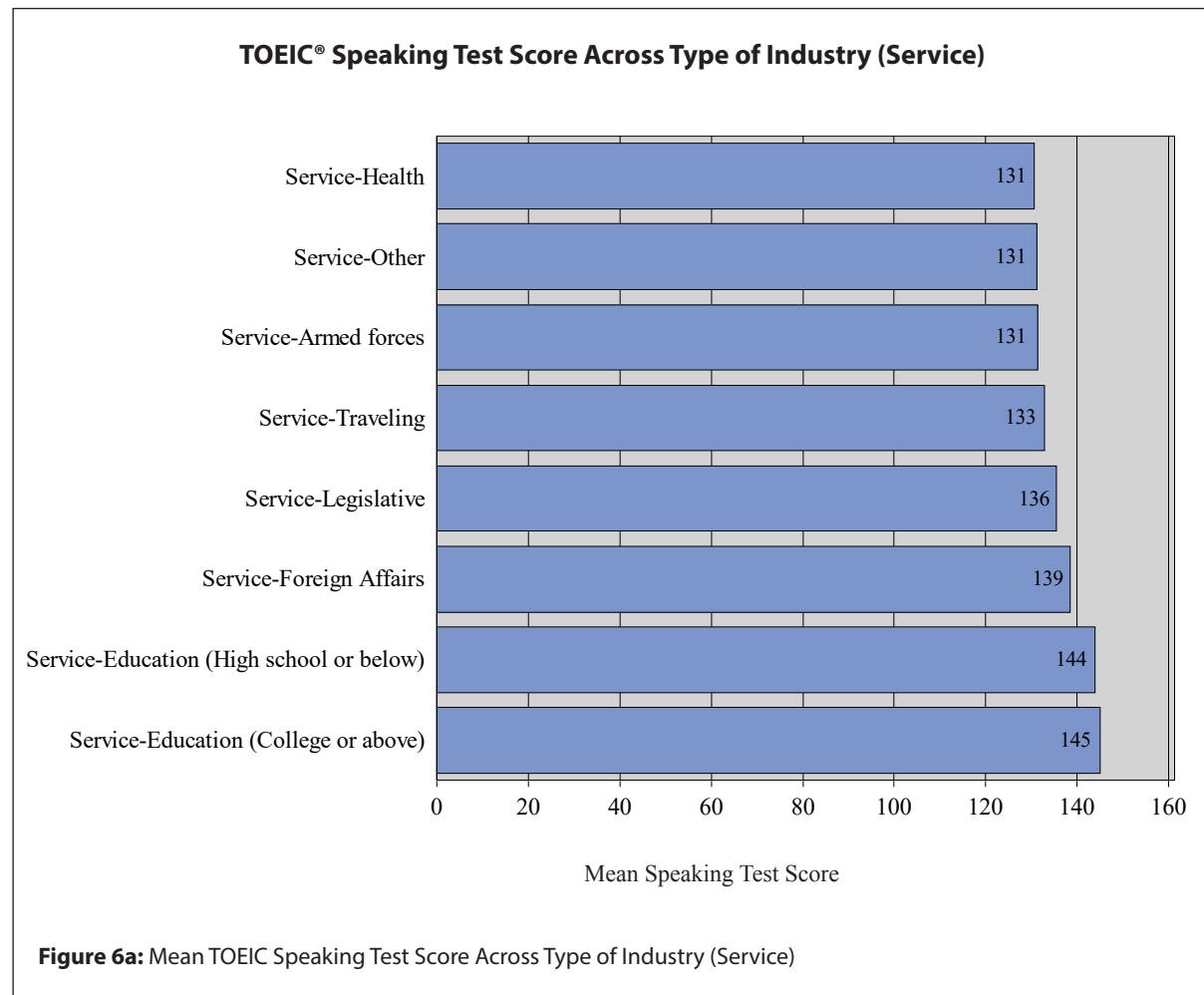
More males (52%) than females (37%) were full-time employees. More females (36%) than males (30%) were full-time students.



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)

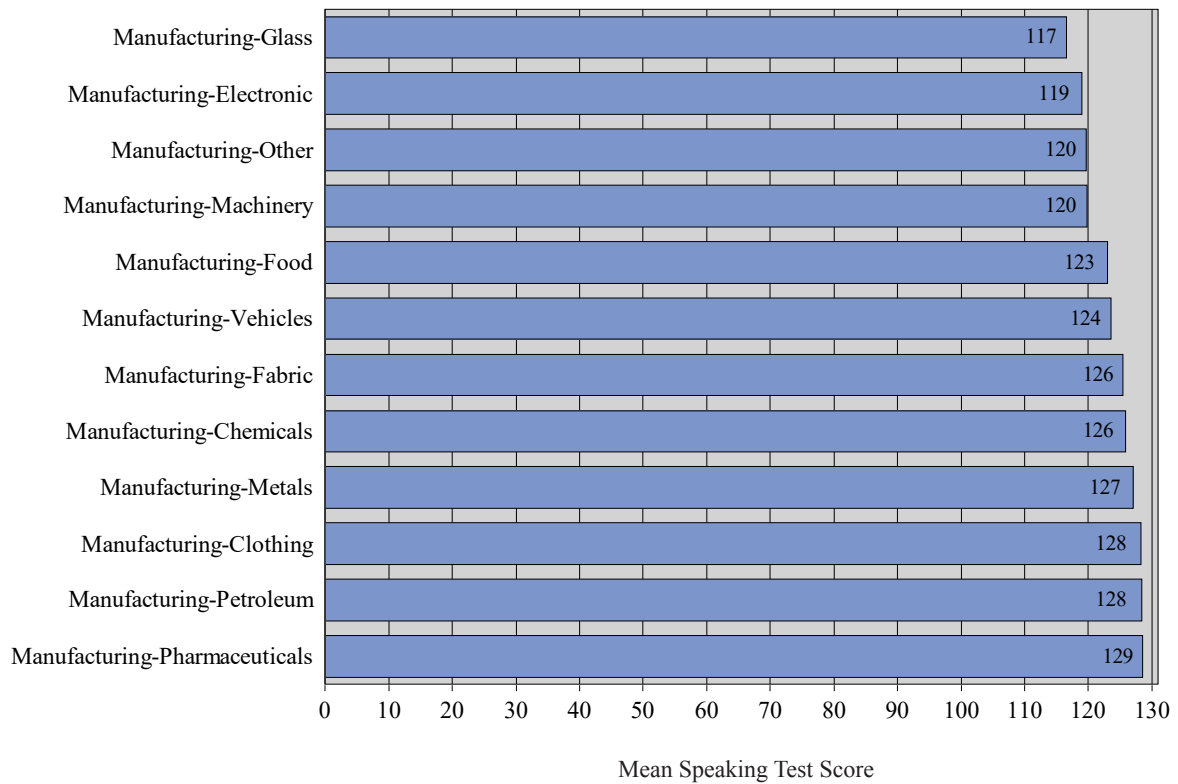
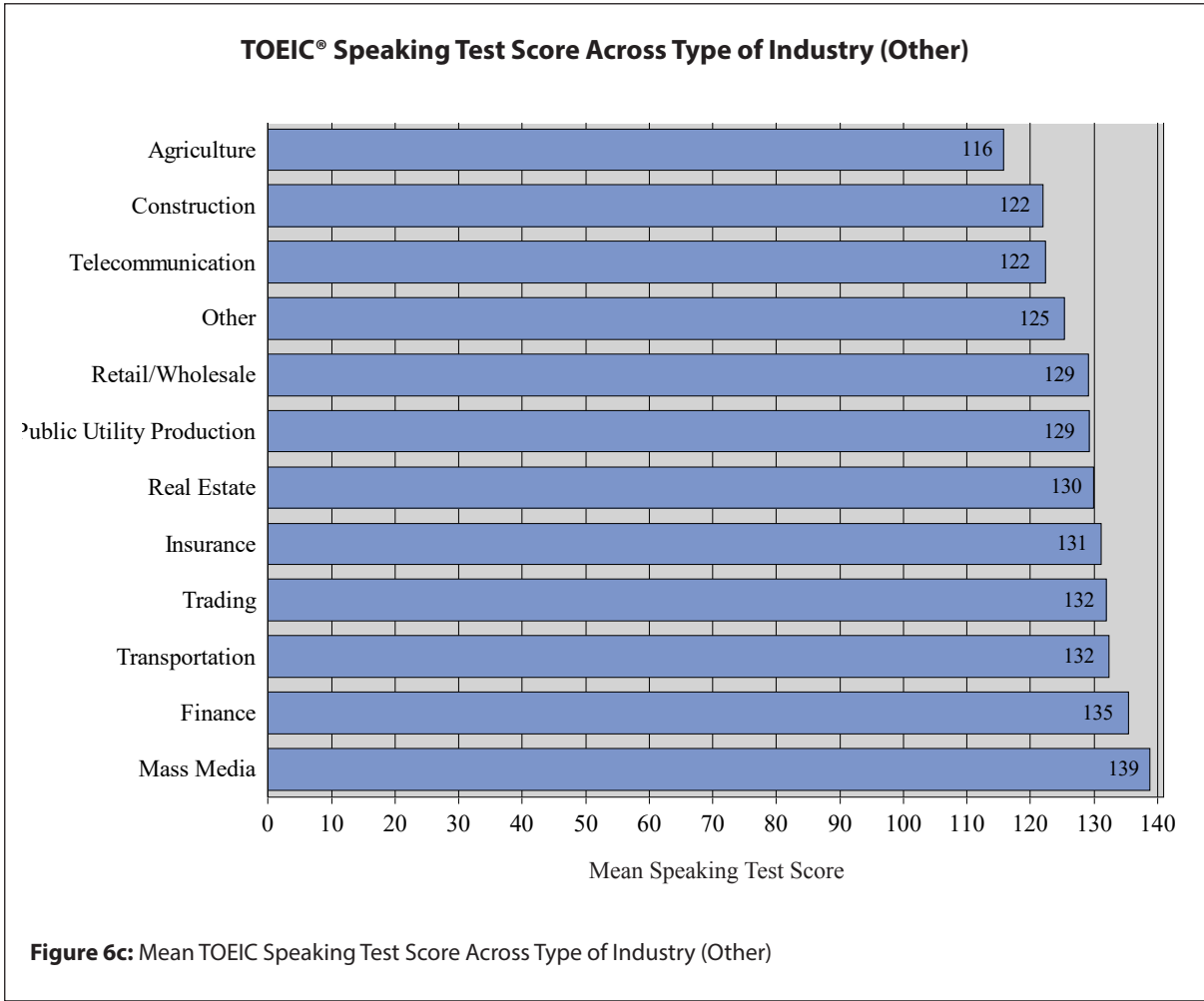


Figure 6b: Mean TOEIC Speaking Test Score Across Type of Industry (Manufacturing)



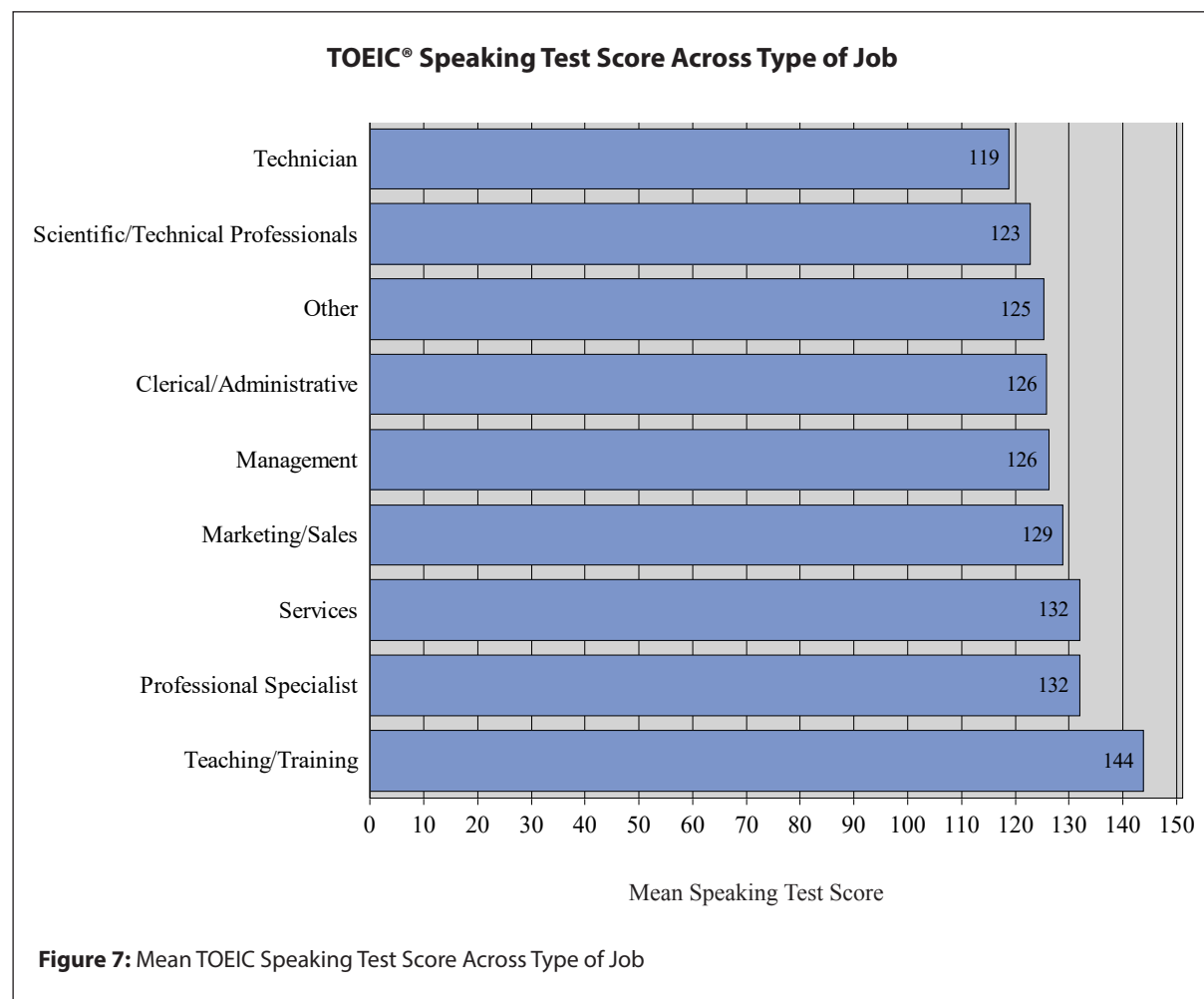
Type of Job

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

South Korea (27%) had the largest percentage of test takers working in clerical/administrative positions. Almost all test takers in El Salvador and Panama (99% each), and Saudi Arabia (96%) were in management positions. A large percent of

test takers in Israel (93%) were teaching/training professionals.

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



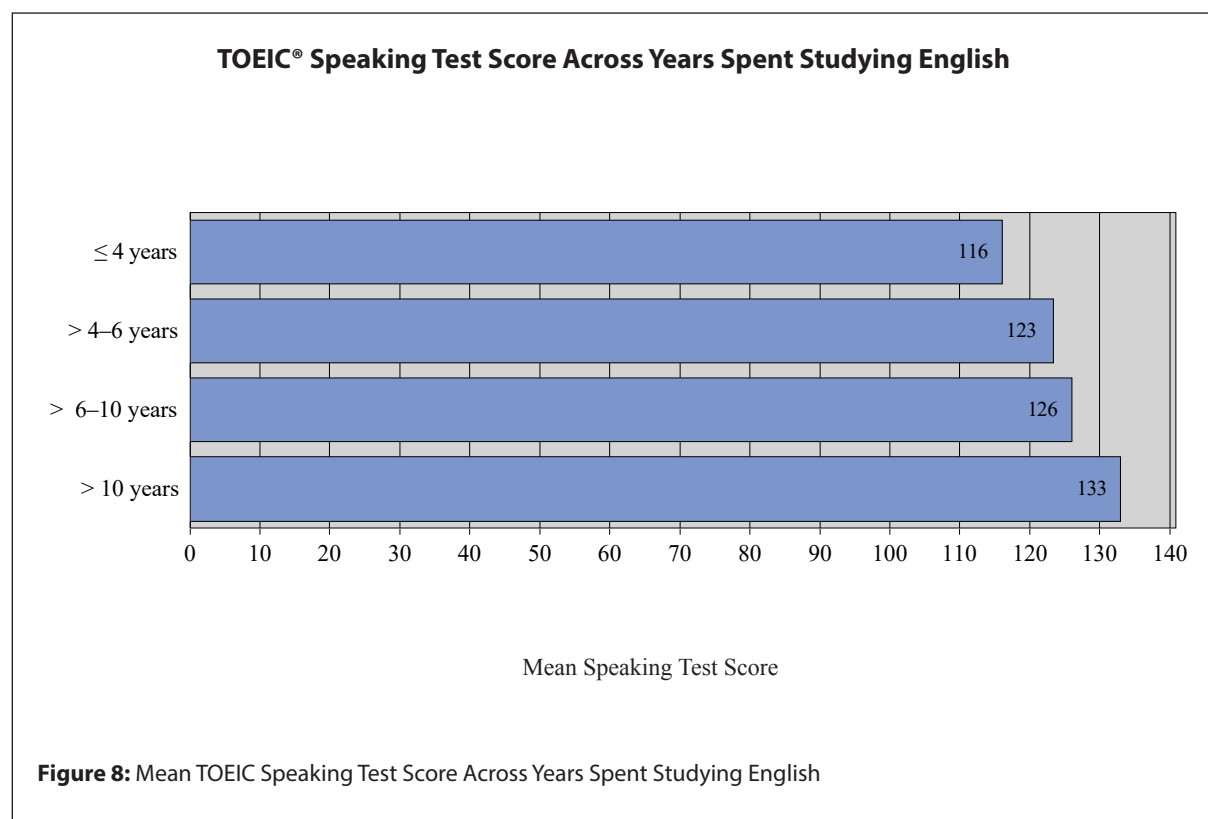
Years Spent Studying English

Seventy-nine percent of 2022 test takers indicated that they had studied English for more than six years.

Most test takers in El Salvador (98%), Panama and Saudi Arabia (95% each) had studied English for no more than four years. In contrast, most test takers in Taiwan (67%), Japan (61%), and the Philippines

and South Korea (60% each) had studied English for more than 10 years.

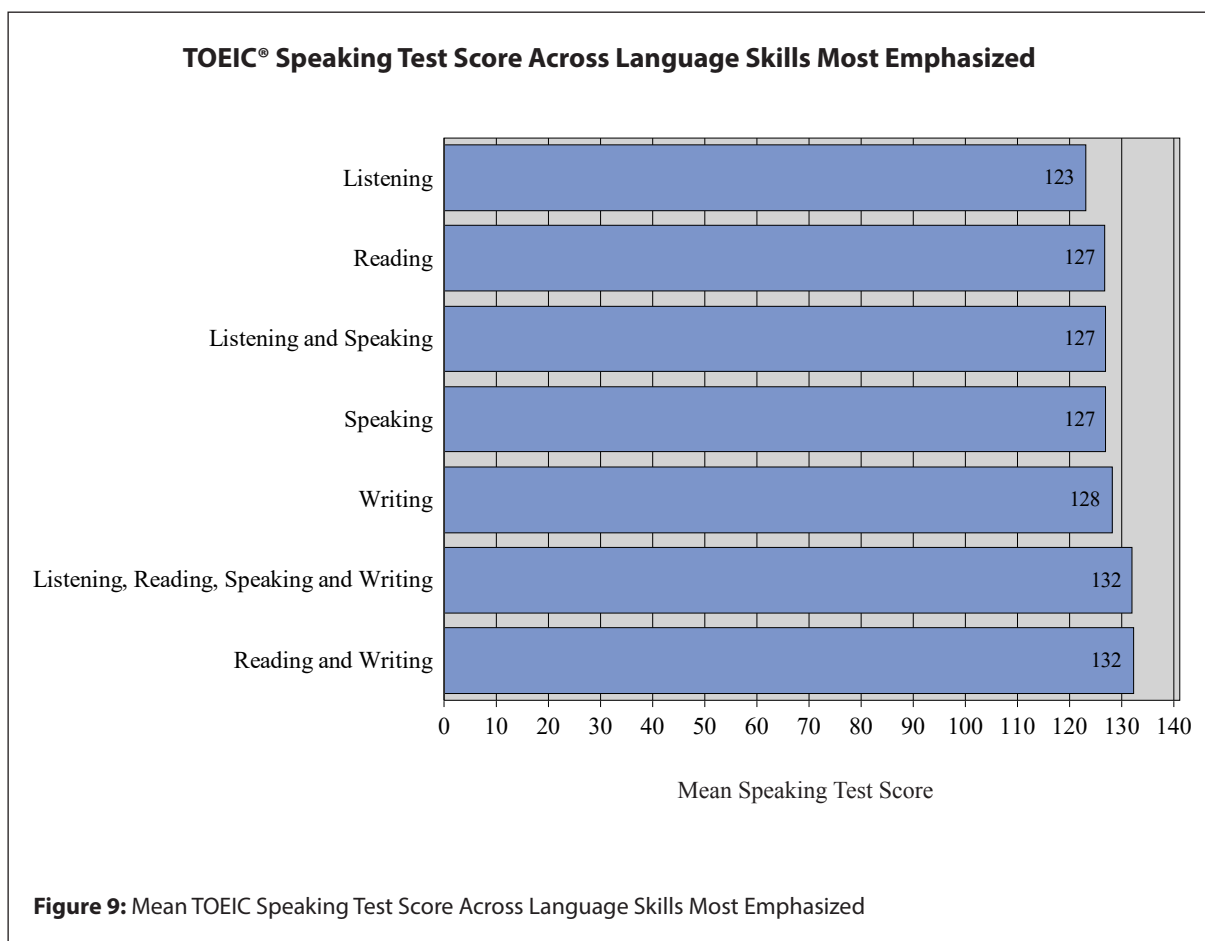
Overall, females (61%) had a higher percentage than males (54%) who had studied English for more than ten years.



Type of Language Skill Most Emphasized When Studying English

Overall, 38% 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 (46%), South Korea (41%), Taiwan (38%), Panama (37%), Chile (36%), and the Philippines (34%) indicated an emphasis on all four English language skills. Meanwhile, most test takers from Saudi Arabia (90%), El Salvador (72%) and Vietnam (64%) indicated an emphasis on the Listening skill only.

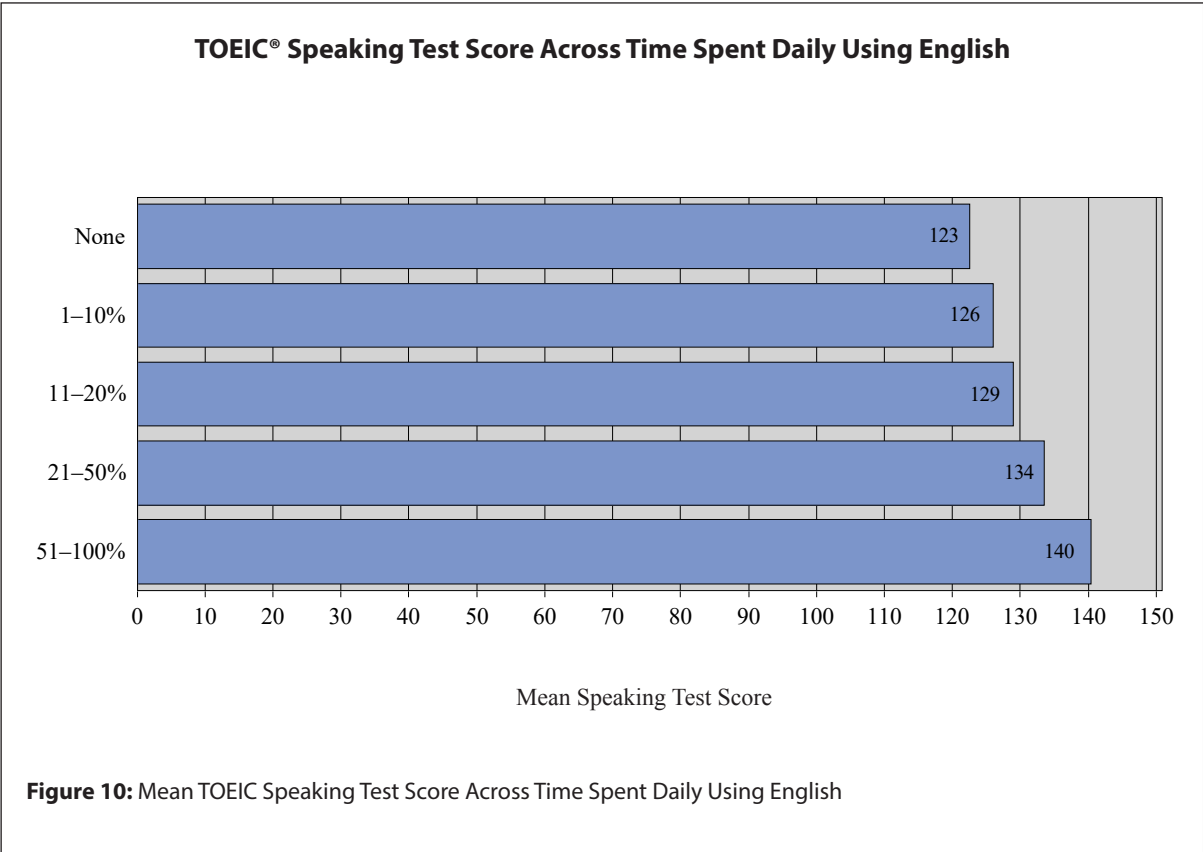


Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 39% 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 Singapore (48%), Japan and South Korea (41% each), and France (40%).

Many test takers from Saudi Arabia (88%), El Salvador (72%), and Vietnam (55%) responded that they spent none of their daily life using English.

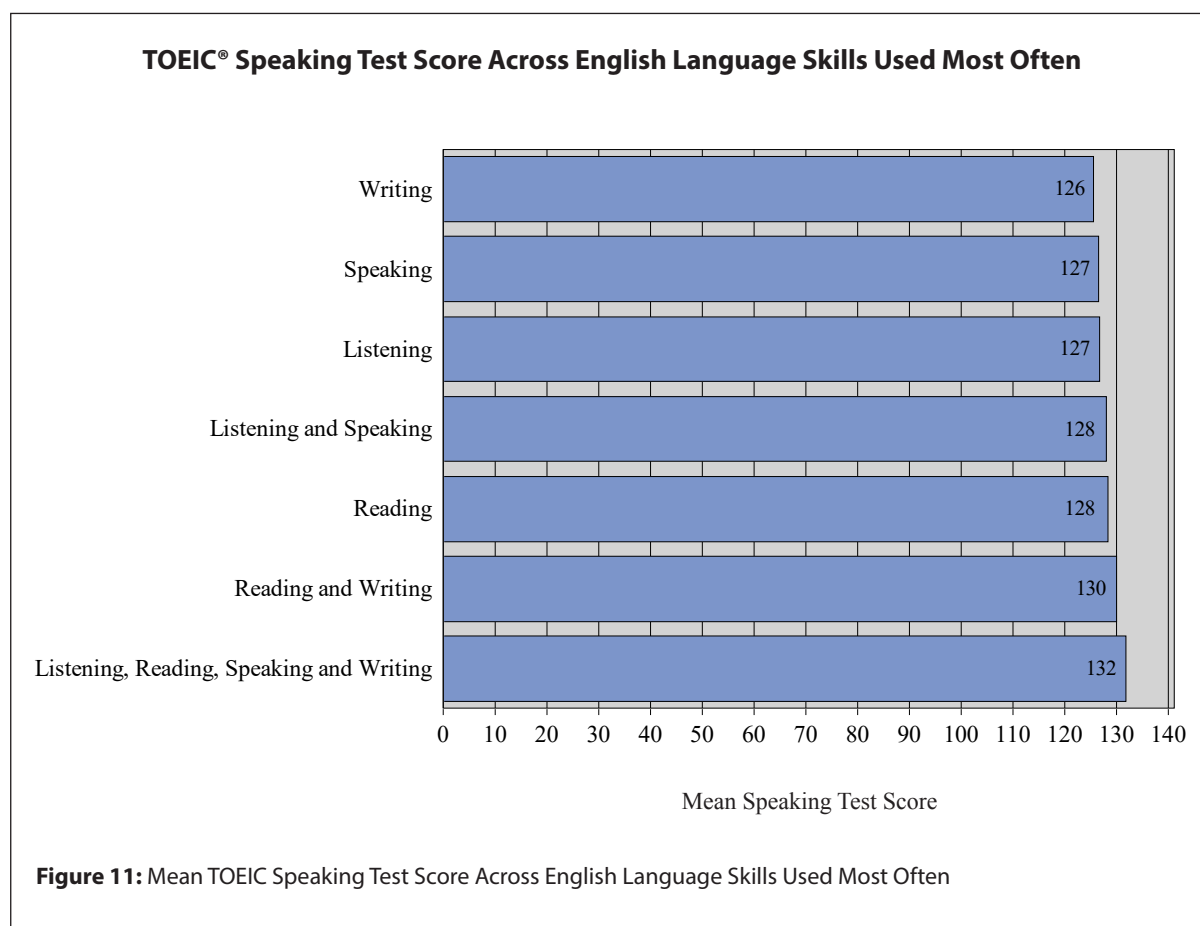


Most Frequently Used Language Skill

Nineteen percent of all test takers indicated that Listening and Speaking were the English language skills that they used most often. Nineteen percent used all four skills most often, and twenty-three percent of test takers used the skill of Reading most often. The United States (27%) had the highest percentage of test takers who used Listening and Speaking skills most often. Listening was the most often used skill in Saudi Arabia

(92%), El Salvador (80%), Vietnam (64%), Panama (53%) and Japan (36%). Reading was the most often used skill in Taiwan (34%) and China and Spain (31% each).

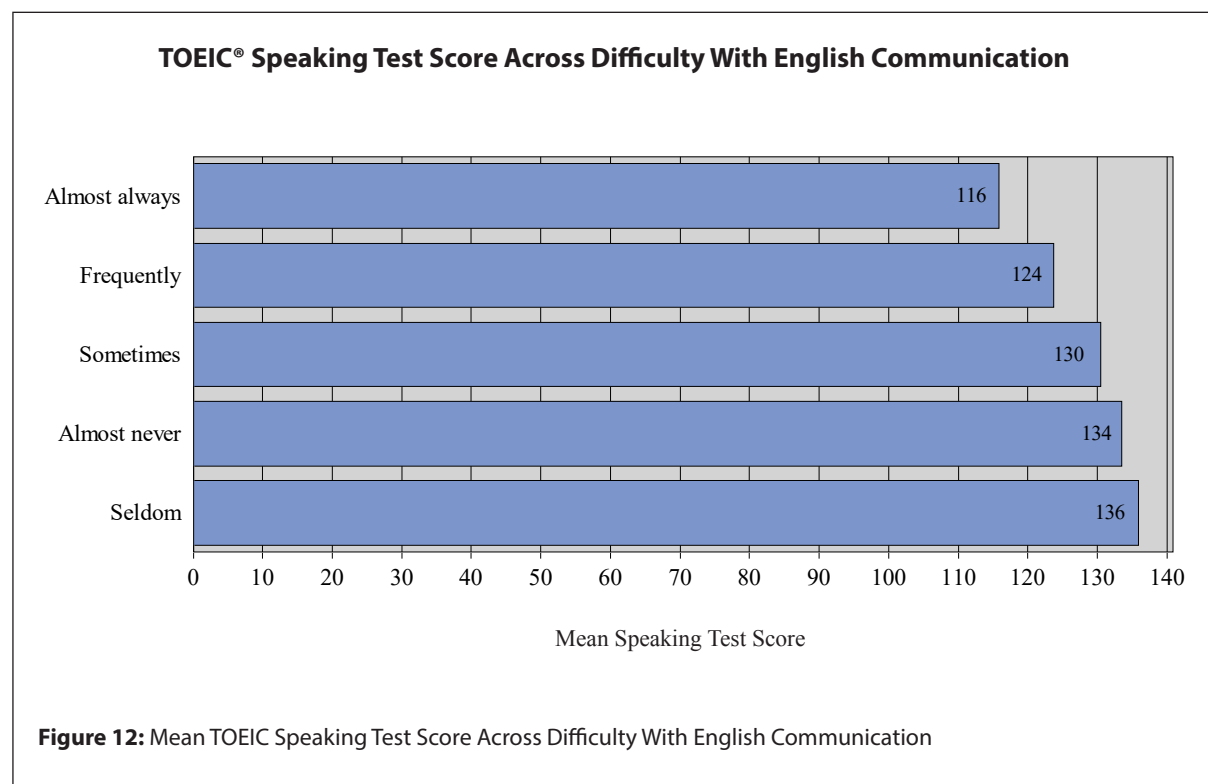
More females (21%) than males (17%) reported that they used both Listening and Speaking most often.



Difficulty With English Affecting Communication

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

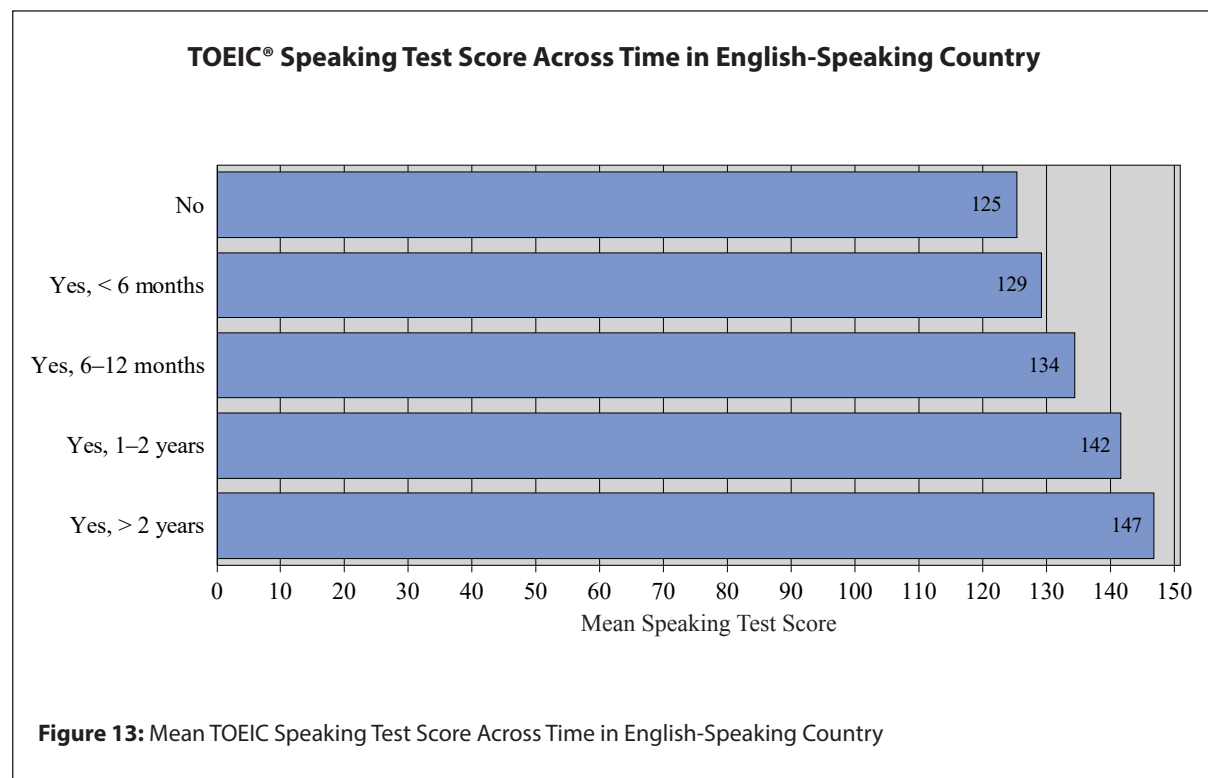
The majority of test takers in Saudi Arabia (95%), El Salvador (74%), Israel (69%) and Vietnam (58%) indicated that difficulty with English “Almost never” had affected their ability to communicate.



Time Spent in a Native English-Speaking Country

Respondents were asked, “Have you ever lived in a country in which English is the main spoken language?” About 16% 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-one percent indicated that they had never spent time in an English-speaking country.

Almost all test takers in El Salvador (100%), Panama (99%), Saudi Arabia (97%), Vietnam (96%), Argentina (92%) and the Philippines (91%) reported that they had never spent time in English-speaking country. The United States (55%) and Singapore (48%) are among the countries with the highest percentage of test takers who spent more than two years in an English-speaking country.



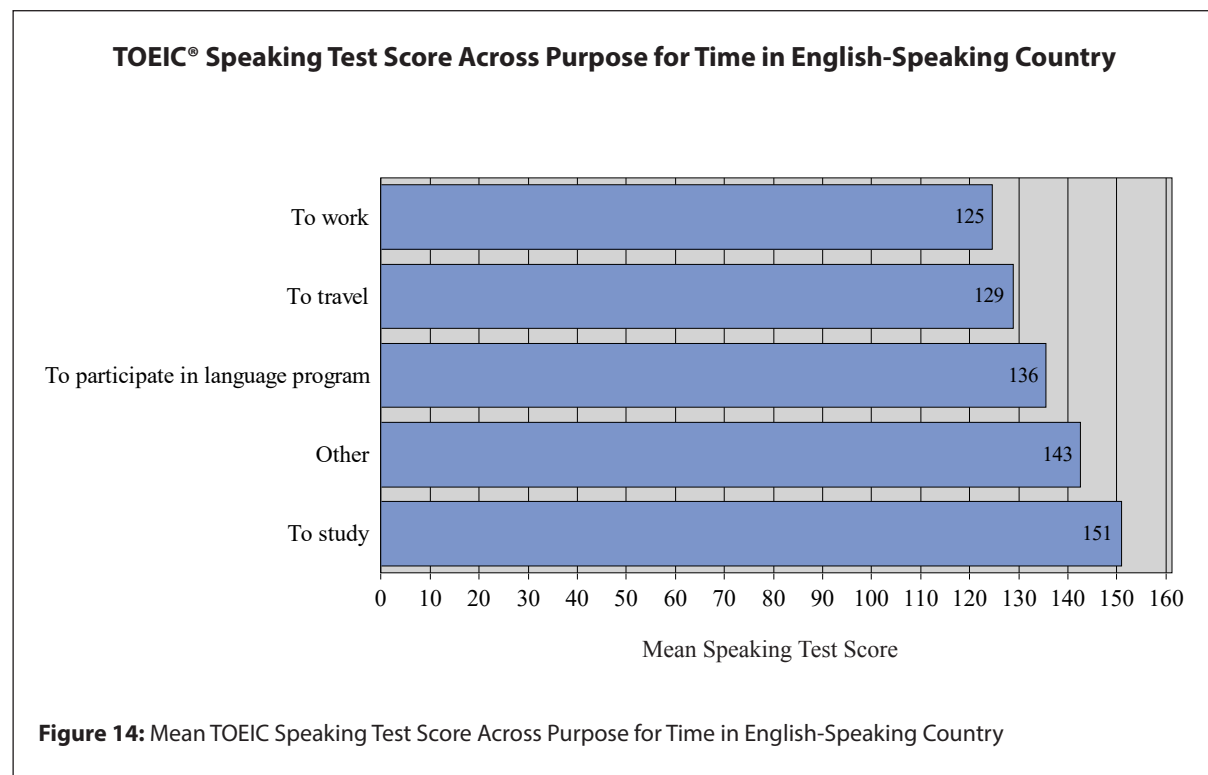
Purpose for Time in a Native English-Speaking Country

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 37% 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 Saudi Arabia (100%), China (79%), the United States (71%), and the United Arab Emirates (65%) indicated work as their

purpose. Many test takers in Panama (67%) and Singapore and Vietnam (45% each) spent time in an English-speaking country to study. Many test takers in the Philippines (49%) and South Korea (41%) spent time in an English-speaking country to travel.

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



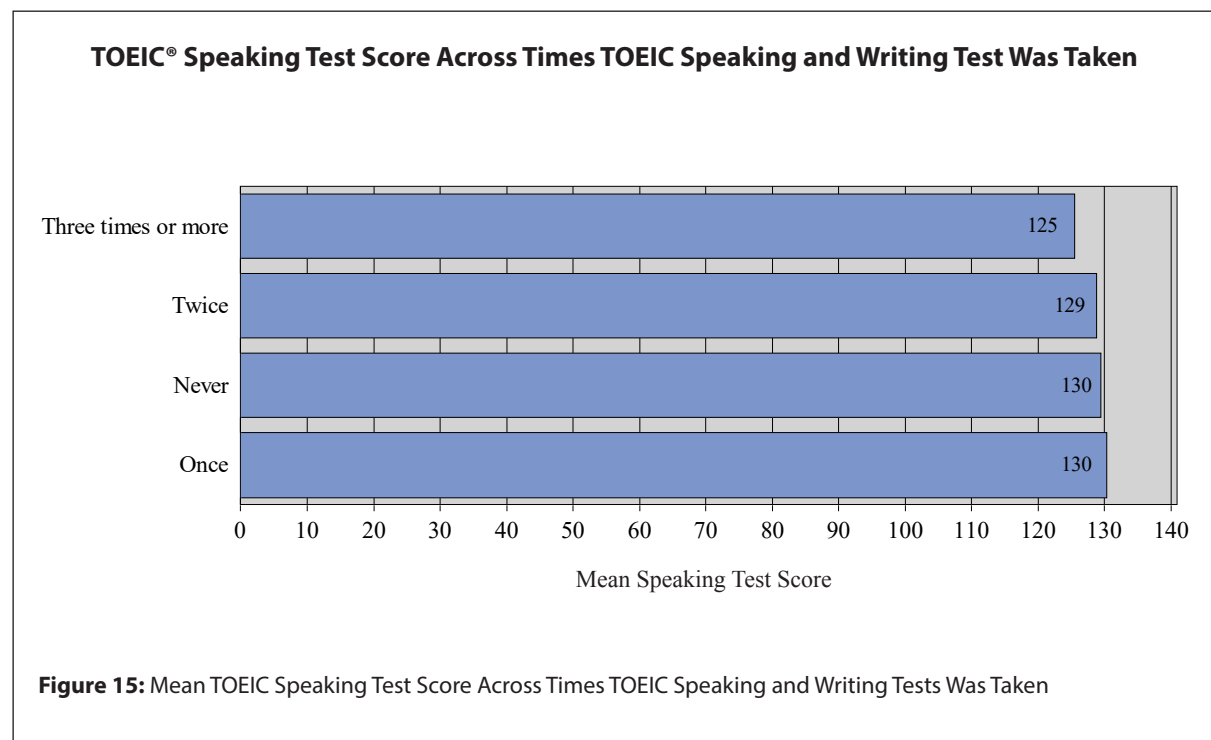
TOEIC® Speaking Test-Taking Experience

Overall, 59% of test takers had taken the TOEIC® Speaking test before, with about 25% 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 0.4% in El Salvador to a high of 84% in China.

In general, more females (45%) than males (37%) had never taken the TOEIC Speaking test before. More males (30%) than females (19%) had taken the test three times or more previously.



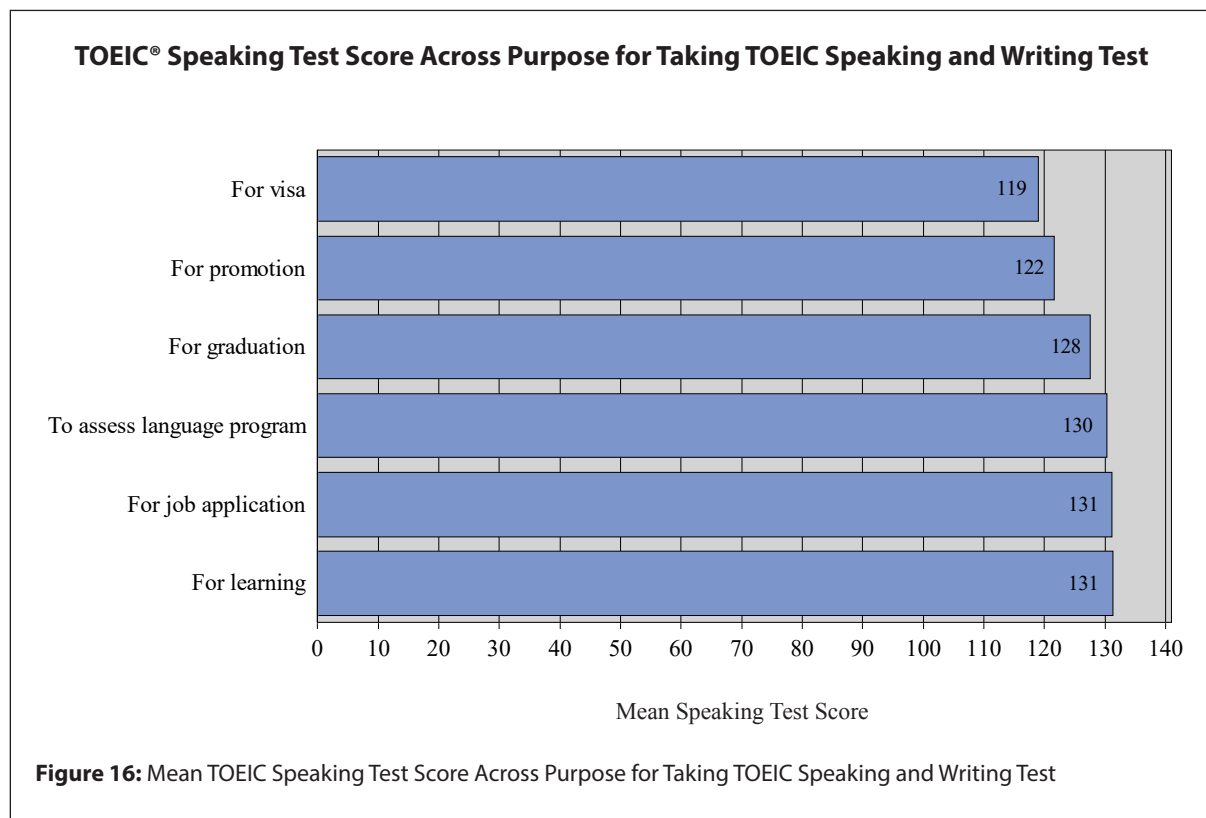
Purpose for Taking the TOEIC® Speaking Test

A high percentage of test takers indicated that their purpose for taking the TOEIC® Speaking test was for job application (48%) or for promotion (22%).

Most test takers in Saudi Arabia (95%), El Salvador (72%), Brazil (67%), Vietnam (66%), and South Korea (51%) took the test for job application purposes. In Thailand (58%) and Mexico (44%), most test takers took the test for promotion

purposes. Many test takers in Japan (52%) and Singapore (43%) took the test for learning. In the Philippines (66%) and Colombia (42%), many test takers took the test for graduation.

More females (55%) than males (43%) indicated that their purpose for taking the test was for job application. More males (27%) than females (15%) took the test for job promotion.



Description of TOEIC® Writing Test Takers in 2022

Background information was collected from all test takers who took the TOEIC® Writing test in 2022 (including test takers who took both the TOEIC® Speaking test and the TOEIC Writing test and those who took only the TOEIC Writing test), through either the Public Testing Program or the Institutional Testing Program. The following are highlights about TOEIC Writing test takers based on the collected data. Please note that the percentage of test takers who responded to each of the background question varied across questions.

- 48% of test takers were male;
- Most test takers (50%) had an undergraduate degree as their highest level of education or were pursuing one;
- 34% of test takers majored in liberal arts while 13% and 17% majored in engineering and business-related majors, respectively;
- 54% of test takers were full-time employees, while 29% were full-time students;
- Among those employed, 32% and 21% of test takers worked in the service industry and manufacturing industry, respectively;
- 23% of test takers worked in management positions, 12% of test takers worked in clerical/administrative positions, and 15% of test takers worked in scientific/technical professional positions;
- 68% of test takers had spent more than 6 years studying English;
- 30% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 30% of test takers used English 1 to 10% of the time in their daily life;
- 30% and 22% of test takers selected Listening and Reading, respectively, as their most often used English language skill;
- 39% of test takers “sometimes” had difficulty with English communication;
- 66% 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;
- 69% of test takers who took the TOEIC Writing test in 2022 had never taken it before;
- 26% of test takers took the TOEIC Writing test for learning, 31% for job application, and 22% for graduation.

Mean TOEIC® Writing Test Scores Across Countries

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

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

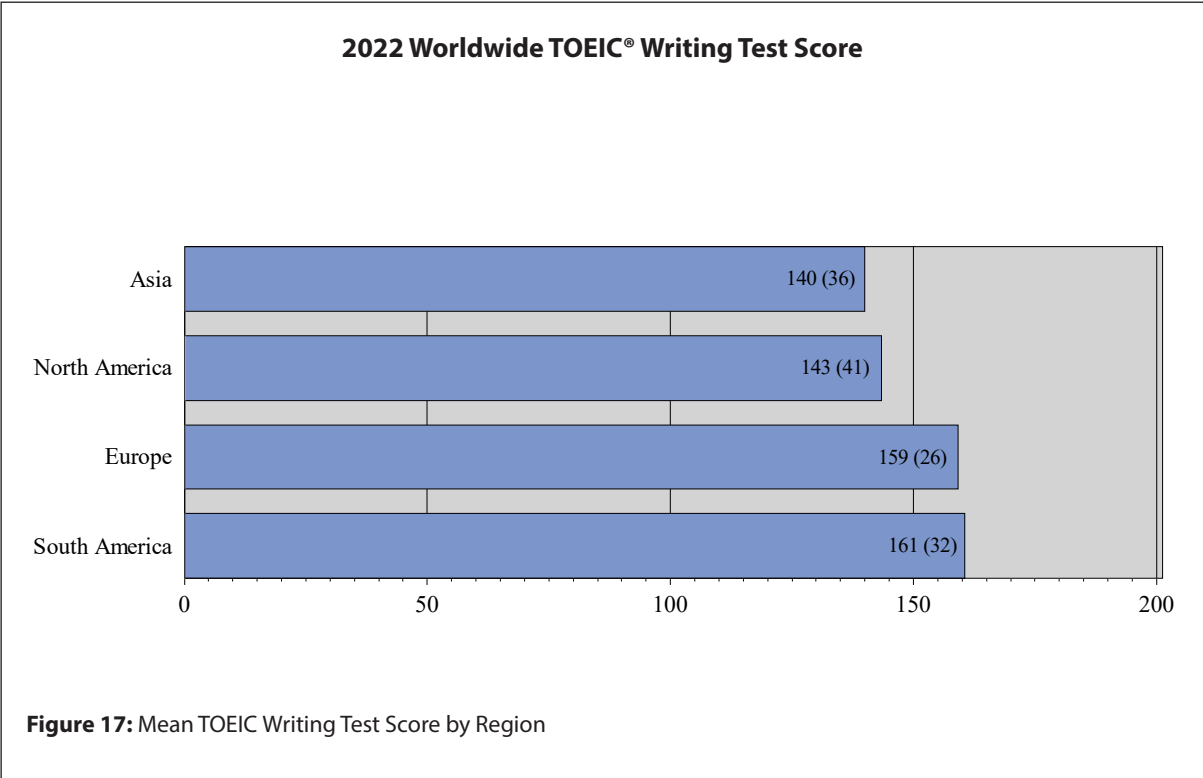


Table 3: Mean TOEIC® Writing Test Performance by Country

Country	Writing	
	Mean	(SD)*
ARGENTINA	167	(27)
BRAZIL	157	(26)
CHILE	162	(32)
CHINA	149	(27)
COLOMBIA	151	(39)
COSTA RICA	143	(42)
EL SALVADOR	153	(24)
FRANCE	164	(28)
GERMANY	168	(25)
HONG KONG	113	(49)
ISRAEL	177	(19)
ITALY	157	(23)
JAPAN	132	(37)
KOREA, SOUTH	148	(30)
MEXICO	158	(26)
NETHERLANDS	162	(23)
PANAMA	142	(31)
PHILIPPINES	172	(21)
SAUDI ARABIA	39	(41)
SINGAPORE	137	(26)
SPAIN	156	(27)
TAIWAN	157	(22)
UNITED STATES	79	(56)
VIETNAM	151	(26)

*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 Test Performance by Demographic Categories

		% of Test Takers	Writing	
			Mean	(SD)*
Gender	Female	51.6	150	(32)
	Male	48.4	150	(30)
Education	Elementary school	11.0	138	(40)
	Junior high school	2.4	117	(46)
	High school	9.7	134	(37)
	Vocational school	1.1	126	(43)
	Vocational school after high school	1.8	135	(35)
	Community college	5.0	137	(31)
	Undergraduate college	50.3	152	(27)
	Graduate school	17.6	158	(23)
	Language institution	1.2	142	(41)
Major	Liberal arts	33.8	149	(32)
	Social studies	9.4	153	(28)
	Business related	16.6	151	(30)
	Sciences	9.7	149	(28)
	Health related	4.8	147	(32)
	Engineering	13.2	146	(27)
	Other	12.5	137	(39)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Current Status	Full time employee	53.8	149	(31)
	Part time employee	7.7	150	(37)
	Not employed	9.7	152	(33)
	Full time student	28.8	153	(31)

Type of Industry	Agriculture	15.5	141	(37)
	Construction	1.6	141	(37)
	Manufacturing-Food	1.7	138	(39)
	Manufacturing-Pharmaceuticals	1.6	150	(26)
	Manufacturing-Chemicals	1.5	144	(29)
	Manufacturing-Fabric**			
	Manufacturing-Petroleum	1.0	155	(18)
	Manufacturing-Metals	1.0	139	(31)
	Manufacturing-Machinery	2.4	143	(30)
	Manufacturing-Electronic	4.4	146	(28)
	Manufacturing-Vehicles	3.2	151	(25)
	Manufacturing-Glass**			
	Manufacturing-Clothing	2.2	139	(36)
	Manufacturing-Other	1.9	143	(35)
	Service-Education (High school or below)	6.6	159	(25)
	Service-Education (College or above)	4.4	167	(26)

*SD = Standard Deviation

**Note: No numbers are reported for the Manufacturing-Fabric and Manufacturing-Glass industry due to small sample size.

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

		% of Test Takers	Writing	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	2.7	155	(24)
	Service-Foreign Affairs	0.6	163	(28)
	Service-Armed forces	2.4	151	(29)
	Service-Health	3.3	150	(29)
	Service-Traveling	2.0	148	(34)
	Service-Other	9.7	151	(29)
	Public Utility Production	1.6	151	(24)
	Mass Media	0.9	159	(27)
	Telecommunication	2.4	151	(28)
	Retail/Wholesale	1.3	146	(32)
	Trading	3.2	143	(29)
	Finance	5.2	155	(27)
	Insurance	0.8	150	(31)
	Real Estate	0.6	149	(27)
	Transportation	2.8	150	(27)
	Other	11.0	149	(34)
Type of Job	Management	23.1	145	(35)
	Scientific/Technical Professionals	14.5	150	(27)
	Teaching/Training	12.3	161	(26)
	Professional Specialist	8.3	154	(27)
	Technician	4.7	141	(30)
	Marketing/Sales	8.5	148	(30)
	Clerical/Administrative	11.5	146	(31)
	Services	7.8	149	(32)
	Other	9.4	144	(37)
Years Spent Studying English	< = 4 years	21.5	136	(39)
	> 4–6 years	10.1	143	(33)
	> 6–10 years	18.6	151	(28)
	> 10 years	49.8	159	(25)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	22.5	145	(33)
	Reading	12.1	151	(30)
	Speaking	13.2	146	(32)
	Writing	3.0	151	(32)
	Listening and Speaking	12.5	149	(30)
	Reading and Writing	6.6	161	(27)
	Listening, Reading, Speaking, and Writing	30.1	156	(29)
Time Spent Daily Using English	None	17.6	141	(35)
	1–10%	30.3	147	(31)
	11–20%	24.1	152	(29)
	21–50%	19.0	158	(27)
	51–100%	8.9	166	(25)
English-Language Skills Used Most Often	Listening	30.0	148	(32)
	Reading	21.6	153	(28)
	Speaking	10.2	147	(34)
	Writing	4.8	151	(31)
	Listening and Speaking	9.5	150	(33)
	Reading and Writing	9.1	156	(27)
	Listening, Reading, Speaking, and Writing	14.7	156	(30)
Difficulty With English Communication	Almost never	23.1	152	(36)
	Seldom	22.4	157	(27)
	Sometimes	39.2	152	(27)
	Frequently	11.4	142	(31)
	Almost always	3.9	129	(42)

*SD = Standard Deviation

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

		% of Test Takers	Writing	
			Mean	(SD)*
Time in English-Speaking Country	No	65.9	150	(32)
	Yes, < 6 months	16.8	150	(30)
	Yes, 6–12 months	6.3	154	(28)
	Yes, 1–2 years	3.8	157	(29)
	Yes, > 2 years	7.2	162	(28)
Purpose for Time in English-Speaking Country	To study	27.7	159	(29)
	To participate in language program	20.0	153	(25)
	To travel	20.5	148	(31)
	To work	21.8	153	(30)
	Other	10.0	156	(32)
Times TOEIC® Speaking and Writing Test Was Taken	Never	68.5	151	(32)
	Once	15.7	152	(30)
	Twice	6.1	148	(31)
	Three times or more	9.7	149	(29)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	30.5	151	(32)
	For promotion	12.2	144	(30)
	To assess language program	8.7	151	(32)
	For learning	25.9	152	(30)
	For graduation	22.3	152	(32)
	For visa	0.3	129	(47)

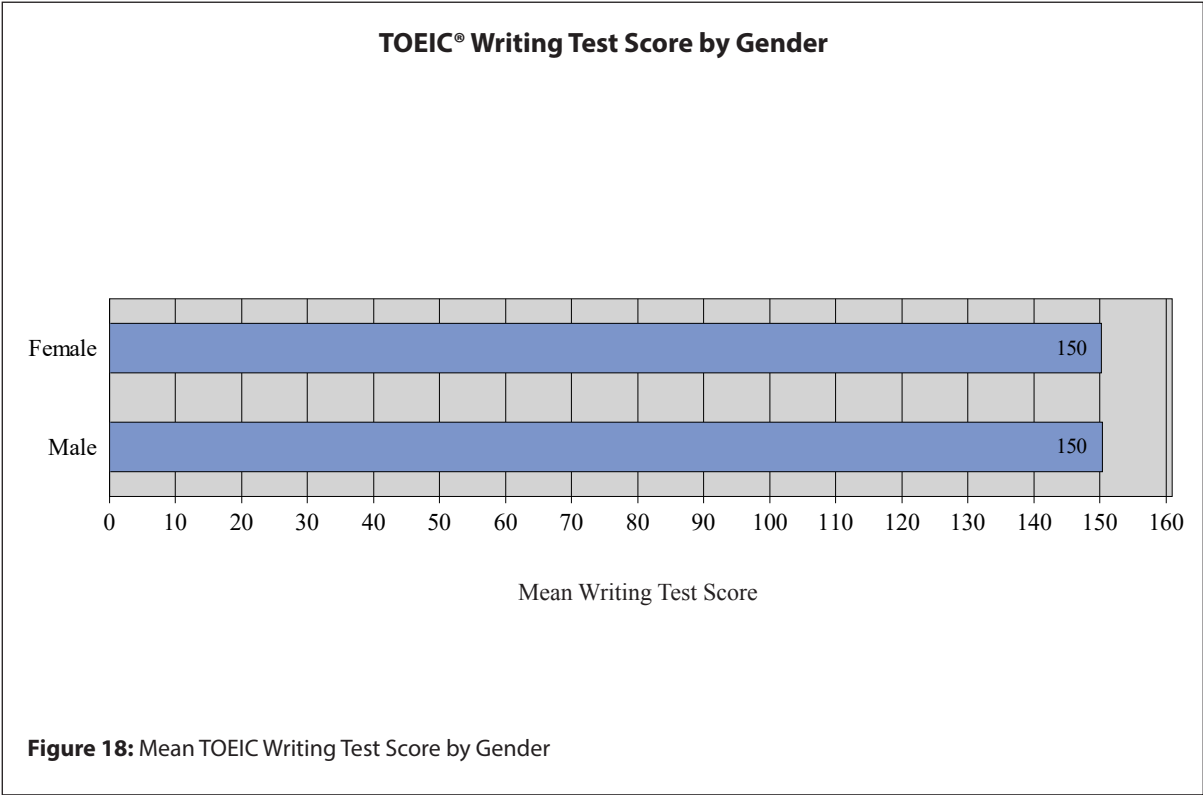
*SD = Standard Deviation

Gender

Overall, a smaller proportion of males (48%) took the TOEIC® Writing test than females (52%) (as shown in Table 4). In the United States, 84% of test takers were male. In Argentina, 63% of test takers were male. In China and South Korea, 61% and 56% of test takers were male, respectively. However, some countries had a large percentage of female test takers. For example, Israel and El

Salvador each had 66% females. Vietnam had 63% females, and Panama had 61% females. Some countries had most test takers reported “Other” as their gender.

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

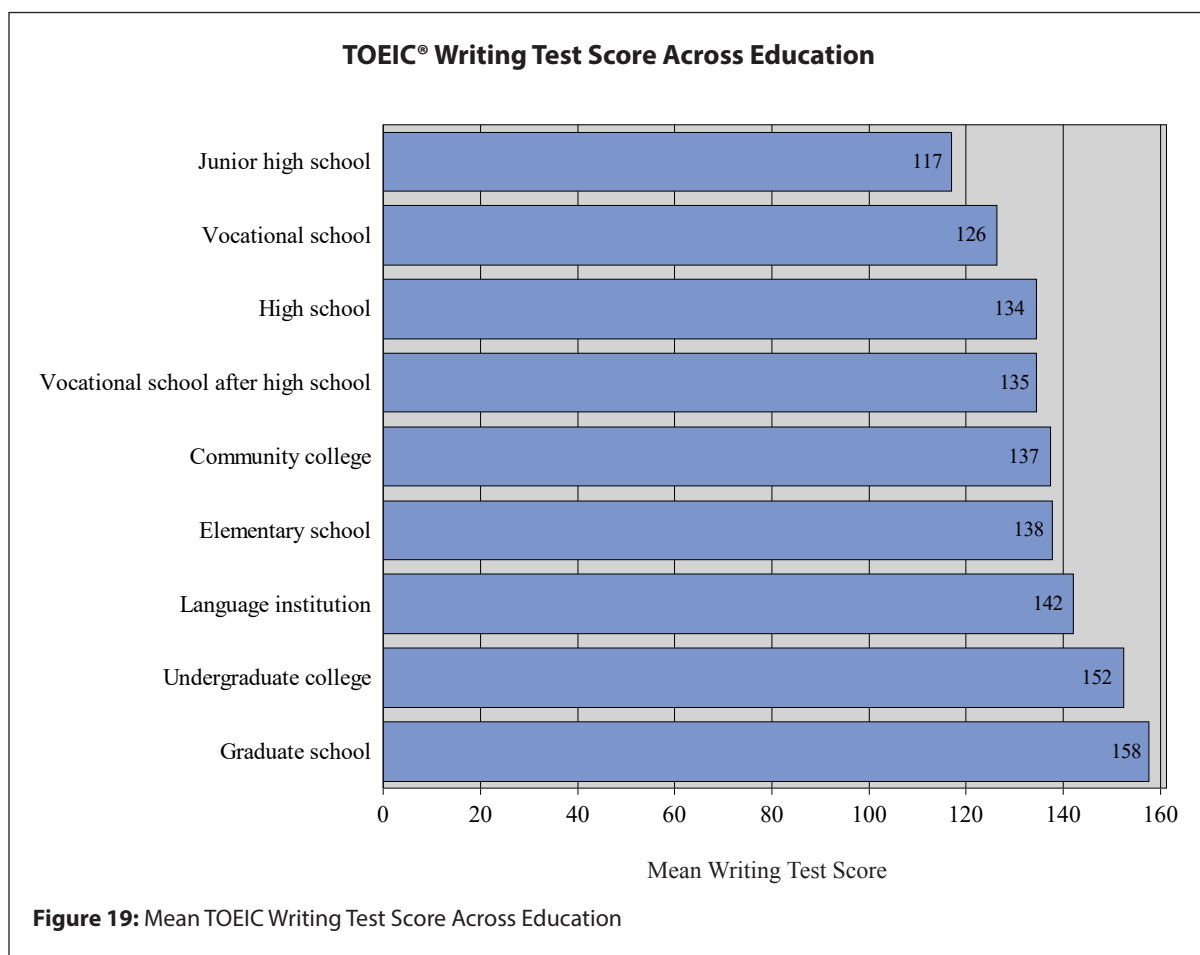


Education

The majority of test takers (50%) held or were pursuing an undergraduate degree as their highest level of education at the time that they answered the Background Questionnaire. Because of differences among countries in educational systems, comparisons of educational level are somewhat subjective. Results show that the Philippines (73%) had the highest percentage of test takers holding or pursuing undergraduate degrees as their highest level of education. South Korea (71%), Japan (59%), and Taiwan (54%) also had a majority of test takers holding or pursuing

undergraduate degrees. Many test takers from France (49%) and the Netherlands (44%) had or were pursuing degrees at the graduate school level. Some other countries, such as Saudi Arabia (78%), El Salvador (72%), Vietnam (49%) and Panama (43%) had high percentages of test takers with an elementary school education.

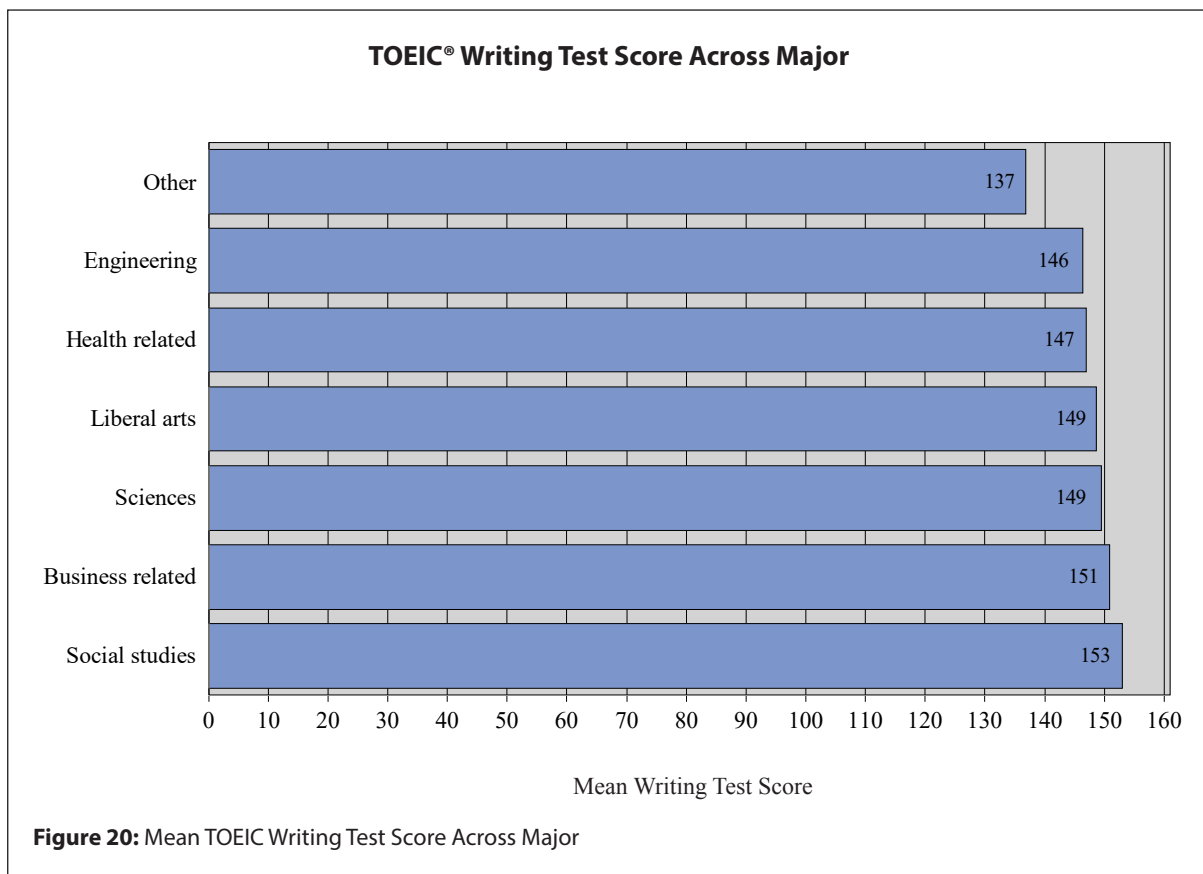
Overall, a higher percentage of males (76%) than females (62%) held or were pursuing an undergraduate degree or a graduate degree.



Academic Major

Overall, the largest percentage of TOEIC® Writing test takers majored in liberal arts (34%). In Saudi Arabia and El Salvador, 81% and 71% of test takers majored in liberal arts, respectively. In China, many test takers majored in engineering (44%). In Chile, 50% of test takers majored in sciences.

Across all test takers, more females (45%) majored in liberal arts than males (22%), and more males (23%) majored in engineering than females (5%).



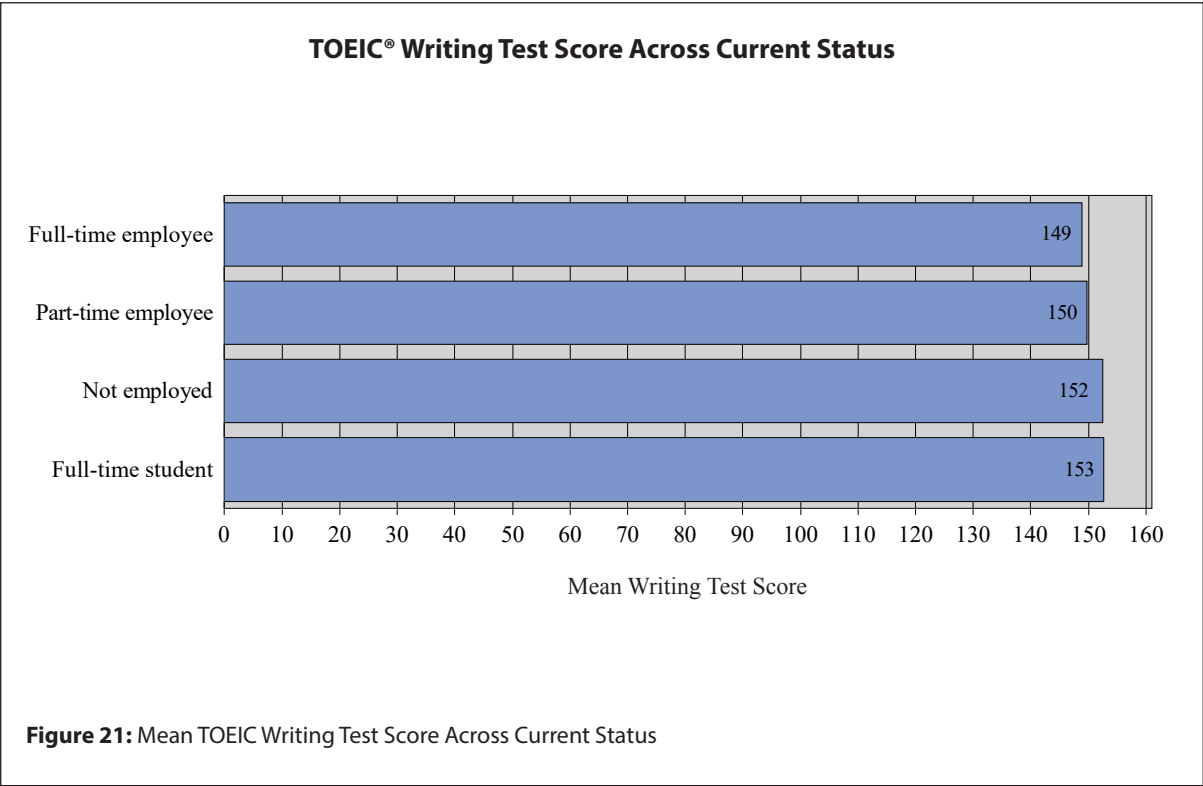
Employment Status

Overall, many TOEIC® Writing test takers were full-time employees (54%). Countries such as Saudi Arabia (95%), China (94%), Mexico (90%), the United States (88%), and South Korea (73%) had the highest proportion of full-time employees.

Twenty-nine percent of test takers indicated they were full-time students. Test takers in Singapore

(86%) and the Philippines (80%) were mostly full-time students.

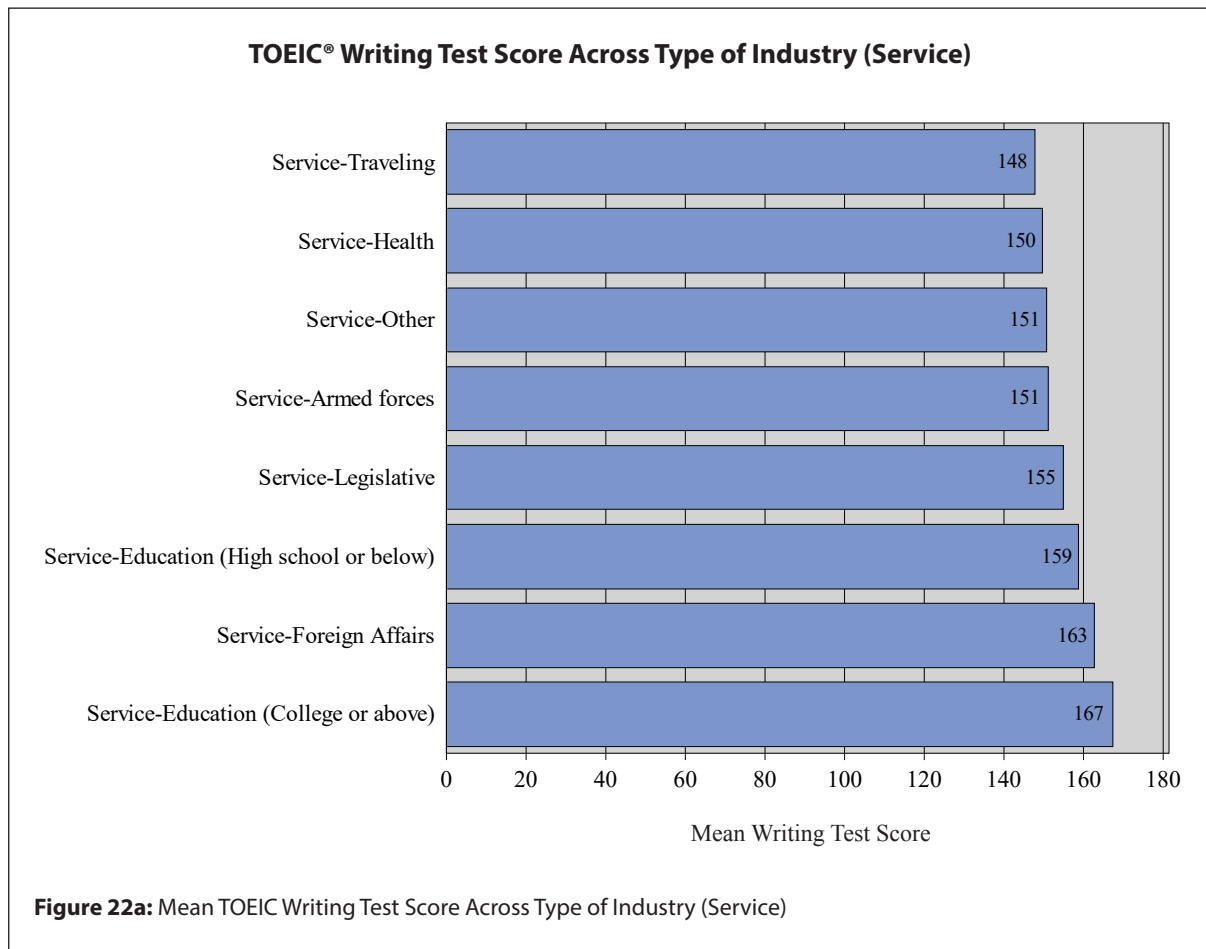
More males (59%) than females (50%) were full-time employees. More females (31%) than males (26%) were full-time students.



Type of Industry

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

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



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

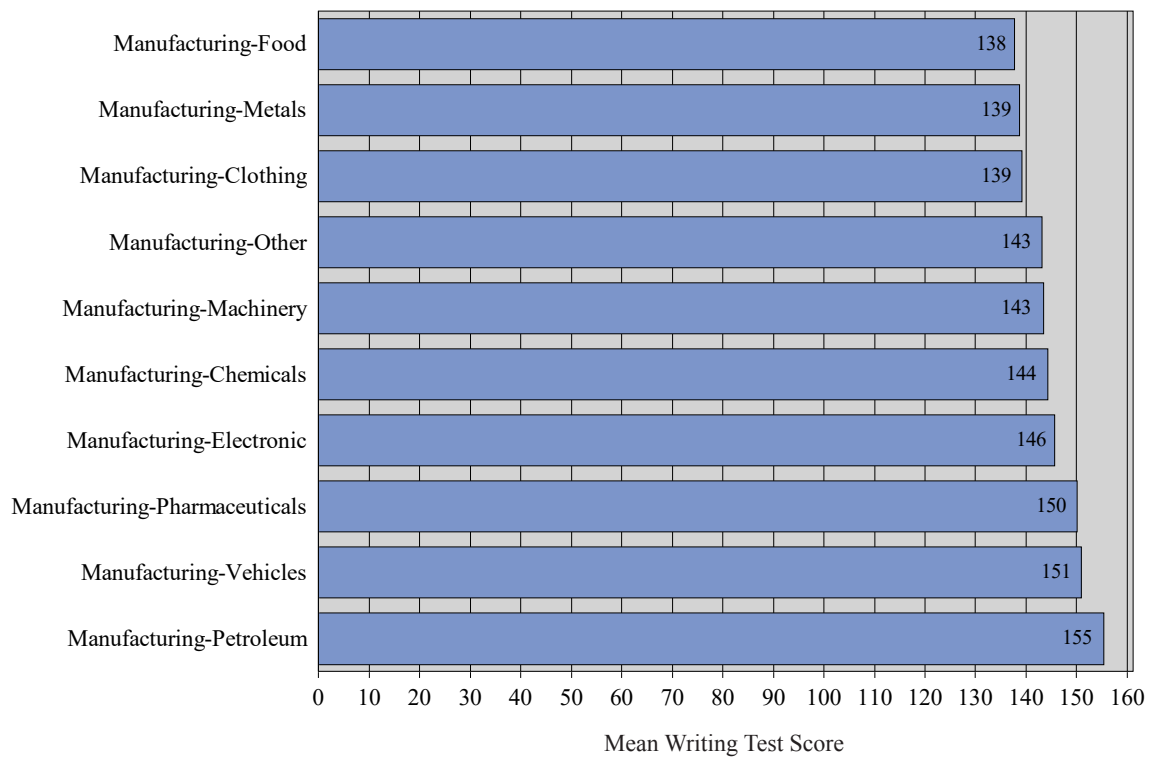


Figure 22b: Mean TOEIC Writing Test Score Across Type of Industry (Manufacturing)

Note: No mean scores are reported for the Manufacturing-Fabric and Manufacturing-Glass industry due to small sample size.

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

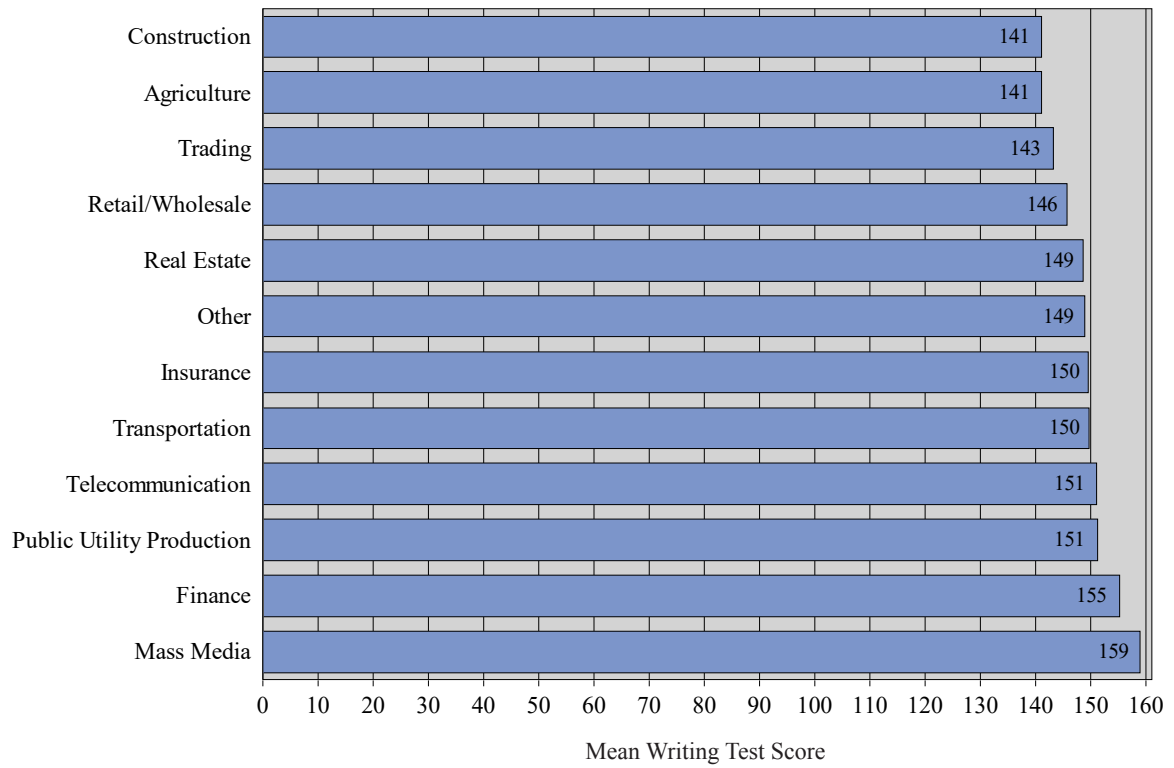


Figure 22c: Mean TOEIC Writing Test Score Across Type of Industry (Other)

Type of Job

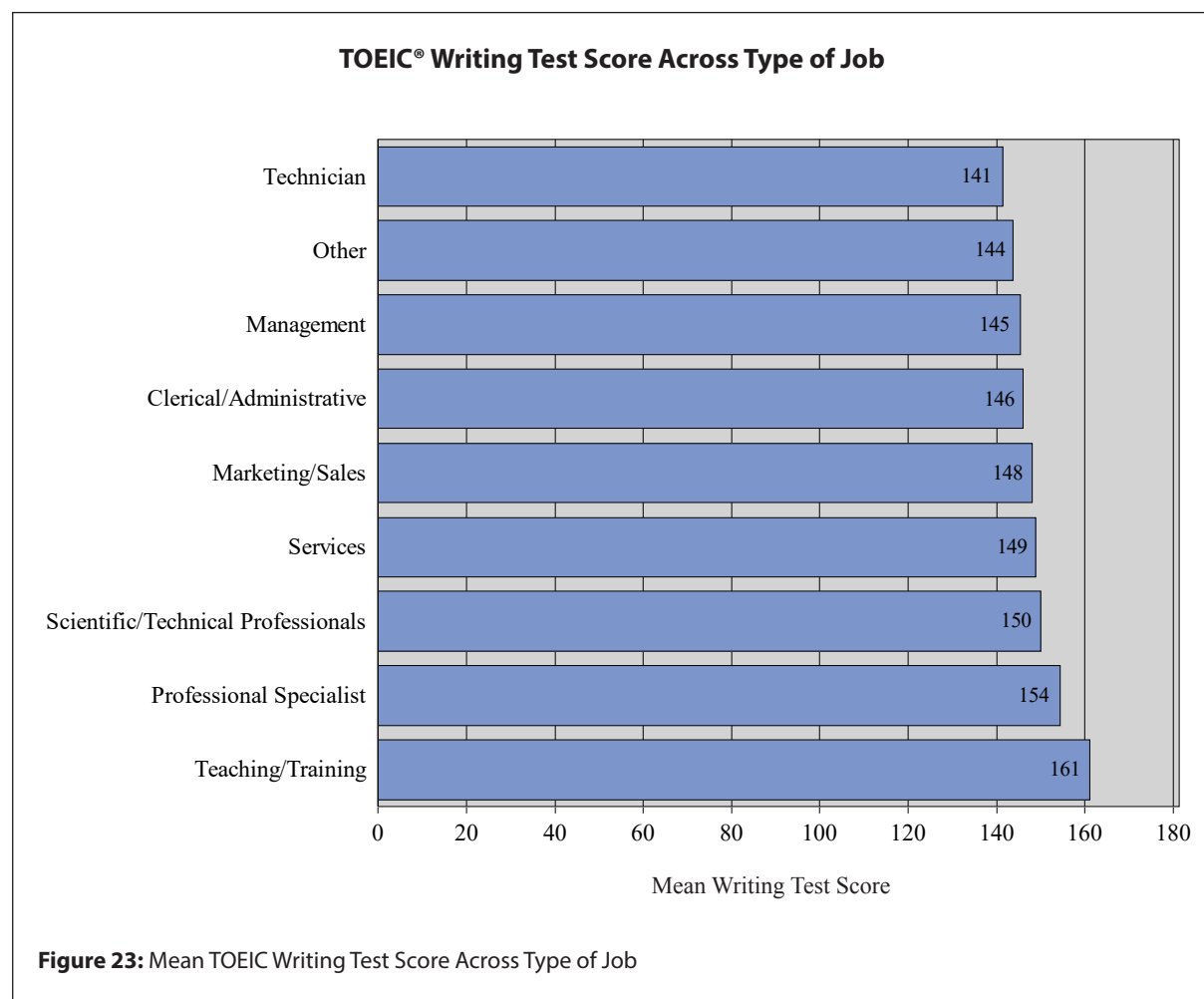
The types of jobs performed by test takers varied greatly across countries. Overall, the largest groups of test takers were in management (23%), scientific/technical (15%), teaching/training (12%), or clerical/administrative (12%) positions.

El Salvador and Panama (99% each), Saudi Arabia (98%), and Vietnam (72%), had the largest percentages of test takers working in management positions.

A high percentage of test takers in South Korea (36%) were in clerical/administrative positions.

A high percentage of test takers in Spain (30%), the United States (29%), and Japan (26%) were in scientific/technical positions. Most test takers in Israel (93%) were in teaching/training positions.

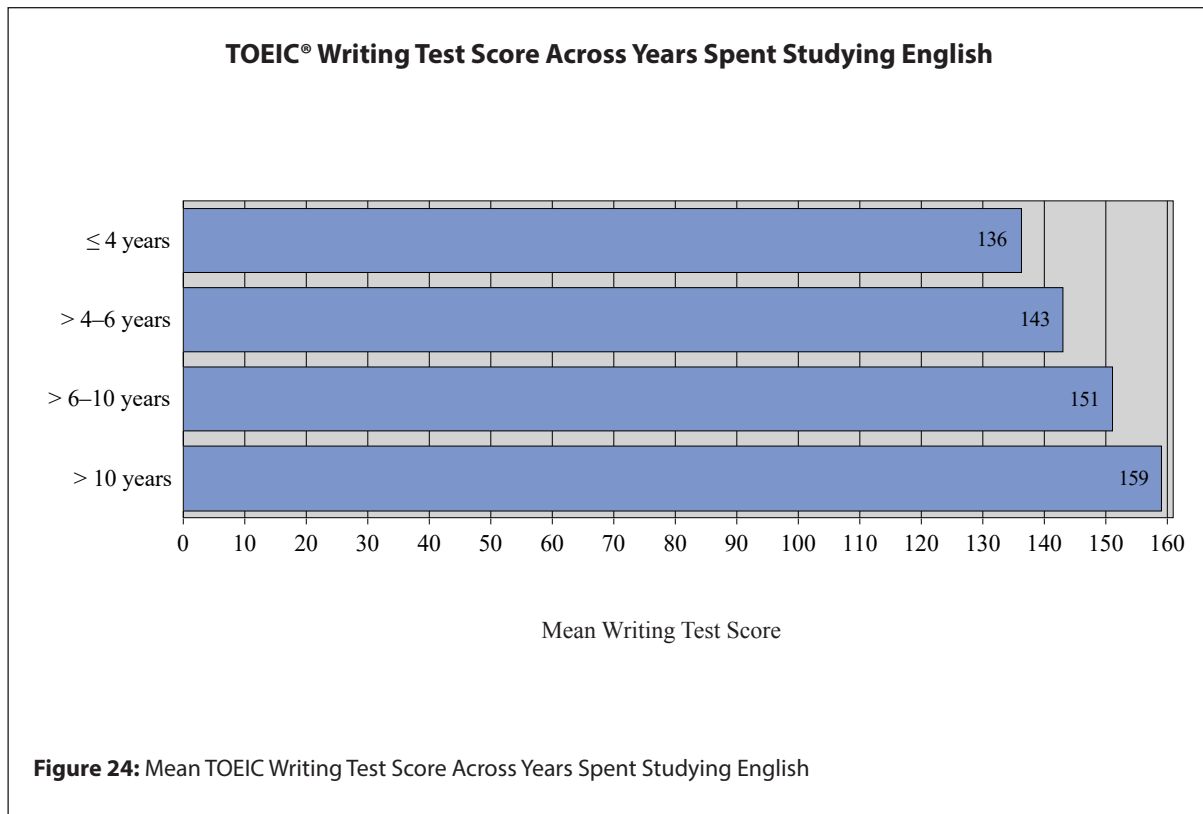
Overall, more females (17%) worked in teaching/training positions than males (8%), and more females (25%) worked in management positions than males (19%). More males (21%) worked in scientific/technical positions than females (8%).



Years Spent Studying English

Sixty-eight percent of 2022 test takers indicated that they had studied English for more than six years. However, in El Salvador (98%), Saudi Arabia (97%), Panama (95%), Vietnam (65%), and the

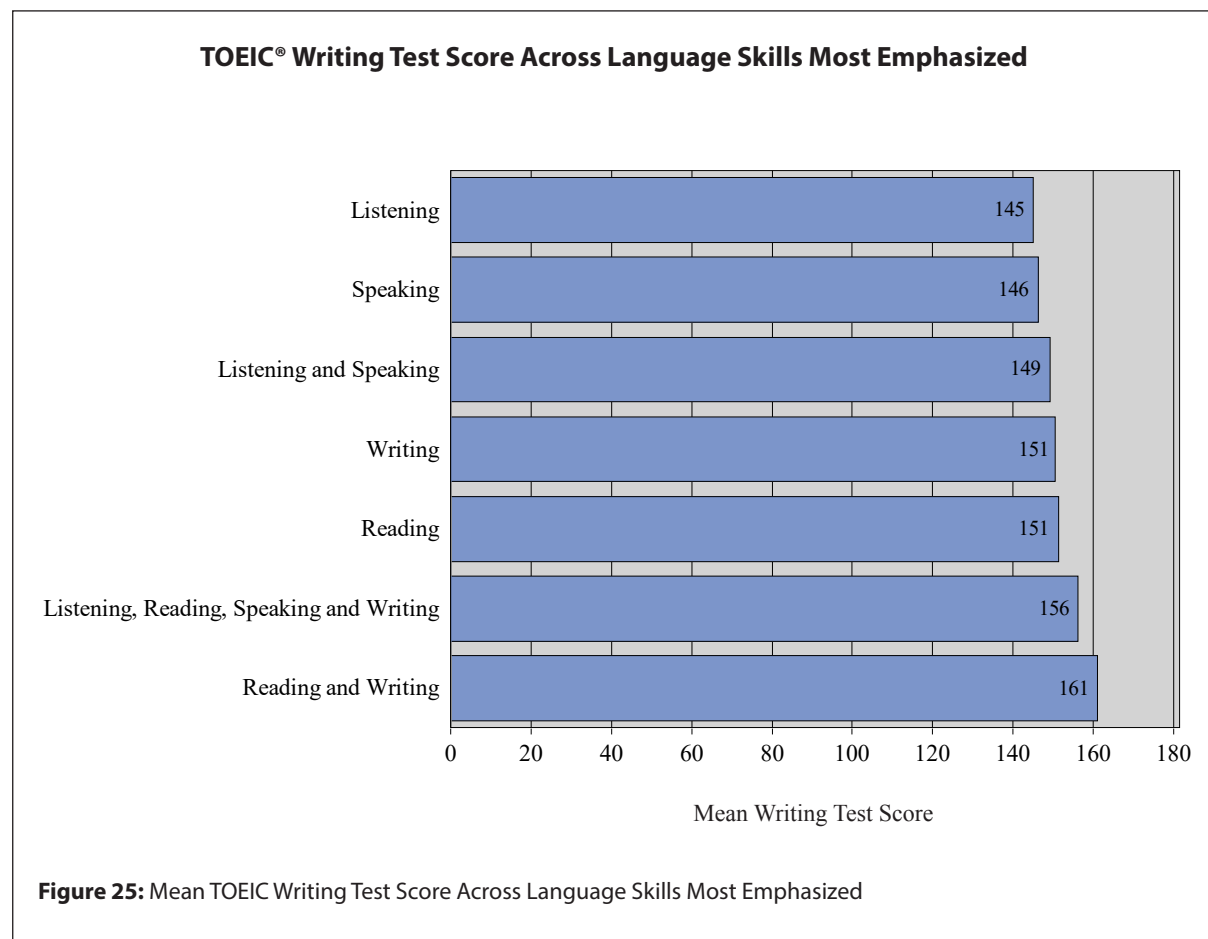
United States (56%), many test takers indicated that they had studied English for no more than four years.



Type of Language Skill Most Emphasized When Studying English

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

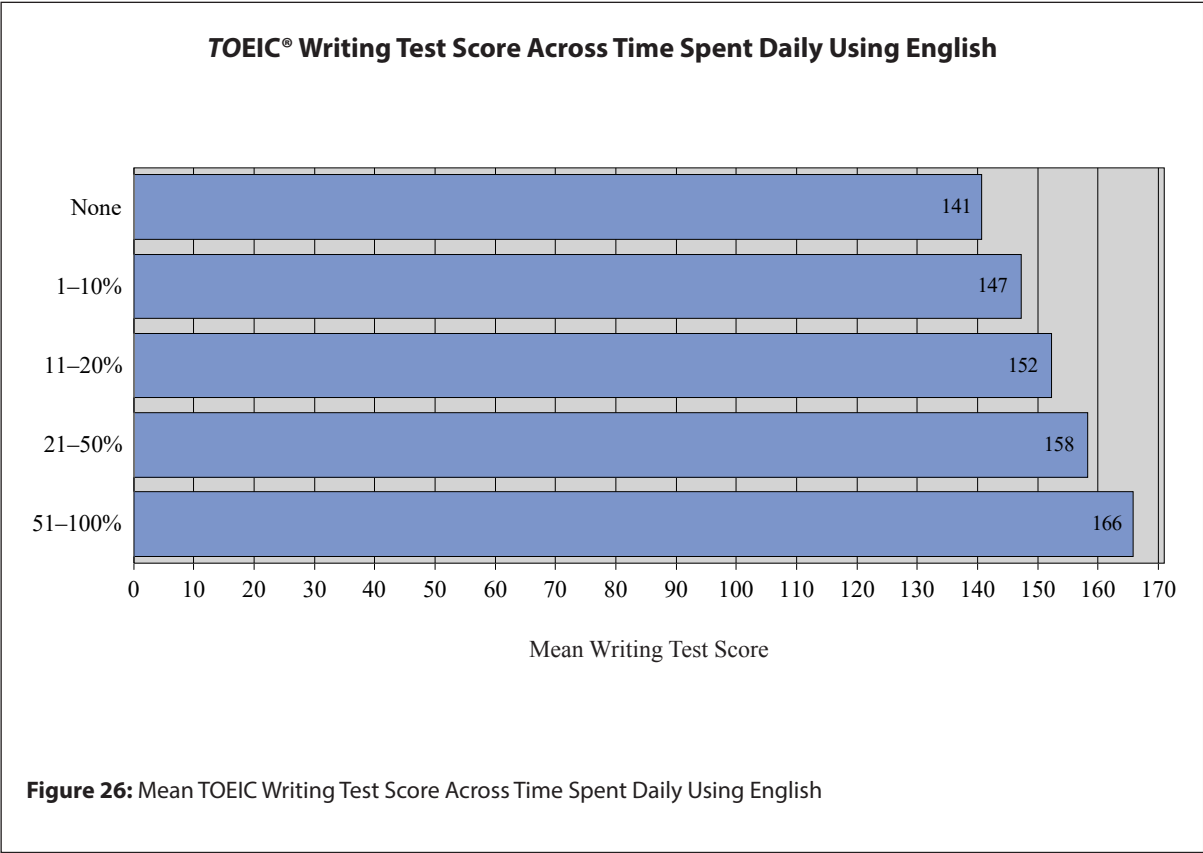
In South Korea, 59% of test takers indicated that all four skills were emphasized when studying English. In contrast, many test takers in Saudi Arabia (91%), El Salvador (72%), Vietnam (64%), and Panama (50%) indicated that Listening was the language skill most emphasized.



Daily English Use Requirement

In response to the question, “How much time must you use English in your daily life?,” 30% 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 (50%), China (43%), and Japan (40%).

The majority of test takers in Saudi Arabia (90%), El Salvador (72%), and Vietnam (55%) reported that they did not use English daily. Israel (42%) and the United States (35%) had the highest percentage of test takers using English for 51-100% of their daily life.



Most Frequently Used Language Skill

Thirty percent of all test takers indicated that Listening was the English language skill that they used most often. Saudi Arabia (93%), El Salvador (80%), Vietnam (65%), Panama (53%), and Japan (38%) had the highest percentages of test takers with Listening as their most used skill. Twenty-two percent of all test takers indicated that Reading was the skill they used most often. Countries and

regions that had high percentages of test takers selecting Reading include Taiwan (35%), China (34%), and Spain (30%). Fifteen percent of all test takers indicated that they use all four language skills. South Korea (29%) had a large percent of test takers indicating that they used all four skills frequently.

TOEIC® Writing Test Score Across English Language Skills Used Most Often

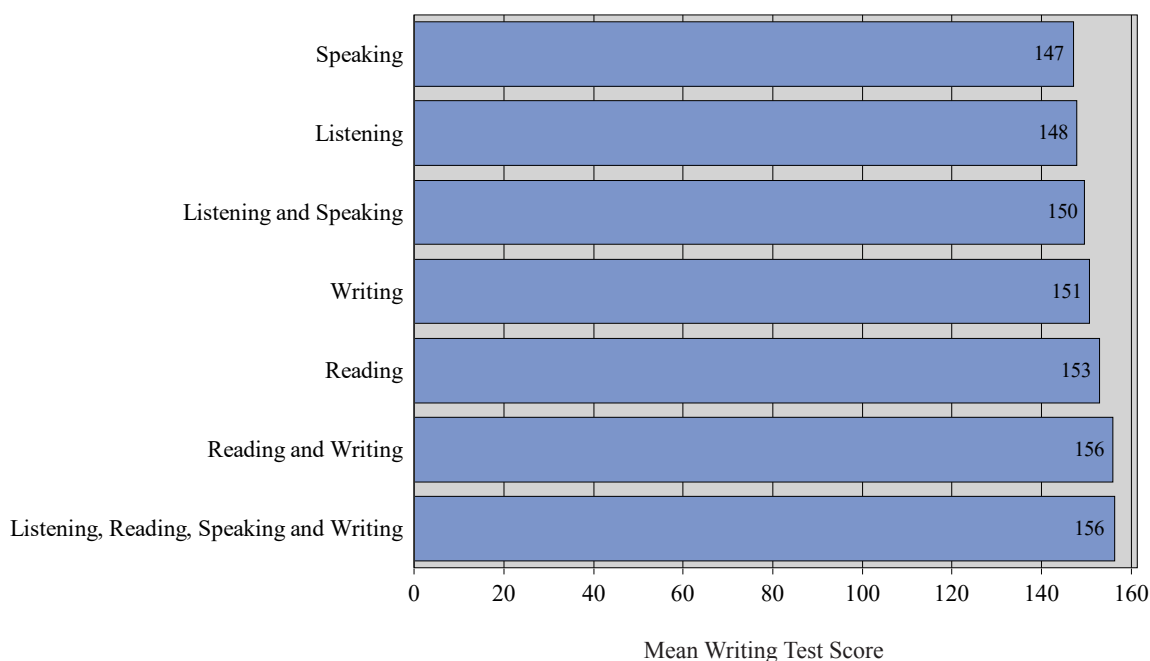
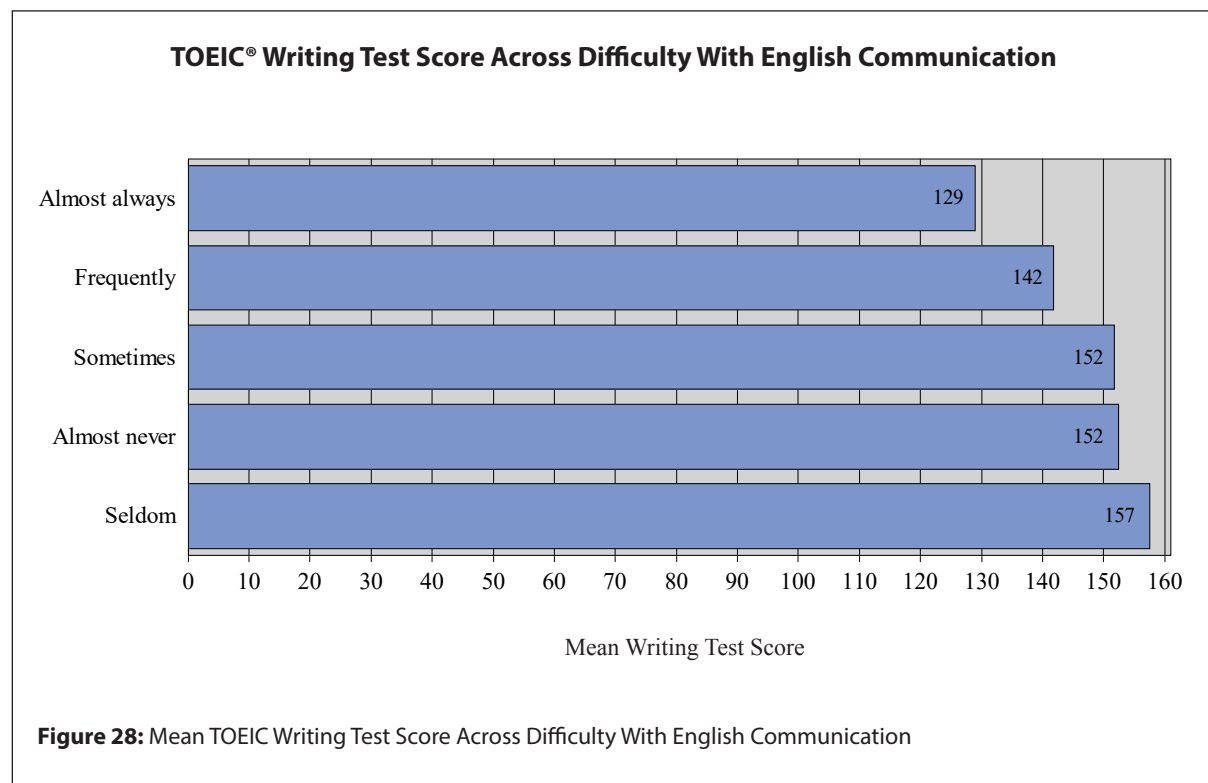


Figure 27: Mean TOEIC Writing Test Score Across English Language Skills Used Most Often

Difficulty With English Affecting Communication

When asked, “How often has difficulty with English affected your ability to communicate?,” 39% of all test takers responded “Sometimes,” 22% responded that difficulty with English “Seldom” affected their ability to communicate, and 23% responded that difficulty with English “Almost never” affected their ability to communicate.

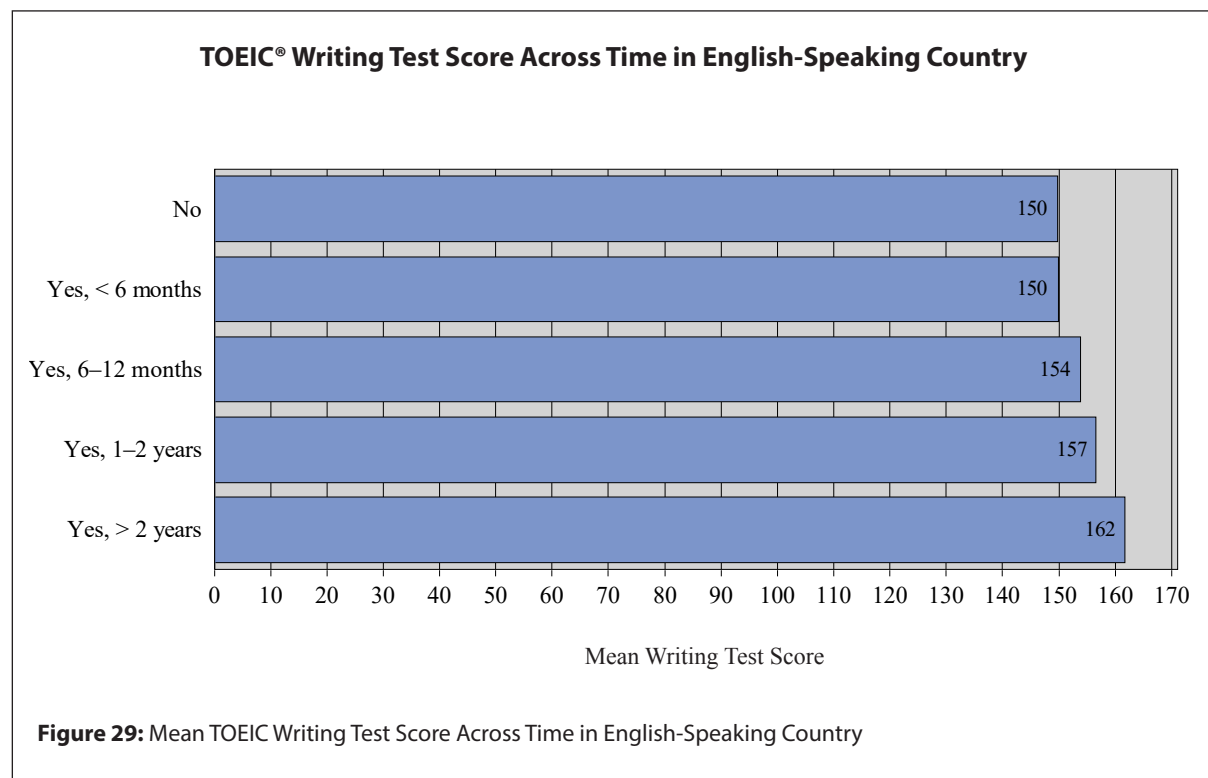
The majority of test takers in Saudi Arabia (97%), El Salvador (74%), Israel (69%), Vietnam (59%), and Panama and Chile (50% each) reported that difficulty with English “Almost never” affected their communication.



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 17% 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-six percent indicated that they had never spent time in an English-speaking country.

The United States (54%) and Singapore (48%) had the highest percentage of test takers that spent more than two years in an English-speaking country.



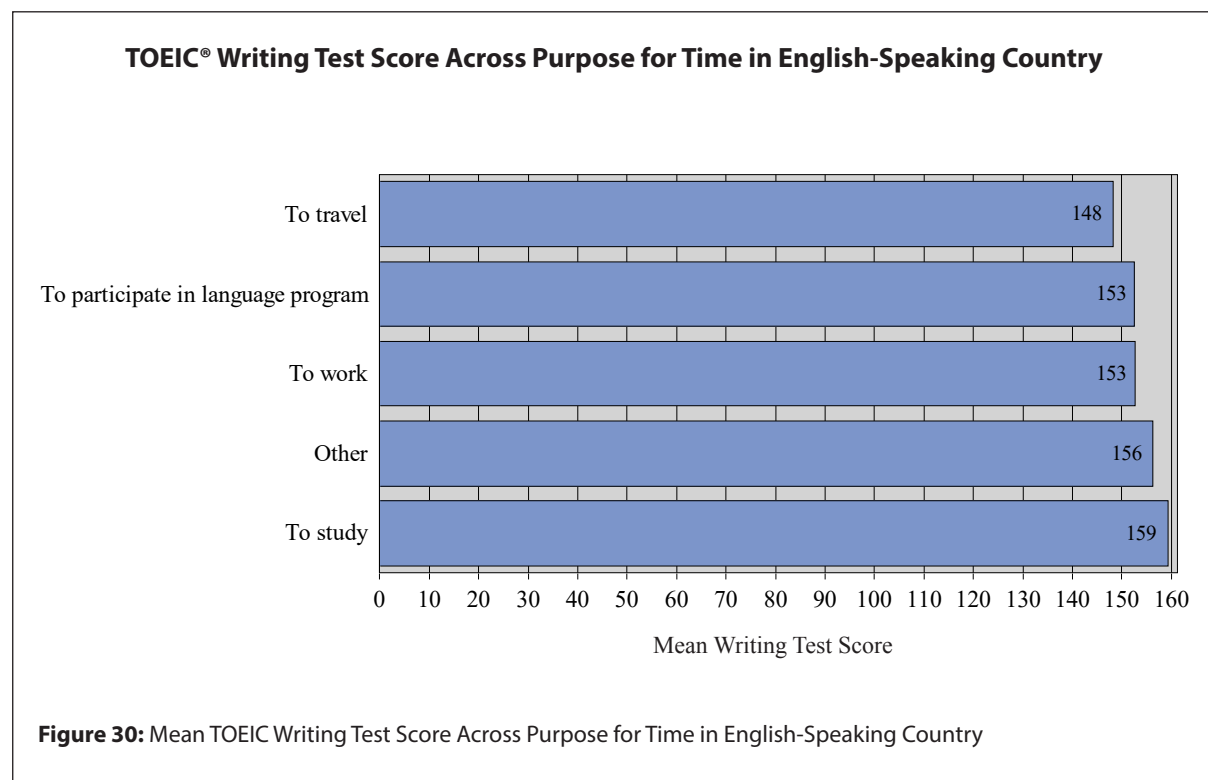
Purpose for Time in a Native English-Speaking Country

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

In Panama and Singapore, 67% and 47% of test takers, respectively, indicated that their purpose was to study. A high percentage of test takers in the Philippines (50%) spent time in an English-

speaking country for travel purposes. The highest percentage of test takers in Saudi Arabia (100%) and the United States (74%) indicated that they spent time in an English-speaking country to work.

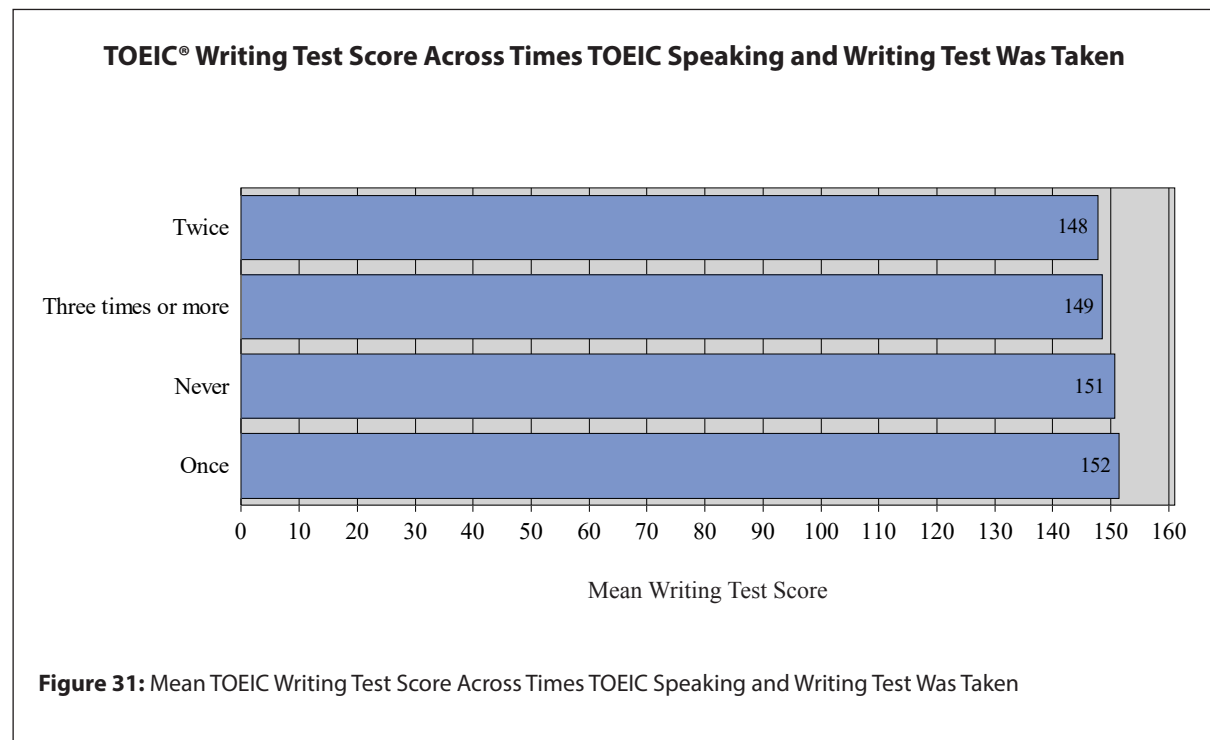
More females (24%) than males (17%) indicated that their purpose was to participate in a language program. More males (28%) than females (15%) indicated that their purpose was to work.



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 0.4% in El Salvador to a high of 57% in South Korea.

Overall, more females (71%) than males (64%) reported that they had never taken the TOEIC Writing test before. More males (13%) than females (7%) had taken the test three times or more.

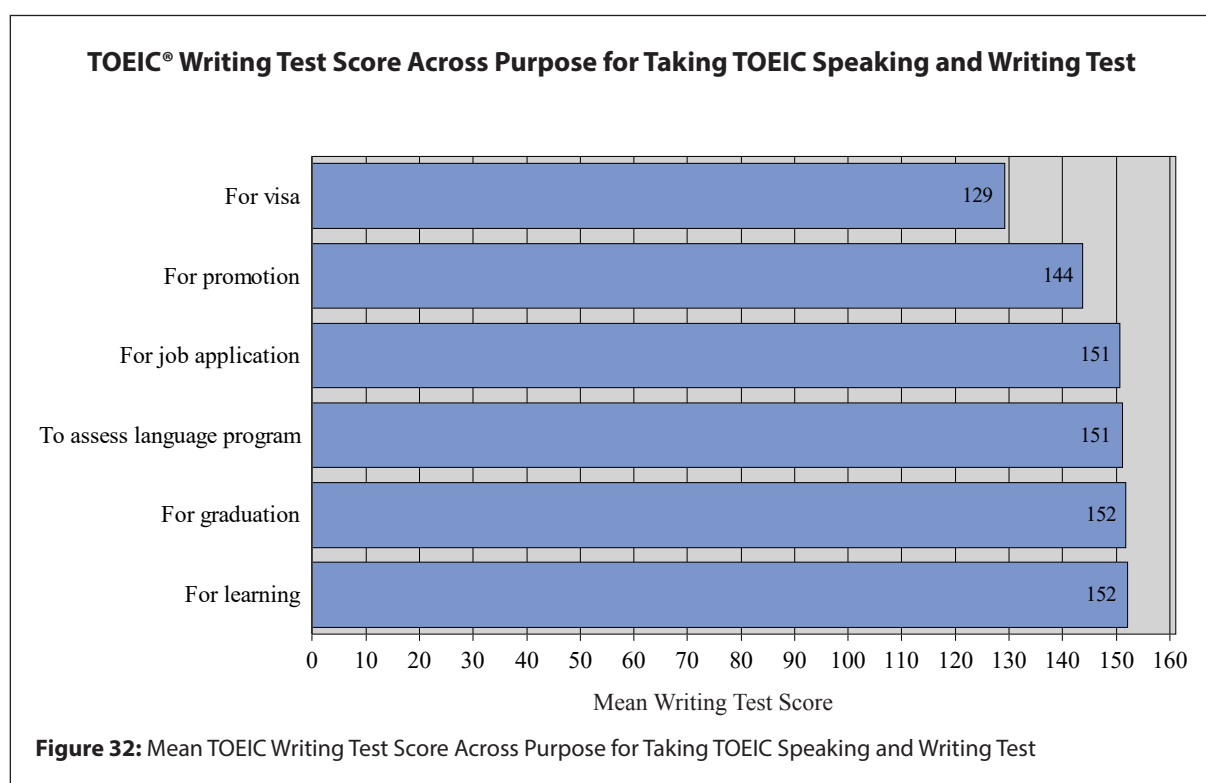


Purpose for Taking the TOEIC® Writing Test

High percentages of test takers indicated that their purpose for taking the TOEIC® Writing test was for learning (26%), job application (31%), and graduation (22%). Many test takers in Mexico (43%) and South Korea (42%) indicated that they took the TOEIC Writing test for promotion. Many test takers in Saudi Arabia (97%), El Salvador (72%), Vietnam (66%), and Brazil (65%) took the test for

job application. Fifty-one percent of test takers in Japan took the test for learning purposes.

More males (15%) took the test for promotion purposes than females (10%). More females (32%) took the test for job application purposes than males (29%).



Relationship Between Speaking and Writing Scores

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

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

APPENDIX A



Background Questionnaire

Read the choices below each question and select the one best answer. Fill in only one answer for each question.

Section I.

Your educational and/or work-related background

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)

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APPENDIX A (Continued)



Background Questionnaire - Side 2

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

Section II.

Your English-language experience

- 6. How many years have you spent studying English?
 - A. Less than or equal to 4 years
 - B. More than 4 years but less than or equal to 6 years
 - C. More than 6 years but less than or equal to 10 years
 - D. More than 10 years
- 7. Which of the following language skills are/were most emphasized?
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
- 8. How much time must you use English in your daily life?
 - A. None at all
 - B. 1 to 10%
 - C. 11 to 20%
 - D. 21 to 50%
 - E. 51 to 100%
- 9. Which of the following English-language skills do you use most often?
 - A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
- 10. How often has difficulty with English affected your ability to communicate?
 - A. Almost never
 - B. Seldom
 - C. Sometimes
 - D. Frequently
 - E. Almost always
- 11. Have you ever lived in a country in which English is the main spoken language?
 - A. No (Skip to Question #13.)
 - B. Yes, for less than 6 months
 - C. Yes, for 6 to 12 months
 - D. Yes, for more than 1 but less than or equal to 2 years
 - E. Yes, for more than 2 years
- 12. What was your main purpose for living in a country in which English is the main spoken language?
 - A. To study (in other than an English-language program)
 - B. To participate in an English-language program
 - C. To travel (not work related)
 - D. To work
 - E. Other

Section III.

Your experience in taking the TOEIC® test

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

APPENDIX B1

Response Rates to Each Background Question Based on TOEIC® Speaking Test Population in 2022

Background Questions	Response Rate
1. Education	83%
2. Major	83%
3. Current Status	88%
4. Type of Industry	99%
5. Type of Job	99%
6. Years Spent Studying English	87%
7. Language Skills Most Emphasized	87%
8. Time Spent Daily Using English	87%
9. English Language Skills Used Most Often	87%
10. Difficulty With English Communication	87%
11. Time in English-Speaking Country	87%
12. Purpose for Time in English-Speaking Country	100%
13. Times TOEIC Speaking and Writing Test Was Taken	88%
14. Purpose for Taking TOEIC Speaking and Writing Test	88%

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

APPENDIX B2

Response Rates to Each Background Question Based on TOEIC® Writing Test Population in 2022

Background Questions	Response Rate
1. Education	52%
2. Major	52%
3. Current Status	64%
4. Type of Industry	98%
5. Type of Job	97%
6. Years Spent Studying English	60%
7. Language Skills Most Emphasized	60%
8. Time Spent Daily Using English	60%
9. English Language Skills Used Most Often	60%
10. Difficulty With English Communication	60%
11. Time in English-Speaking Country	60%
12. Purpose for Time in English-Speaking Country	99%
13. Times TOEIC Speaking and Writing Test Was Taken	64%
14. Purpose for Taking TOEIC Speaking and Writing Test	64%

***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 Test Scores by Region

Regions	Correlations
Asia	0.77
Europe	0.67
North America	0.84
South America	0.79



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