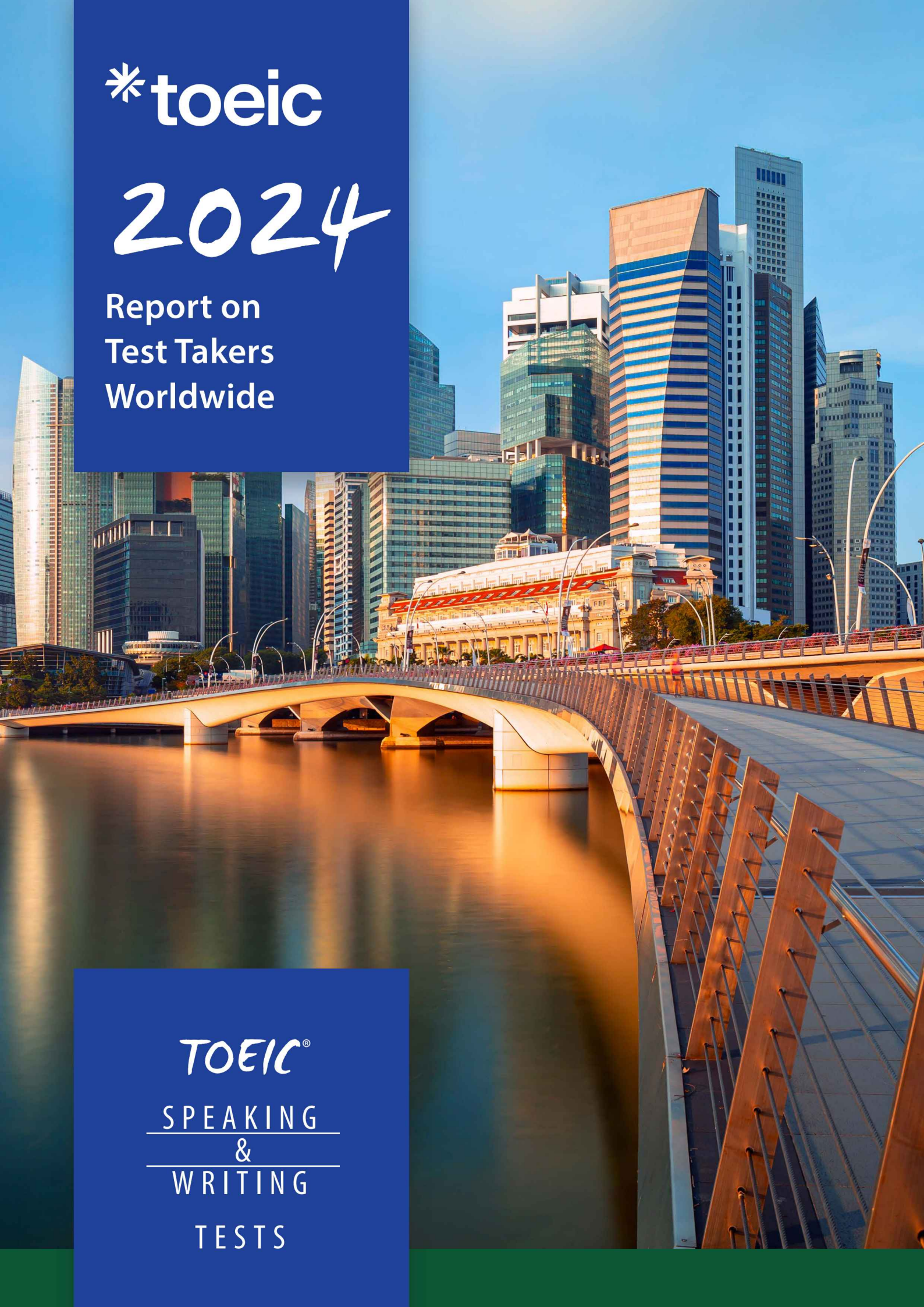




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2024

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 2024.....	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 2024.....	29
Mean TOEIC® Writing 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 2024	56
APPENDIX B2.....	57
Response Rates to Each Background Question Based on TOEIC® Writing Test Population in 2024	57
APPENDIX C.....	58
Correlations between Speaking and Writing 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 2024.

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.

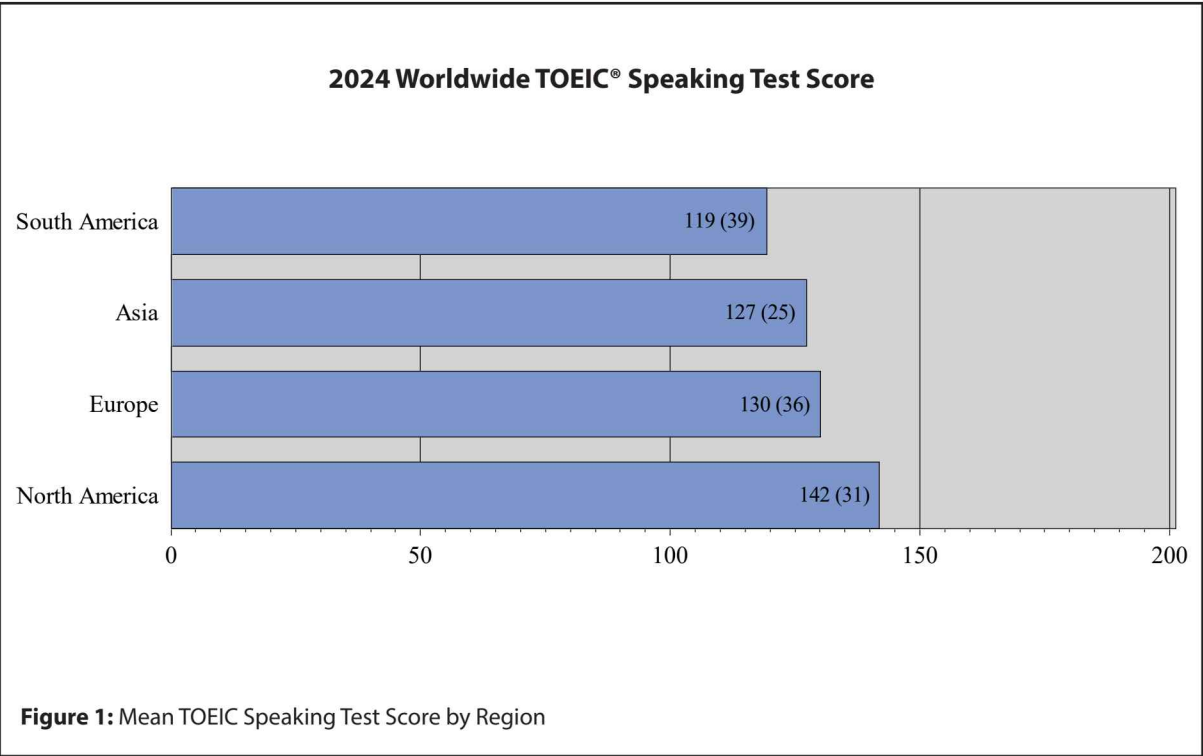
DESCRIPTION OF TOEIC® SPEAKING TEST TAKERS IN 2024

Background information was collected from all test takers who took the TOEIC® Speaking test in 2024 (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;
- 38% of test takers majored in engineering while 20% and 13% majored in liberal arts and business-related majors, respectively;
- 35% of test takers were full-time students, while 41% were employed full-time;
- Among those employed, 37% of test takers worked in the manufacturing industry and 22% of test takers worked in the service industry;
- 23% of test takers worked in clerical/administrative positions and 17% worked in management positions;
- 76% of test takers had spent more than 6 years studying English;
- 37% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 37% of test takers used English 1% to 10% of the time in their daily life;
- 23% of test takers selected Reading as their most often used English language skill;
- 47% of test takers indicated that they “sometimes” had difficulty with English communication;
- 65% of test takers had never spent time in a native English-speaking country;
- 40% of test takers indicated travel as their purpose for time spent in English-speaking countries and 27% of test takers indicated participating in language programs as their purpose;
- 44% of test takers who took the TOEIC Speaking test in 2024 had never taken the test before, and 22% had previously taken the test three or more times;
- 54% of test takers had taken the TOEIC Speaking test for job application and 17% 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	130	(37)
CHILE	116	(39)
CHINA	120	(20)
COLOMBIA	134	(35)
COSTA RICA	146	(30)
EL SALVADOR	132	(23)
FRANCE	128	(37)
HONG KONG	104	(41)
INDONESIA	138	(23)
JAPAN	117	(31)
KOREA, SOUTH	128	(23)
MEXICO	133	(32)
PHILIPPINES	155	(21)
SINGAPORE	125	(22)
SPAIN	140	(27)
TAIWAN	145	(21)
THAILAND	107	(35)
UNITED STATES	128	(44)
VIETNAM	123	(22)

*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	48.8	132	(23)
	Male	51.2	126	(24)
Education	Elementary school	3.7	121	(23)
	Junior high school	0.3	118	(30)
	High school	3.4	122	(30)
	Vocational school	0.4	116	(27)
	Vocational school after high school	0.5	122	(30)
	Community college	5.4	117	(27)
	Undergraduate college	70.2	130	(22)
	Graduate school	11.8	131	(22)
	Language institution	4.2	127	(23)
Major	Liberal arts	19.9	132	(24)
	Social studies	7.0	135	(22)
	Business related	13.2	134	(23)
	Sciences	7.7	129	(22)
	Health related	3.0	132	(23)
	Engineering	37.6	125	(21)
	Other	11.6	125	(26)

*SD = Standard Deviation

TABLE 2: MEAN TOEIC® SPEAKING PERFORMANCE BY DEMOGRAPHIC CATEGORIES (CONTINUED)

		% of Test Takers	Speaking	
			Mean	(SD)*
Current Status	Full time employee	41.2	127	(24)
	Part time employee	5.6	129	(25)
	Not employed	18.6	131	(22)
	Full time student	34.6	130	(23)
Type of Industry	Agriculture	7.9	121	(23)
	Construction	3.3	124	(23)
	Manufacturing-Food	1.8	126	(27)
	Manufacturing-Pharmaceuticals	1.9	130	(22)
	Manufacturing-Chemicals	4.6	126	(22)
	Manufacturing-Fabric	0.2	127	(25)
	Manufacturing-Petroleum	0.5	128	(23)
	Manufacturing-Metals	2.2	128	(25)
	Manufacturing-Machinery	6.5	122	(23)
	Manufacturing-Electronic	9.2	122	(22)
	Manufacturing-Vehicles	3.7	123	(24)
	Manufacturing-Glass	0.1	125	(22)
	Manufacturing-Clothing	0.7	133	(24)
	Manufacturing-Other	5.5	123	(25)
	Service-Education (High school or below)	2.9	146	(25)
	Service-Education (College or above)	1.6	141	(25)

*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	1.2	136	(23)
	Service-Foreign Affairs	0.3	140	(23)
	Service-Armed forces	2.0	132	(24)
	Service-Health	2.5	132	(23)
	Service-Traveling	3.8	131	(24)
	Service-Other	7.4	130	(24)
	Public Utility Production	3.0	129	(22)
	Mass Media	1.1	136	(24)
	Telecommunication	3.0	126	(22)
	Retail/Wholesale	1.0	131	(26)
	Trading	2.6	135	(24)
	Finance	3.4	134	(23)
	Insurance	0.4	129	(23)
	Real Estate	0.3	128	(26)
	Transportation	1.5	133	(25)
	Other	13.6	127	(26)
Type of Job	Management	16.6	127	(24)
	Scientific/Technical Professionals	13.1	125	(22)
	Teaching/Training	4.1	144	(26)
	Professional Specialist	2.6	134	(24)
	Technician	13.2	121	(23)
	Marketing/Sales	6.8	131	(25)
	Clerical/Administrative	22.6	127	(25)
	Services	8.7	130	(23)
	Other	12.3	128	(25)
Years Spent Studying English	< = 4 years	13.9	119	(26)
	> 4–6 years	10.0	125	(24)
	> 6–10 years	22.2	127	(22)
	> 10 years	54.0	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	9.9	124	(24)
	Reading	4.0	128	(26)
	Speaking	18.6	128	(23)
	Writing	0.6	132	(30)
	Listening and Speaking	28.0	128	(23)
	Reading and Writing	2.0	133	(27)
	Listening, Reading, Speaking and Writing	36.9	132	(24)
Time Spent Daily Using English	None	11.3	123	(24)
	1–10%	37.0	127	(23)
	11–20%	29.4	130	(22)
	21–50%	16.4	134	(24)
	51–100%	5.9	140	(26)
English–Language Skills Used Most Often	Listening	14.0	126	(24)
	Reading	23.1	130	(23)
	Speaking	13.7	128	(24)
	Writing	2.5	128	(26)
	Listening and Speaking	19.4	128	(23)
	Reading and Writing	9.3	131	(23)
	Listening, Reading, Speaking and Writing	17.9	132	(24)
Difficulty with English Communication	Almost never	9.0	132	(29)
	Seldom	13.7	137	(25)
	Sometimes	46.7	131	(22)
	Frequently	21.1	125	(21)
	Almost always	9.5	117	(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	65.1	126	(23)
	Yes, < 6 months	21.7	130	(22)
	Yes, 6–12 months	5.9	136	(22)
	Yes, 1–2 years	2.9	142	(23)
	Yes, > 2 years	4.4	147	(26)
Purpose for Time in English-Speaking Country	To study	12.1	150	(24)
	To participate in language program	26.6	136	(21)
	To travel	39.9	130	(22)
	To work	13.9	127	(24)
	Other	7.5	142	(27)
Times TOEIC® Speaking and Writing Test Was Taken	Never	43.5	130	(25)
	Once	22.5	130	(23)
	Twice	11.7	130	(22)
	Three times or more	22.3	127	(22)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	54.4	131	(22)
	For promotion	16.8	124	(25)
	To assess language program	4.7	130	(25)
	For learning	10.7	131	(26)
	For graduation	13.3	128	(25)
	For visa	0.1	145	(22)

*SD = Standard Deviation

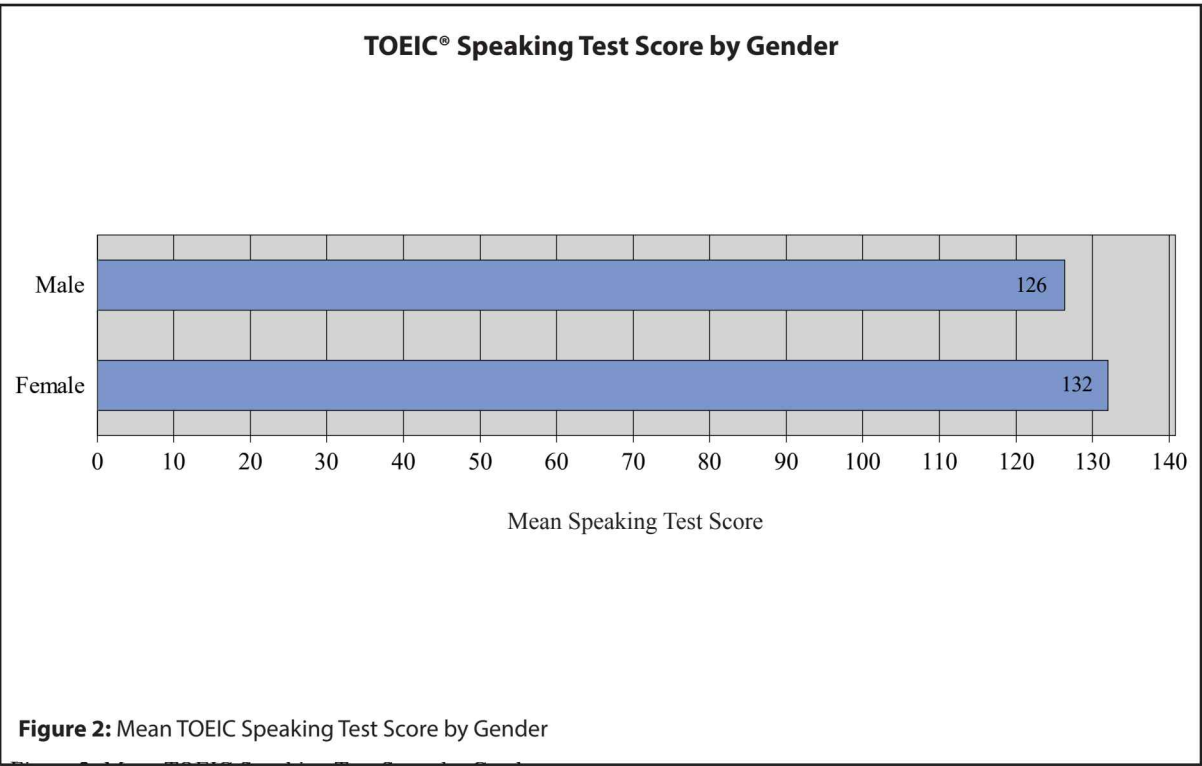
GENDER

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 (78%), Chile (76%), Singapore and France (55% each), Japan and Mexico (54% each), the Philippines (52%), and South Korea (51%).

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

countries included Brazil (73%), Costa Rica (67%), Hong Kong (64%), Vietnam (63%), El Salvador (60%), the United States (53%), Thailand and Spain (52% each), and Colombia (51%).

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

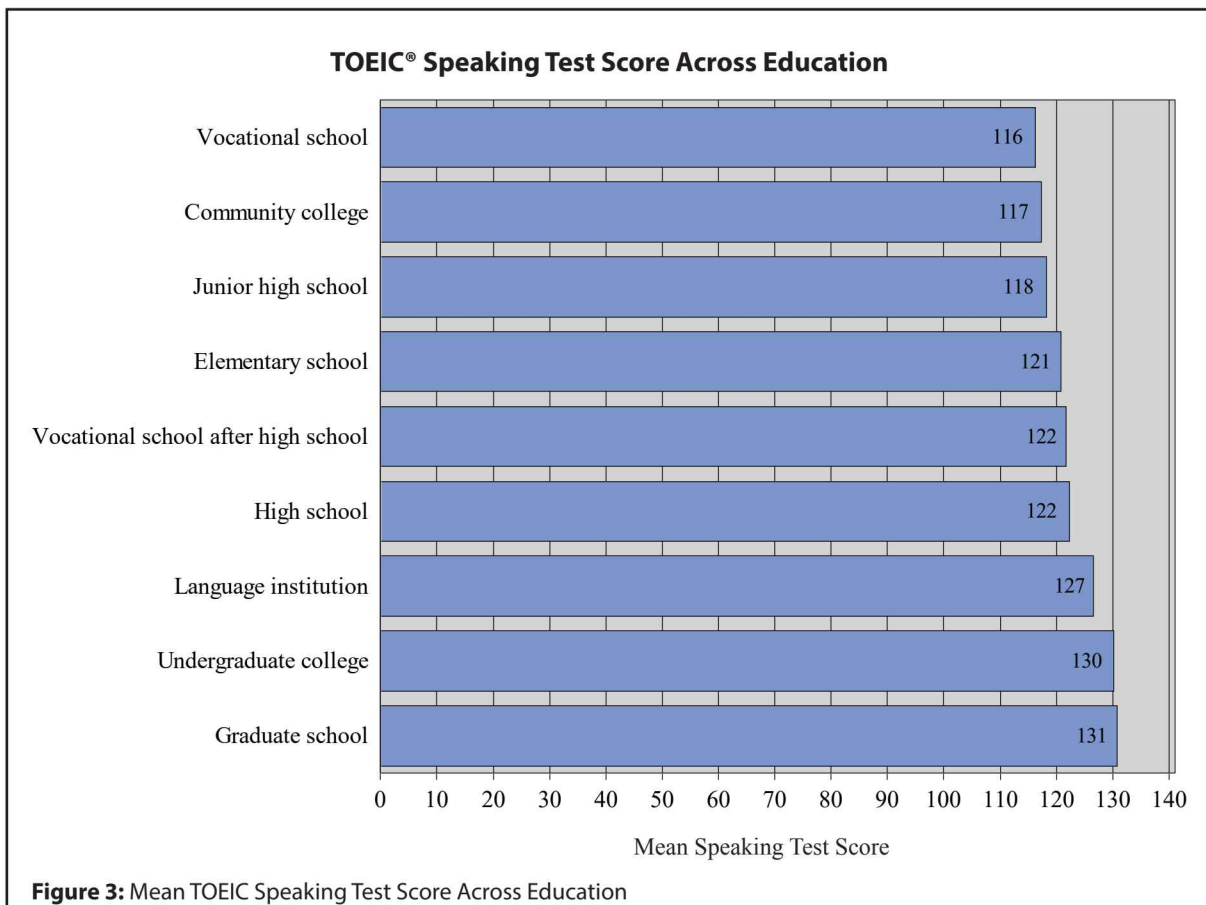


EDUCATION

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 (14%) than women (10%) held or were pursuing a graduate degree.

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

of educational level are somewhat subjective. Results show that South Korea (74%), the Philippines (69%), Japan (60%), Singapore (58%), Thailand (52%), and Taiwan (51%) had the highest proportion of test takers holding or pursuing an undergraduate degree, while China (47%) had the largest proportion of test takers holding or pursuing a graduate degree. Vietnam (74%) and Hong Kong (43%) had the highest proportions of test takers with an elementary school education.

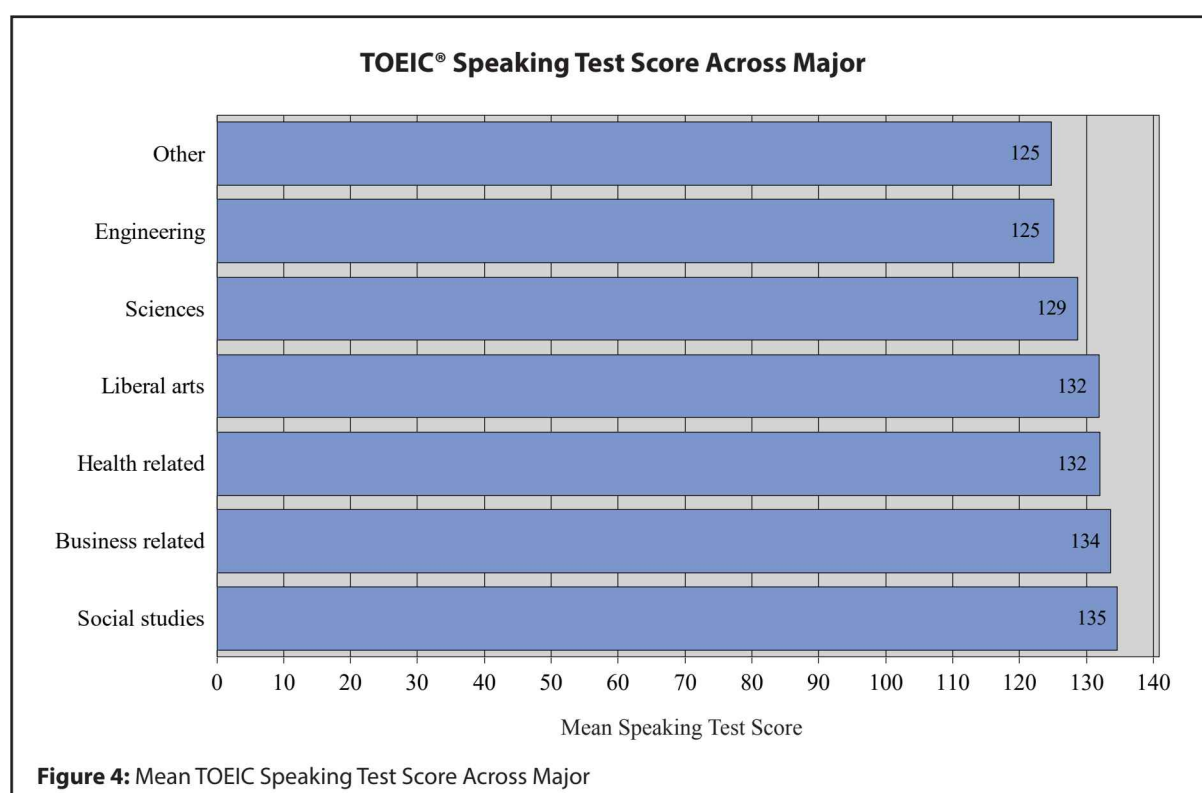


ACADEMIC MAJOR

The largest percentage of TOEIC® Speaking test takers majored in engineering (38%). China (51%) and South Korea (41%) had the highest percentages of test takers with an engineering major. Liberal arts (20%) and business-related majors (13%) were the second and third most popular majors. Vietnam (80%), Hong Kong (48%), Taiwan (34%) and Japan (28%) had the highest percentages of test takers in liberal arts majors.

Singapore (33%) had a high percentage of test takers with business-related majors.

Across all test takers, more females (29%) majored in liberal arts than males (11%), and more males (55%) majored in engineering than females (20%).

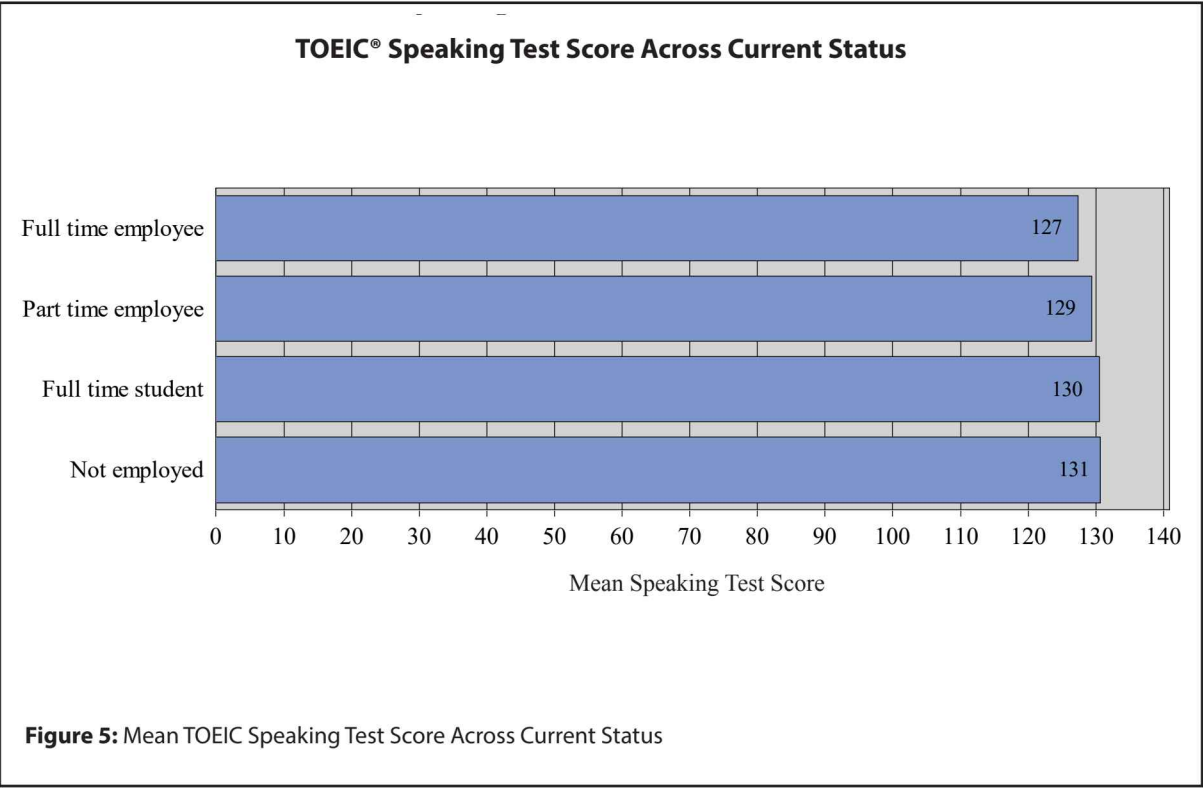


EMPLOYMENT STATUS

Overall, the majority of TOEIC® Speaking test takers were full-time employees (41%) or full-time students (35%). Countries such as Thailand (95%), Vietnam (93%), Singapore (92%), China (91%), Hong Kong (90%), Chile (72%), Mexico (68%), Indonesia (60%), Japan and the United States (59% each), Colombia (58%), Costa Rica (56%), Brazil (53%), and France (49%) had high proportions of

full-time employees. El Salvador (86%) and the Philippines (71%) had the highest proportions of full-time students.

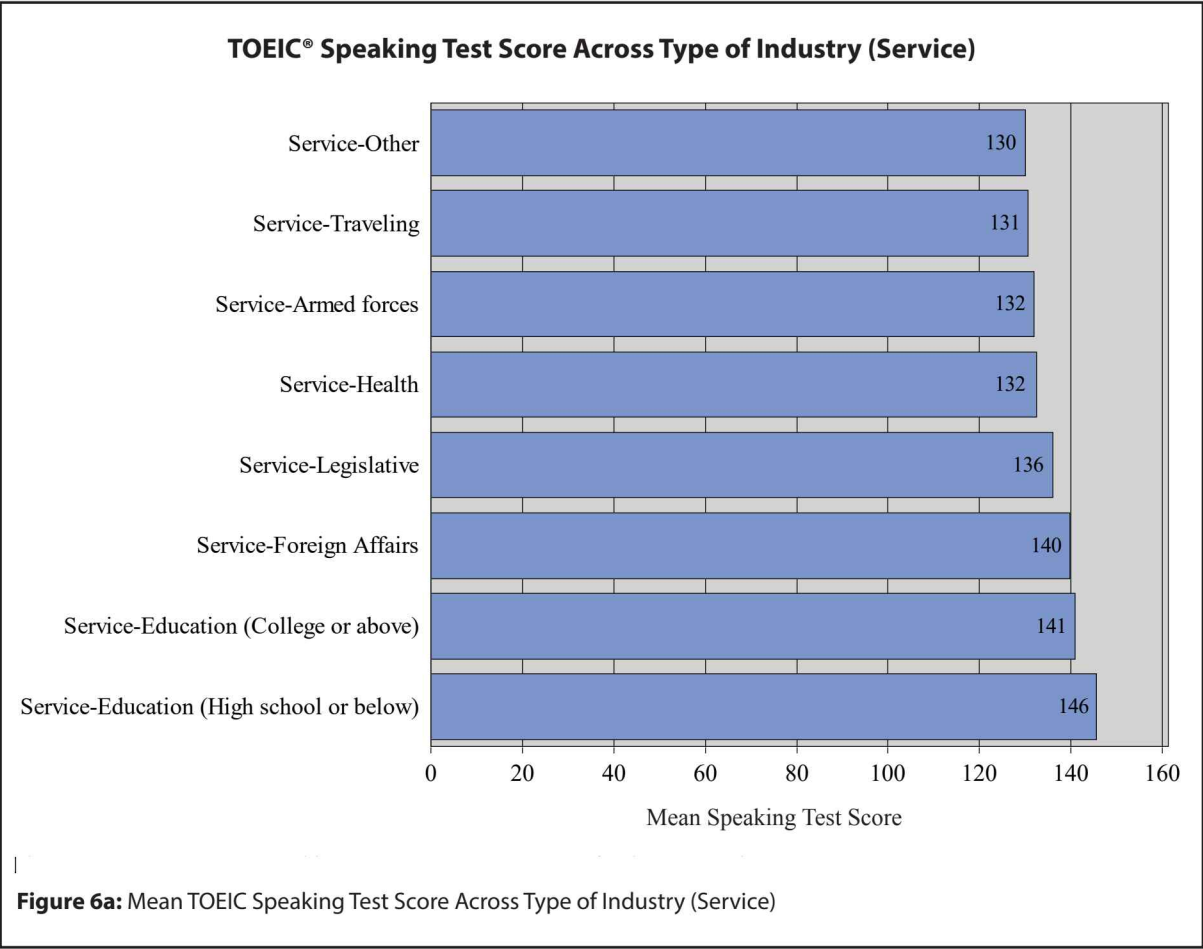
More males (48%) than females (34%) were full-time employees. More females (36%) than males (34%) were full-time students.



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)

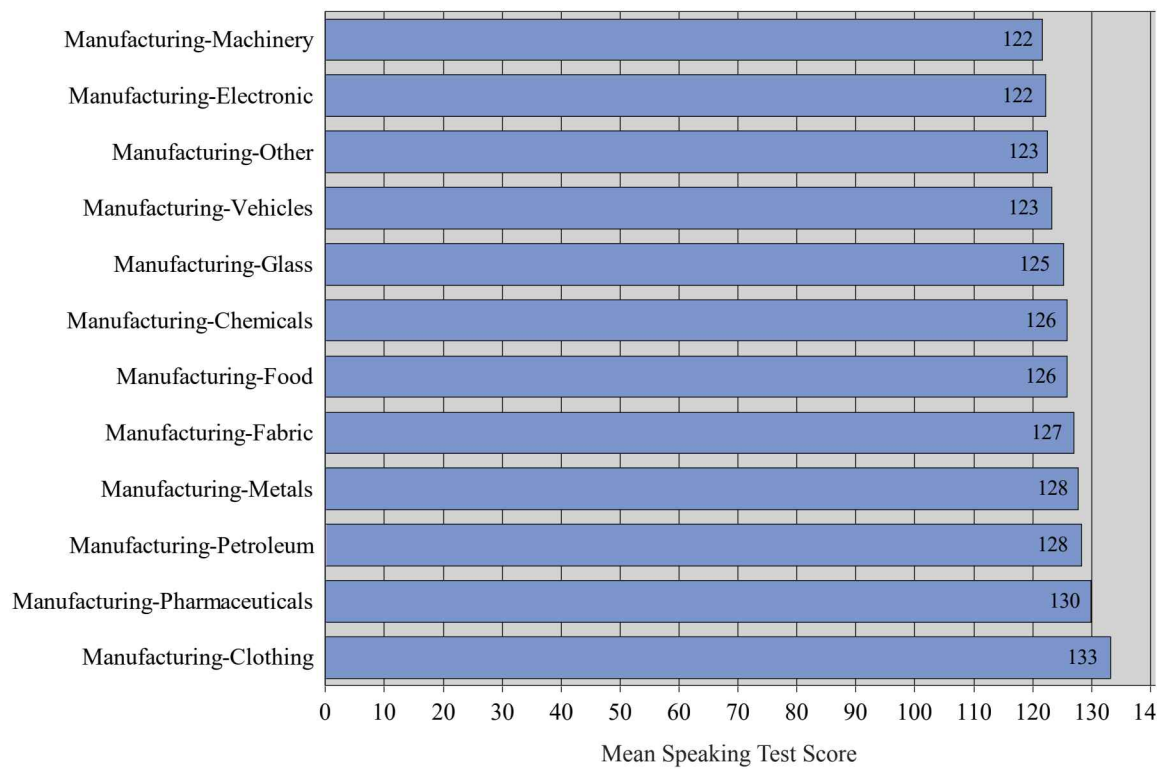
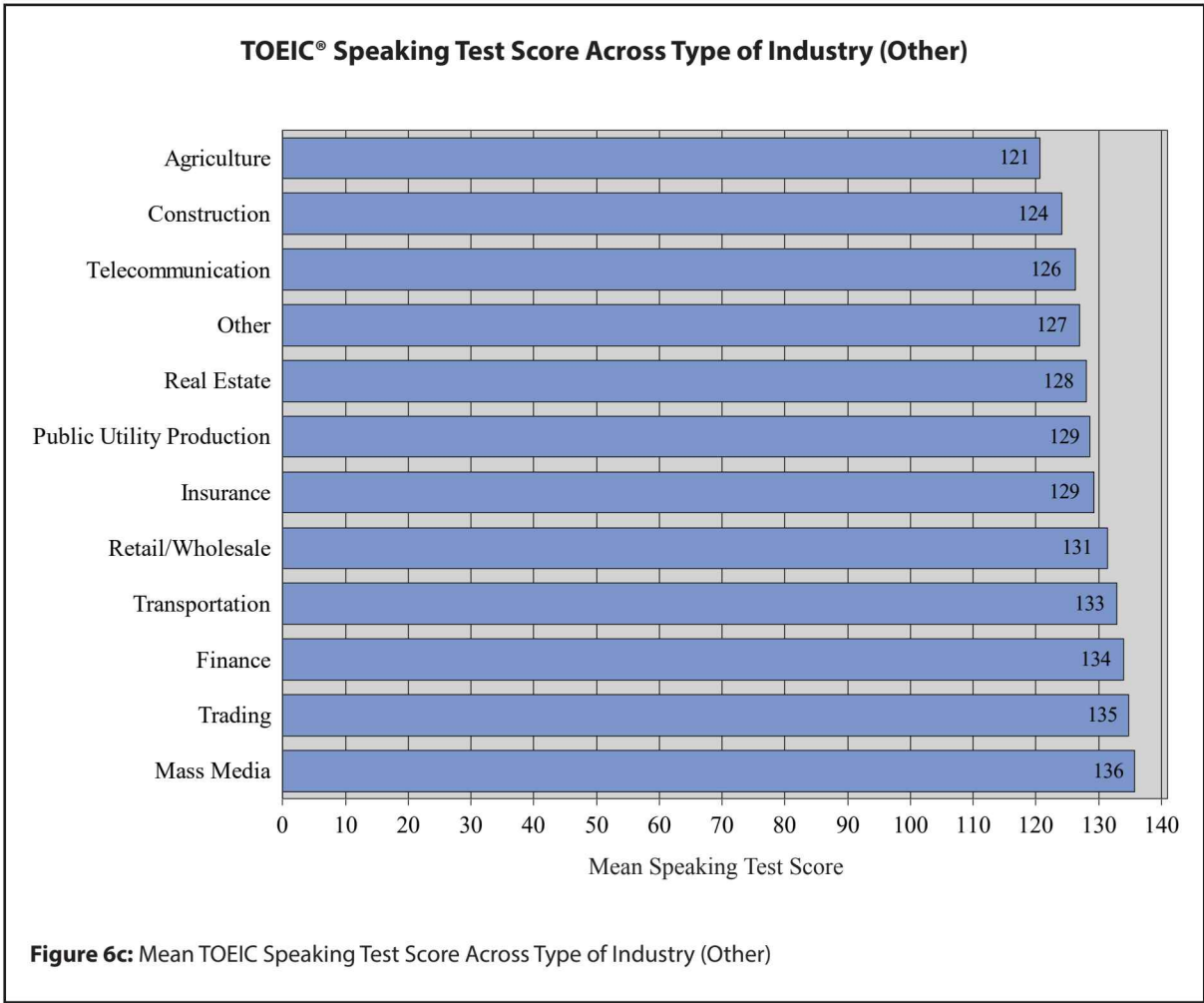


Figure 6b: Mean TOEIC Speaking Test Score Across Type of Industry (Manufacturing)

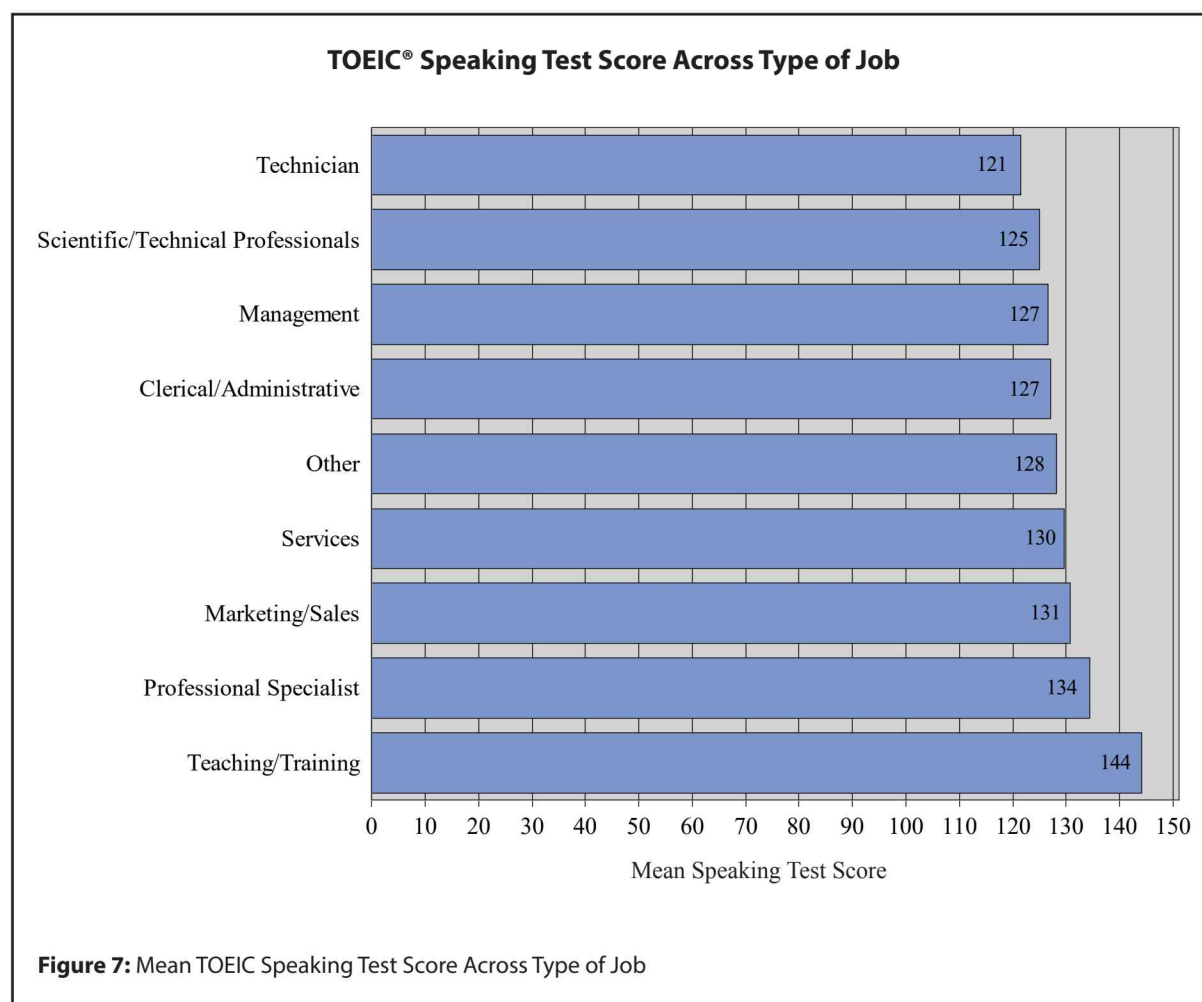


TYPE OF JOB

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

South Korea (28%) had the largest percentage of test takers working in clerical/administrative positions. Vietnam (84%) and Hong Kong (51%) had large proportions of test takers in management positions. A large percent of test takers in El Salvador (87%) and Costa Rica (68%) were teaching/training professionals.

Overall, more females (15%) worked in services positions than males (4%). More males (20%) worked in technician positions than females (5%). More males (17%) worked in scientific/technical positions than females (8%).



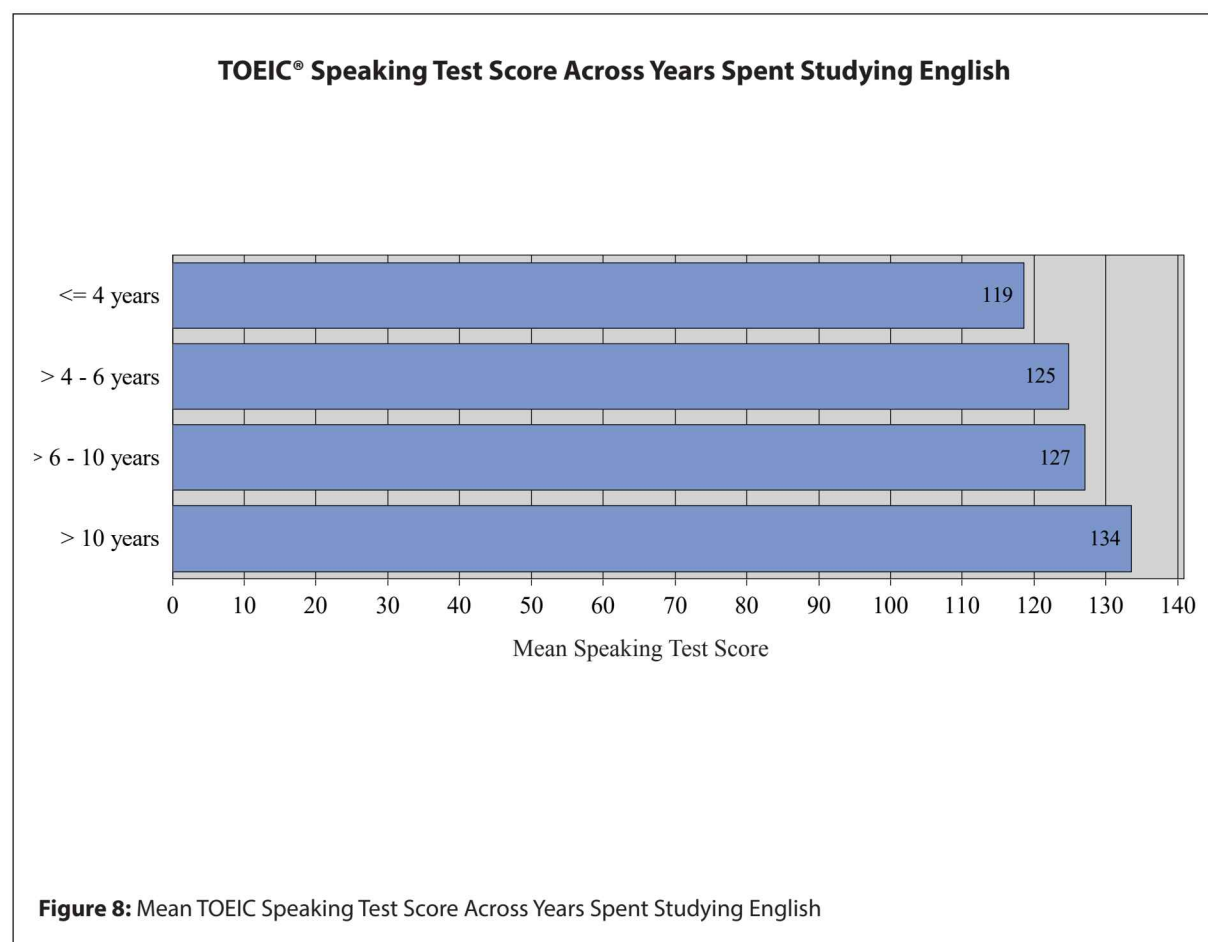
YEARS SPENT STUDYING ENGLISH

Seventy-six percent of 2024 test takers indicated that they had studied English for more than six years.

Most test takers in El Salvador (88%), Vietnam (86%), Hong Kong (64%) and Chile (54%) had studied English for no more than four years. In contrast, most test takers in Taiwan (70%), Japan (62%), the Philippines (60%), Singapore (58%),

South Korea (56%), Spain (49%), China (46%), and France (45%) had studied English for more than 10 years.

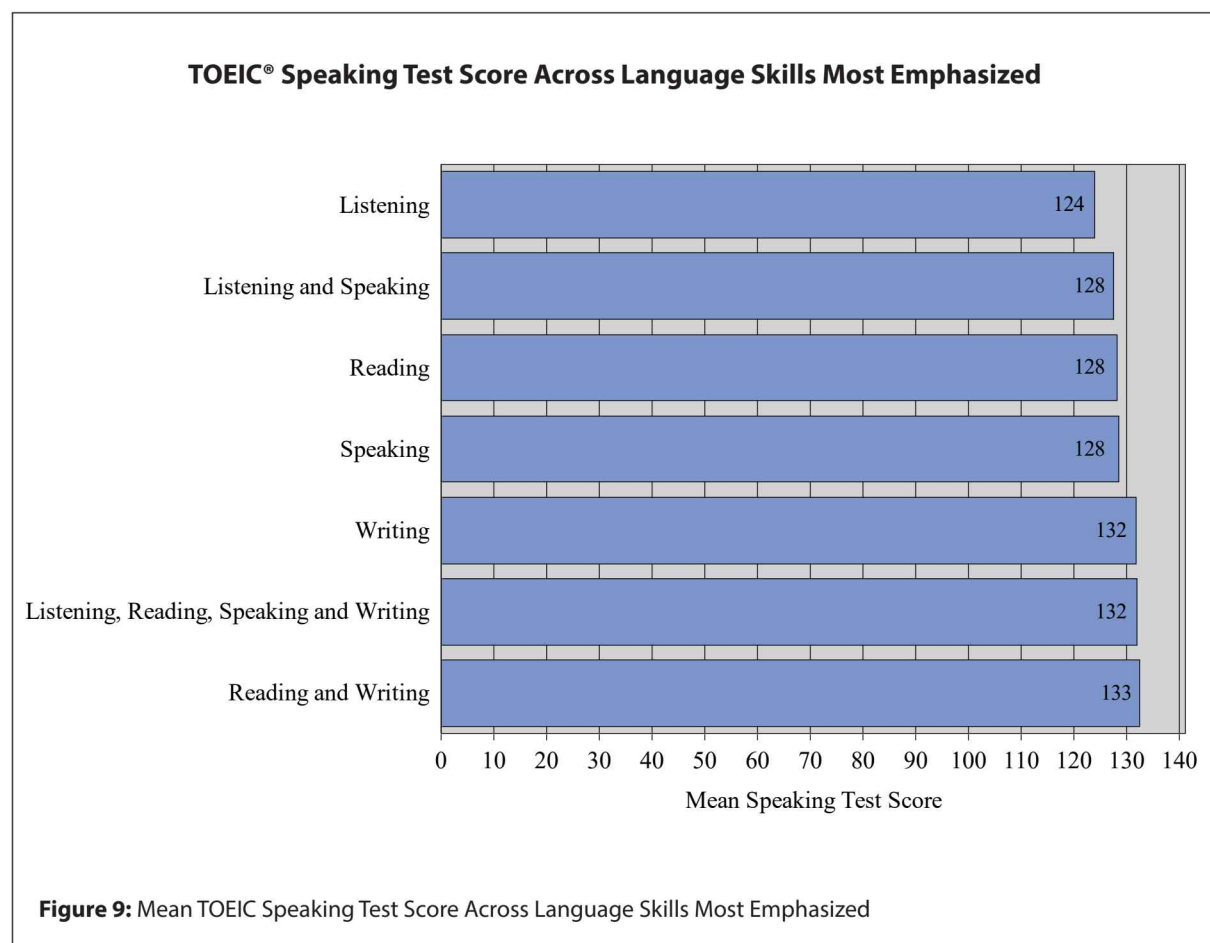
Overall, females (58%) had a higher percentage than males (50%) who had studied English for more than ten years.



TYPE OF LANGUAGE SKILL MOST EMPHASIZED WHEN STUDYING ENGLISH

Overall, 37% of test takers indicated that all four English language skills (Listening, Reading, Speaking, and Writing) were emphasized during their studies. Twenty-eight percent of test takers indicated that Listening and Speaking skills were the skills most emphasized.

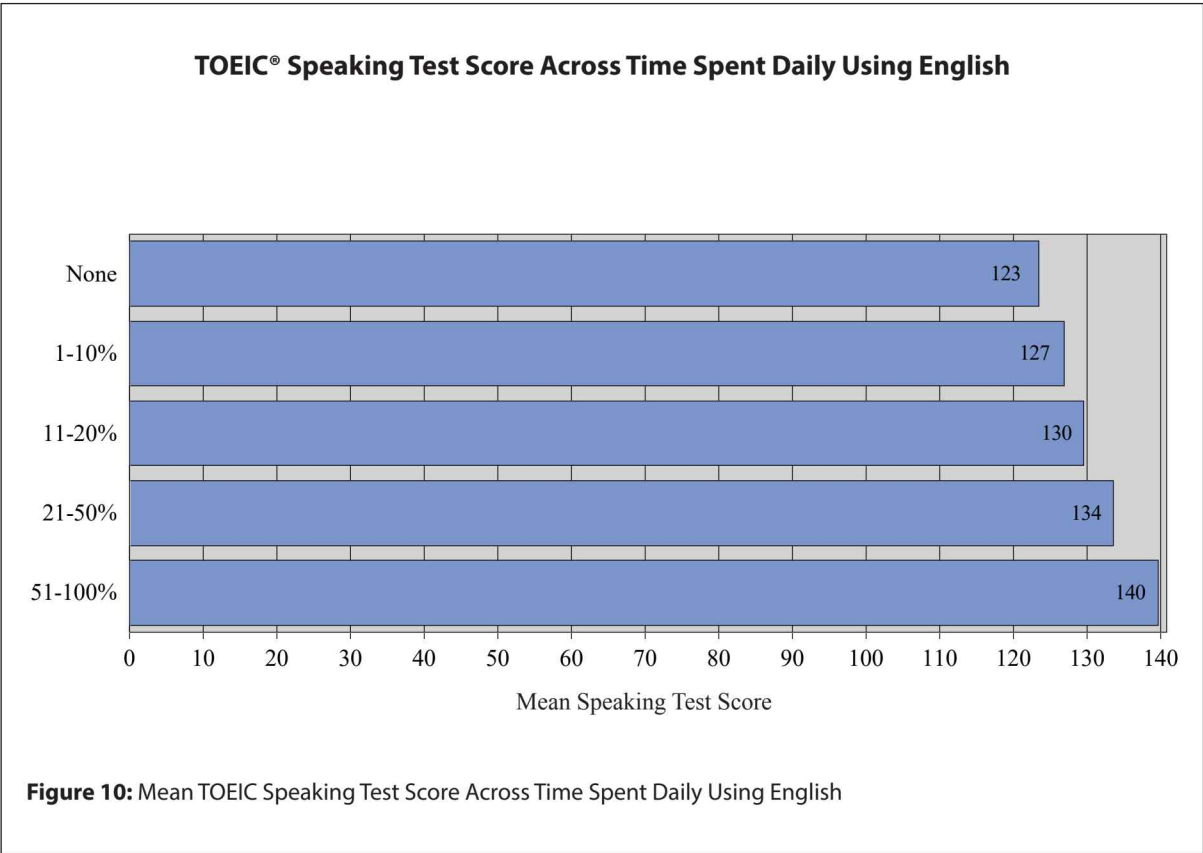
Many test takers from El Salvador (64%), Taiwan (43%), South Korea (40%), and the Philippines (36%) indicated an emphasis on all four English language skills. Meanwhile, most test takers from Vietnam (85%) and Hong Kong (46%) indicated an emphasis on the Listening skill only.



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 South Korea (40%), Japan (39%), and China and Chile (38% each).

Many test takers from Vietnam (81%) and Hong Kong (45%) 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. Nineteen percent used Listening and Speaking most often, and 18% of test takers used all four skills most often. Listening was the most often used skill in Vietnam (85%), Hong Kong (48%), and Japan (31%). Reading was

the most often used skill in Chile (53%), Taiwan (34%) and China (30%).

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

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

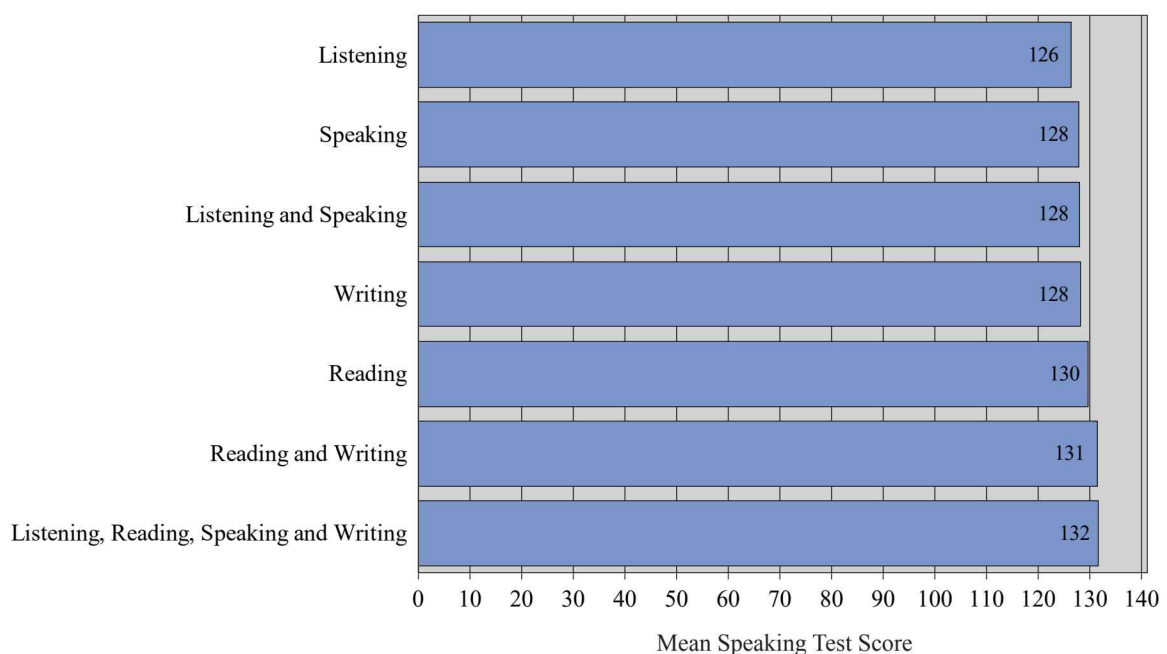
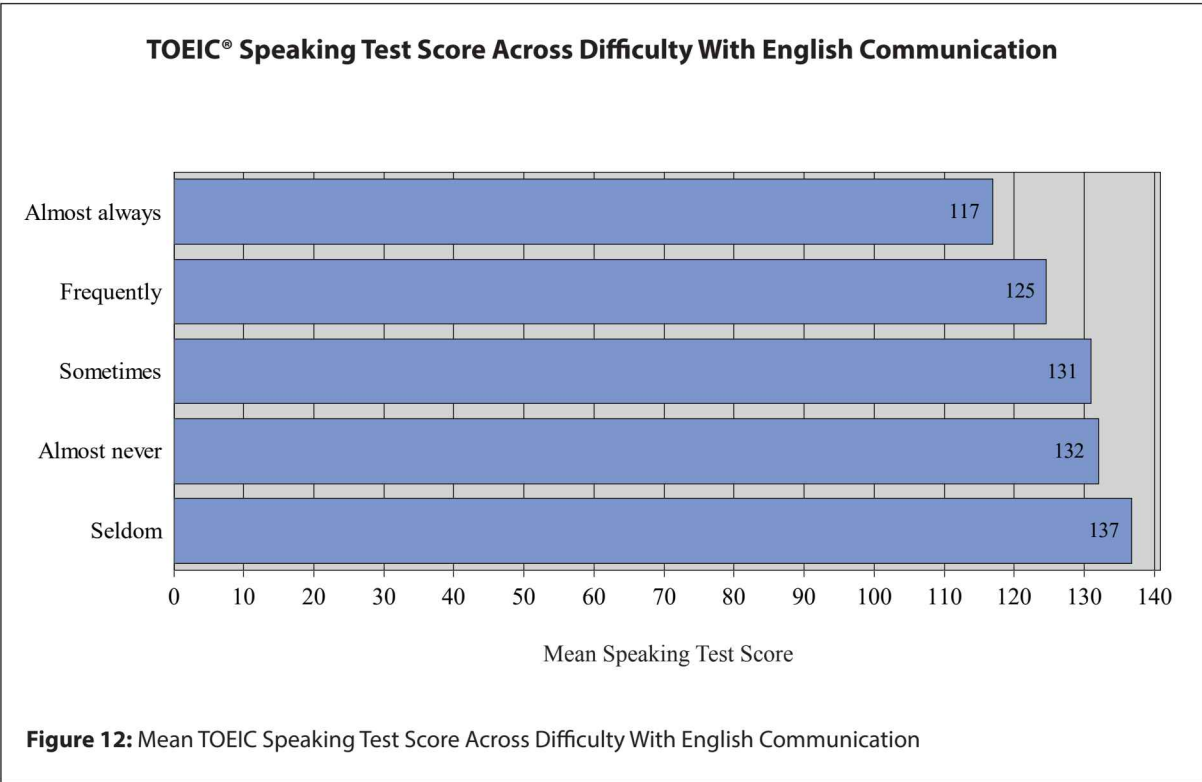


Figure 11: Mean TOEIC Speaking Test Score Across English Language Skills Used Most Often

DIFFICULTY WITH ENGLISH AFFECTING COMMUNICATION

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

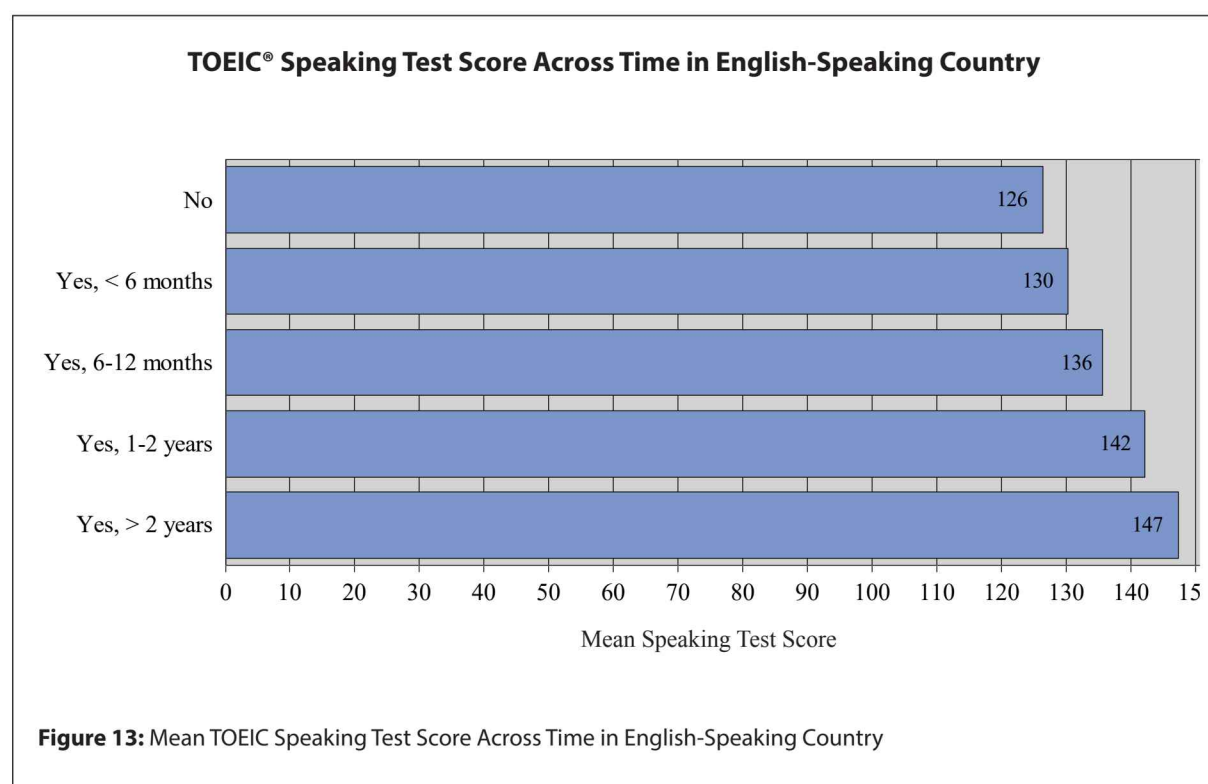
The majority of test takers in Vietnam (83%) indicated that difficulty with English had “Almost never” affected their ability to communicate.



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-five 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 (99%), El Salvador (95%), the Philippines (90%), Hong Kong (89%), Costa Rica (86%), Indonesia (84%), and Chile (81%) reported that they had never spent time in an English-speaking country. The United States (57%) had the highest percentage of test takers who had spent more than two years in an English-speaking country.



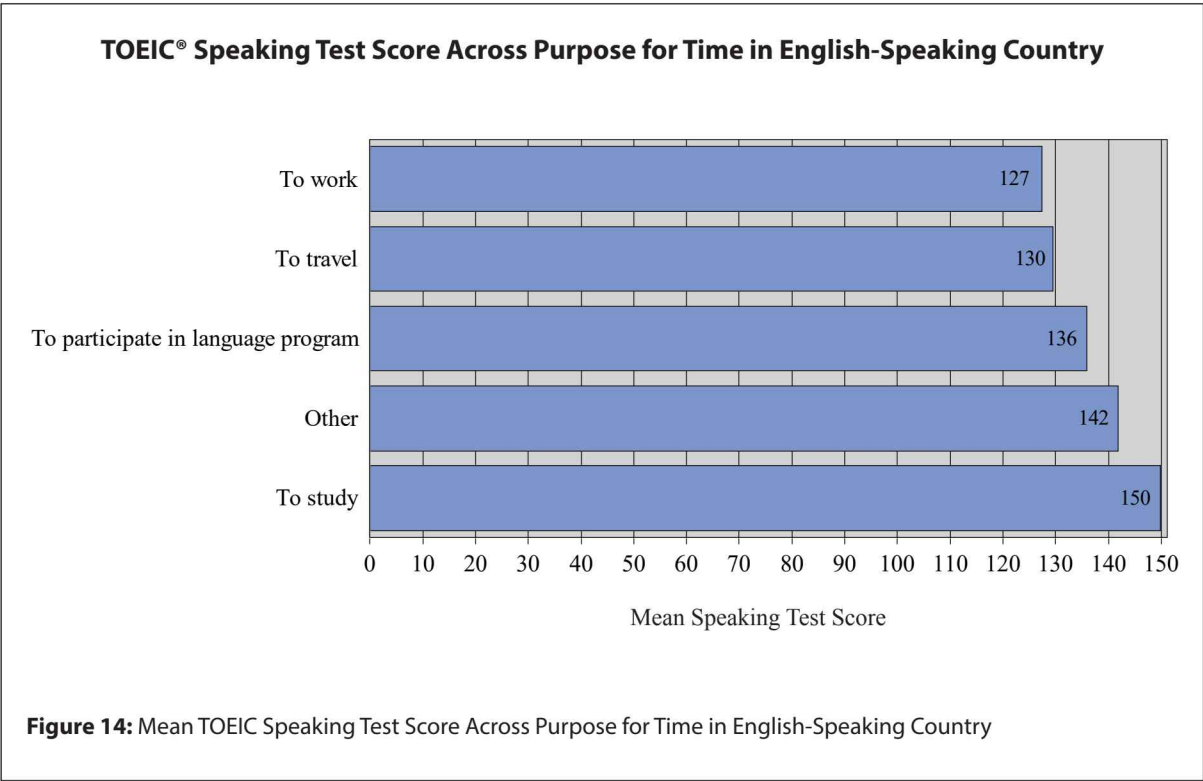
PURPOSE FOR TIME IN A NATIVE ENGLISH-SPEAKING COUNTRY

In response to a question asking, “What was your main purpose for living in a country in which English is the main spoken language?,” 40% indicated travel as their purpose for spending time there. Twenty-seven percent of test takers indicated they did so for the purpose of participating in a language program.

Many test takers in China (73%), the United States (69%), Brazil and Thailand (56% each), and Singapore (55%) indicated work as their purpose. Many test takers in Indonesia (64%) spent time in

an English-speaking country to study. Many test takers in South Korea (43%) and the Philippines (36%) spent time in an English-speaking country to travel.

More females (32%) than males (22%) indicated that their purpose was to participate in a language program. More males (20%) than females (7%) indicated that their purpose was to work.



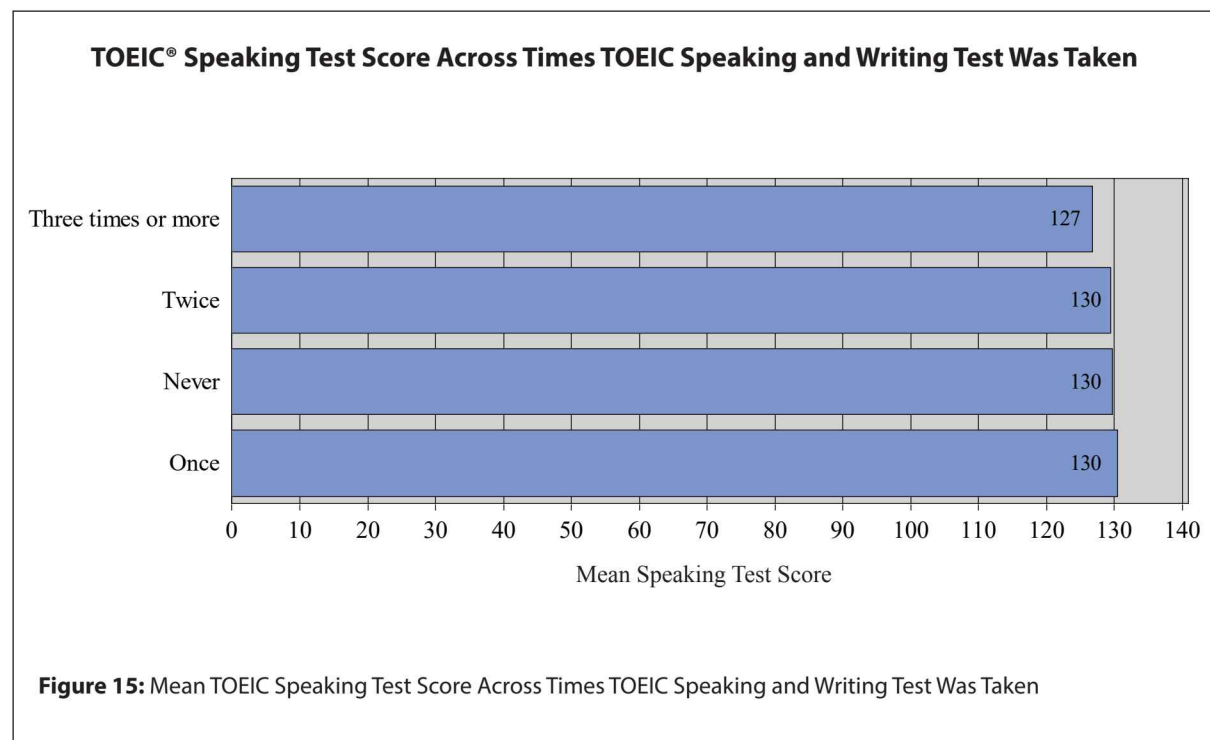
TOEIC® SPEAKING TEST-TAKING EXPERIENCE

Overall, 56% 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 5% in Vietnam to a high of 81% in China.

In general, more females (46%) than males (41%) had never taken the TOEIC Speaking test before. More males (26%) than females (19%) had taken the test three times or more previously.



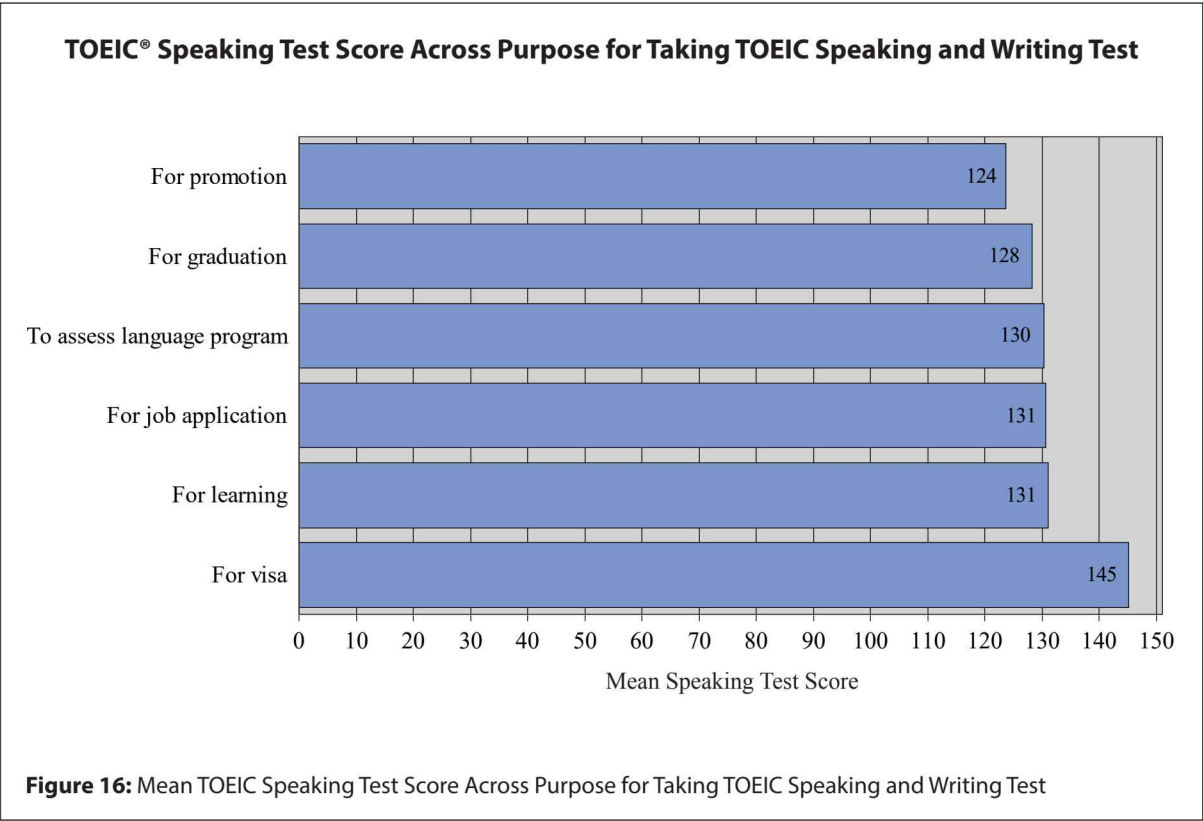
PURPOSE FOR TAKING THE TOEIC® SPEAKING TEST

A high percentage of test takers indicated that their purpose for taking the TOEIC® Speaking test was for job application (54%) or for promotion (17%).

Most test takers in Vietnam (88%), Brazil (72%), Hong Kong (61%), the United States (60%), South Korea (56%), Costa Rica (53%), and China (52%) took the test for job application purposes. Many test takers in Japan (48%) and Indonesia (43%)

took the test for learning. In the Philippines (67%) and El Salvador (52%), many test takers took the test for graduation.

More females (62%) than males (47%) indicated that their purpose for taking the test was for job application. More males (22%) than females (12%) took the test for job promotion.



DESCRIPTION OF TOEIC® WRITING TEST TAKERS IN 2024

Background information was collected from all test takers who took the TOEIC® Writing test in 2024 (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.

- 52% of test takers were female;
- Many test takers (45%) had an undergraduate degree as their highest level of education or were pursuing one;
- 46% of test takers majored in liberal arts while 11% and 14% majored in engineering and business-related majors, respectively;
- 59% of test takers were full-time employees, while 25% were full-time students;
- Among those employed, 24% and 15% of test takers worked in the service industry and manufacturing industry, respectively;
- 42% of test takers worked in management positions, 12% of test takers worked in scientific/technical professional positions, and 9% of test takers worked in clerical/administrative positions;
- 58% of test takers had spent more than 6 years studying English;
- 27% of test takers indicated Listening, Reading, Speaking, and Writing as their most emphasized skills when studying English;
- 23% of test takers used English 1 to 10% of the time in their daily life;
- 40% and 19% of test takers selected Listening and Reading, respectively, as their most often used English language skill;
- 32% of test takers “sometimes” had difficulty with English communication;
- 73% 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;
- 74% of test takers who took the TOEIC Writing test in 2024 had never taken it before;
- 43% of test takers took the TOEIC Writing test for job application, 20% 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.

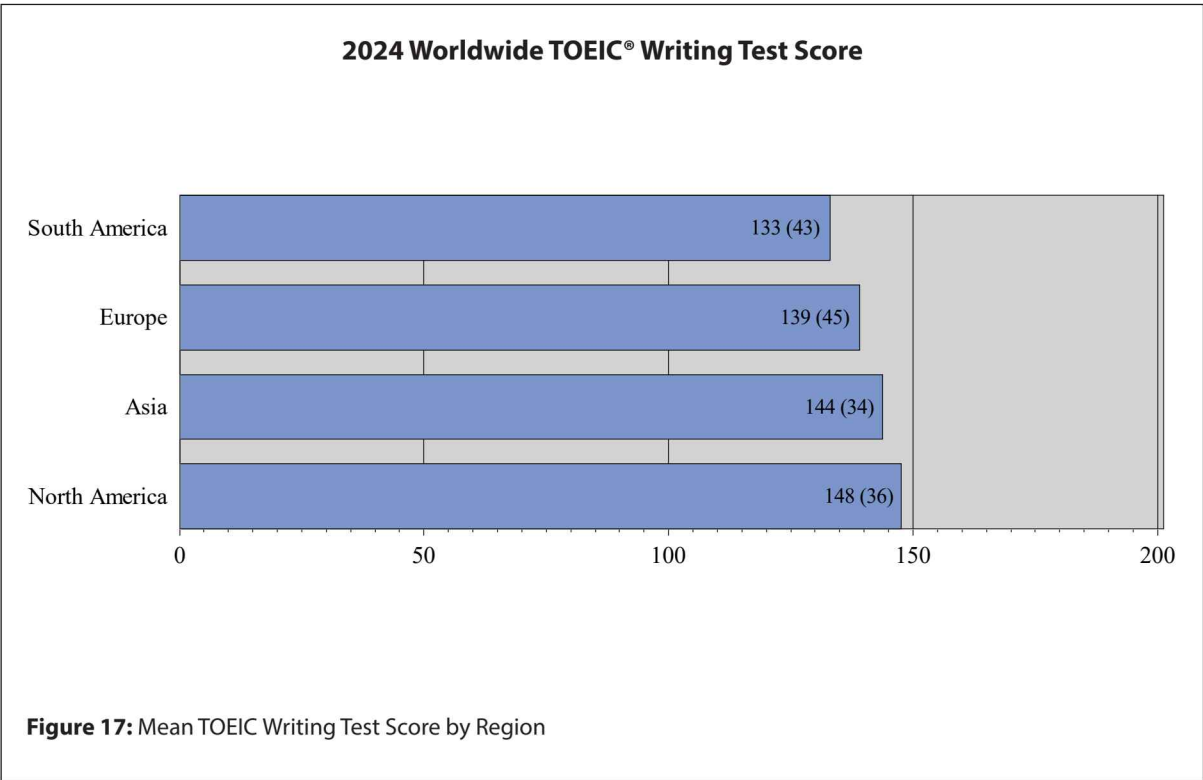


TABLE 3: MEAN TOEIC® WRITING PERFORMANCE BY COUNTRY

Country	Writing	
	Mean	(SD)*
BRAZIL	130	(51)
CHILE	132	(42)
CHINA	143	(30)
COLOMBIA	148	(35)
COSTA RICA	148	(41)
EL SALVADOR	152	(27)
FRANCE	135	(47)
HONG KONG	117	(51)
INDONESIA	151	(26)
JAPAN	130	(38)
KOREA, SOUTH	150	(30)
MEXICO	147	(33)
PHILIPPINES	167	(26)
SINGAPORE	139	(20)
SPAIN	157	(29)
TAIWAN	157	(22)
THAILAND	152	(26)
UNITED STATES	137	(44)
VIETNAM	154	(22)

*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	52.5	153	(28)
	Male	47.5	151	(30)
Education	Elementary school	25.7	151	(24)
	Junior high school	0.7	137	(37)
	High school	7.6	138	(35)
	Vocational school	0.5	135	(34)
	Vocational school after high school	1.7	143	(32)
	Community college	3.0	137	(33)
	Undergraduate college	44.8	151	(27)
	Graduate school	15.0	155	(24)
	Language institution	1.0	148	(33)
Major	Liberal arts	45.5	152	(25)
	Social studies	8.3	151	(27)
	Business related	13.5	154	(27)
	Sciences	8.4	149	(28)
	Health related	4.7	151	(26)
	Engineering	10.5	147	(27)
	Other	9.1	141	(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	58.6	150	(27)
	Part time employee	6.9	153	(29)
	Not employed	9.3	156	(29)
	Full time student	25.3	154	(32)
Type of Industry	Agriculture	36.2	151	(24)
	Construction	1.2	147	(31)
	Manufacturing-Food	1.2	143	(29)
	Manufacturing-Pharmaceuticals	1.2	151	(23)
	Manufacturing-Chemicals	1.0	146	(27)
	Manufacturing-Fabric	0.3	141	(30)
	Manufacturing-Petroleum	0.4	150	(21)
	Manufacturing-Metals	1.0	143	(26)
	Manufacturing-Machinery	2.2	142	(28)
	Manufacturing-Electronic	3.4	146	(30)
	Manufacturing-Vehicles	1.1	146	(32)
	Manufacturing-Glass**			
	Manufacturing-Clothing	1.5	146	(27)
	Manufacturing-Other	1.8	142	(33)
	Service-Education (High school or below)	4.5	159	(25)
	Service-Education (College or above)	2.9	162	(24)

*SD = Standard Deviation

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

TABLE 4: MEAN TOEIC® WRITING PERFORMANCE BY DEMOGRAPHIC CATEGORIES (CONTINUED)

		% of Test Takers	Writing	
			Mean	(SD)*
Type of Industry (cont.)	Service-Legislative	2.8	152	(26)
	Service-Foreign Affairs	0.4	158	(27)
	Service-Armed forces	1.2	146	(31)
	Service-Health	3.4	153	(28)
	Service-Traveling	1.7	149	(29)
	Service-Other	7.1	150	(30)
	Public Utility Production	1.0	148	(28)
	Mass Media	1.0	157	(28)
	Telecommunication	1.9	148	(32)
	Retail/Wholesale	1.1	149	(31)
	Trading	2.1	144	(30)
	Finance	4.4	154	(27)
	Insurance	0.6	150	(25)
	Real Estate	0.4	150	(33)
	Transportation	2.1	154	(24)
	Other	8.8	150	(32)
Type of Job	Management	41.9	152	(25)
	Scientific/Technical Professionals	11.6	148	(29)
	Teaching/Training	7.7	160	(26)
	Professional Specialist	7.1	153	(27)
	Technician	3.3	140	(30)
	Marketing/Sales	7.0	147	(29)
	Clerical/Administrative	9.0	147	(30)
	Services	5.1	152	(27)
	Other	7.4	148	(32)
Years Spent Studying English	< = 4 years	34.6	147	(30)
	> 4–6 years	7.8	146	(31)
	> 6–10 years	14.1	151	(28)
	> 10 years	43.5	160	(25)

*SD = Standard Deviation

TABLE 4: MEAN TOEIC® WRITING PERFORMANCE BY DEMOGRAPHIC CATEGORIES (CONTINUED)

		% of Test Takers	Writing	
			Mean	(SD)*
Language Skills Most Emphasized	Listening	33.7	151	(26)
	Reading	10.3	149	(33)
	Speaking	10.5	149	(29)
	Writing	2.3	152	(33)
	Listening and Speaking	11.3	151	(29)
	Reading and Writing	5.1	162	(29)
	Listening, Reading, Speaking, and Writing	26.8	159	(26)
Time Spent Daily Using English	None	29.6	149	(27)
	1–10%	22.5	148	(31)
	11–20%	21.1	154	(27)
	21–50%	18.0	159	(26)
	51–100%	8.8	166	(26)
English-Language Skills Used Most Often	Listening	40.0	152	(26)
	Reading	19.2	153	(29)
	Speaking	8.5	148	(33)
	Writing	3.6	153	(31)
	Listening and Speaking	8.4	152	(30)
	Reading and Writing	7.4	158	(27)
	Listening, Reading, Speaking, and Writing	12.8	159	(27)
Difficulty With English Communication	Almost never	37.2	155	(27)
	Seldom	20.1	158	(26)
	Sometimes	31.8	152	(27)
	Frequently	8.2	142	(32)
	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	73.0	153	(28)
	Yes, < 6 months	13.6	149	(29)
	Yes, 6–12 months	4.6	154	(27)
	Yes, 1–2 years	3.0	156	(26)
	Yes, > 2 years	5.9	164	(25)
Purpose for Time in English-Speaking Country	To study	27.8	159	(28)
	To participate in language program	20.6	152	(26)
	To travel	22.0	149	(29)
	To work	19.6	152	(27)
	Other	10.0	160	(28)
Times TOEIC® Speaking and Writing Test Was Taken	Never	74.0	152	(29)
	Once	13.0	152	(28)
	Twice	5.0	152	(27)
	Three times or more	8.1	151	(27)
Purpose for Taking TOEIC Speaking and Writing Test	For job application	43.2	154	(26)
	For promotion	8.7	143	(31)
	To assess language program	7.0	148	(31)
	For learning	19.9	151	(29)
	For graduation	20.9	154	(32)
	For visa	0.3	156	(23)

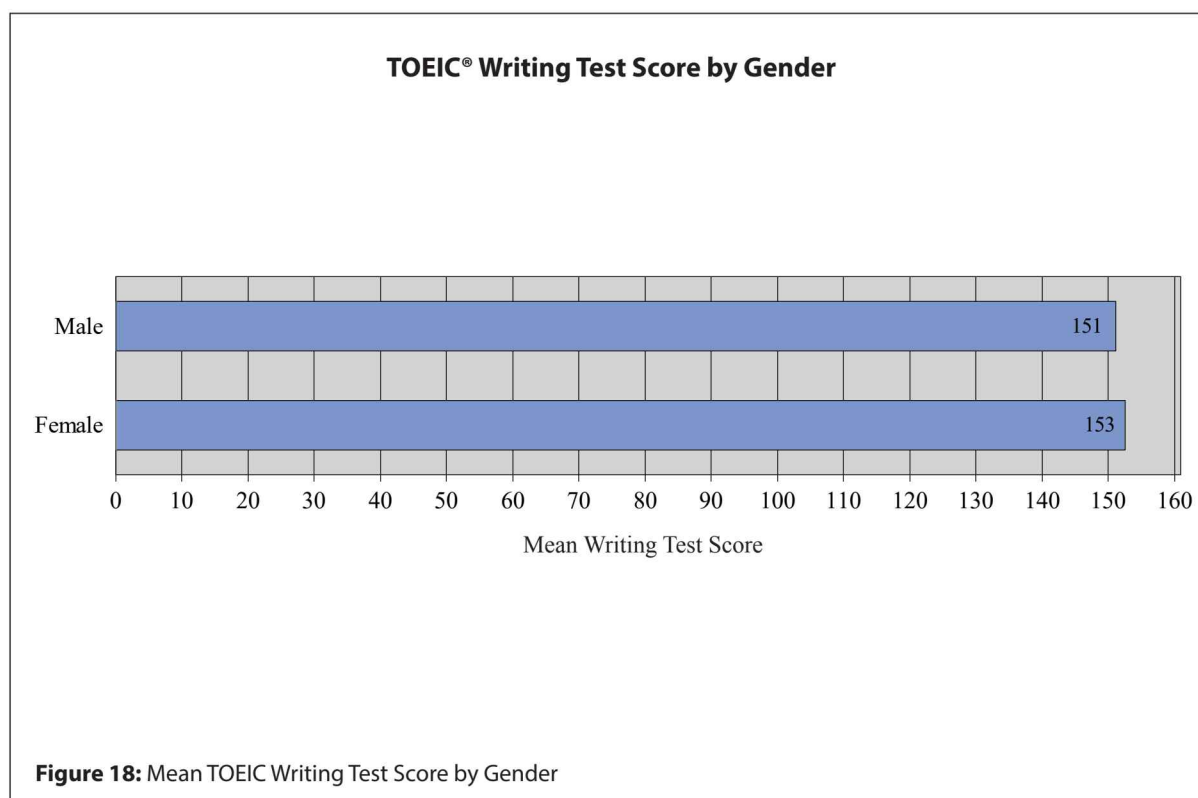
*SD = Standard Deviation

GENDER

Overall, a smaller proportion of males (48%) took the TOEIC® Writing test than females (52%) (as shown in Table 4). In Brazil (69%), Vietnam (65%), Hong Kong (64%), El Salvador (60%), Indonesia (58%), Thailand and Costa Rica (57% each), the United States (56%), Spain (52%), and Columbia (51%), large percentages of test takers were female. In Chile (76%), South Korea and Mexico

(55% each), China and Singapore (54% each), Taiwan (53%), France, Japan and the Philippines (52% each), large percentages of test takers were male.

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

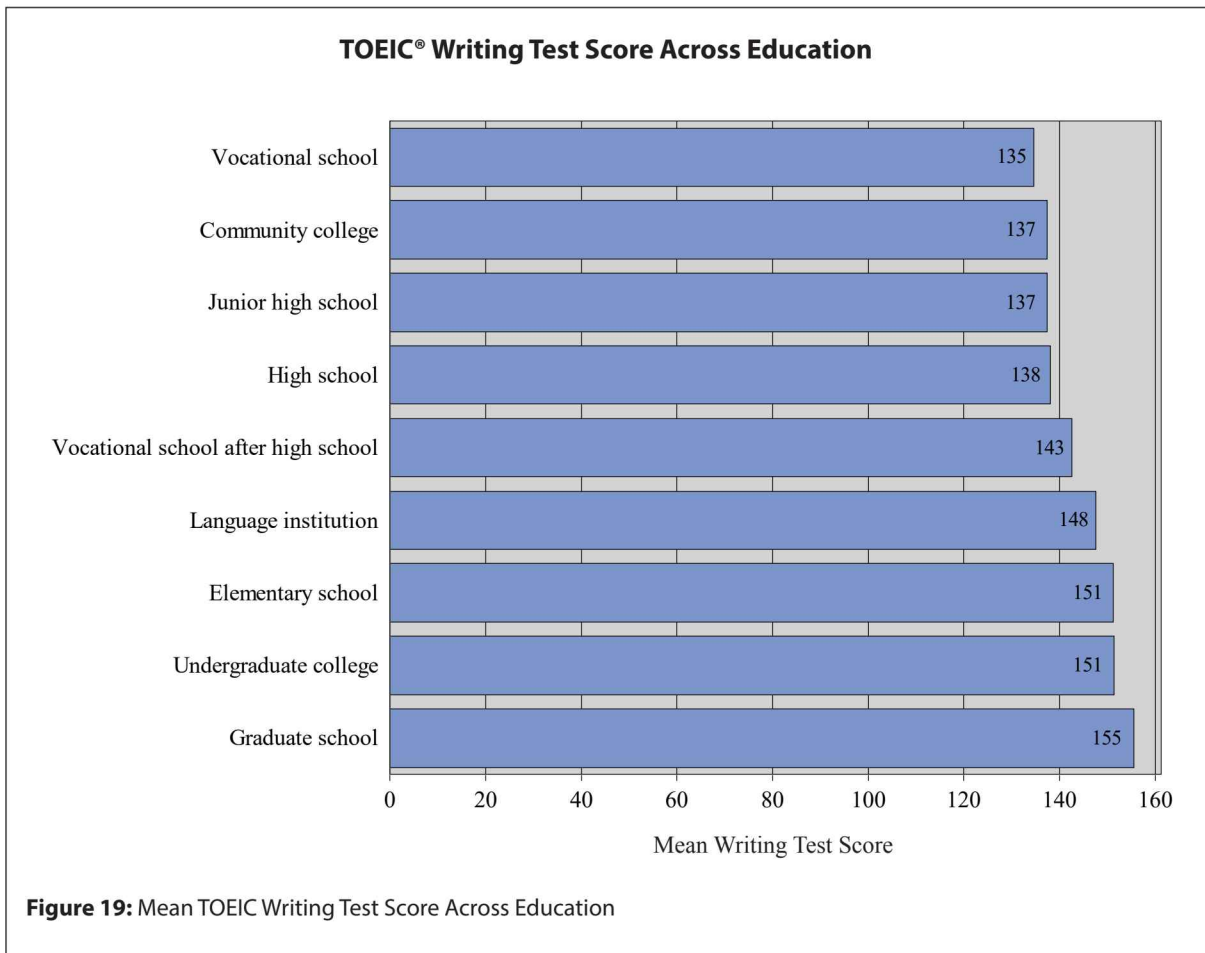


EDUCATION

Many test takers (45%) held or were pursuing an undergraduate degree as their highest level of education at the time that they answered the Background Questionnaire. Because of differences among countries in educational systems, comparisons of educational level are somewhat subjective. Results show that South Korea and the Philippines (71% each), Thailand (66%), Japan (59%), Taiwan (53%), and China (50%) 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 (43%), had high percentages of test takers with an elementary school education.

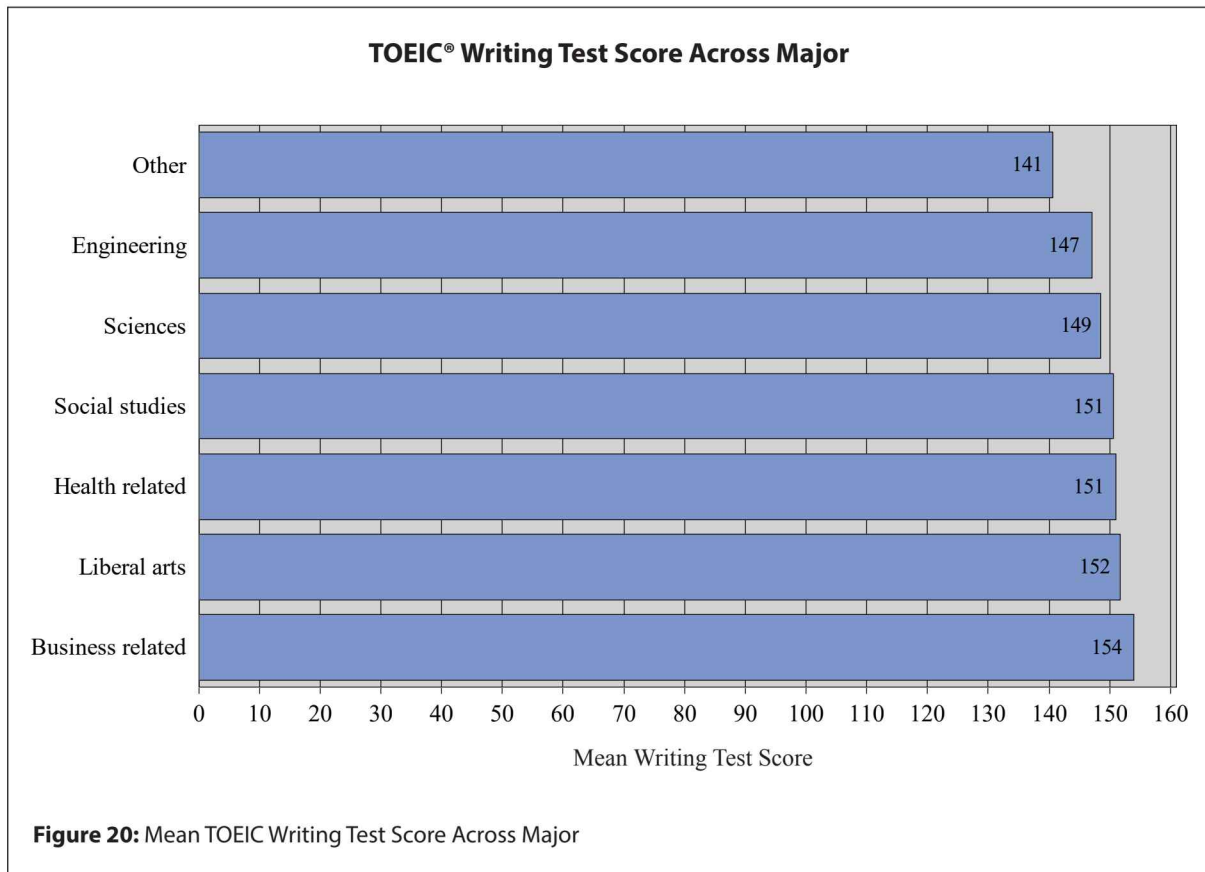
Overall, a higher percentage of males (69%) than females (52%) held or were pursuing an undergraduate degree or a graduate degree.



ACADEMIC MAJOR

Overall, the largest percentage of TOEIC® Writing test takers majored in liberal arts (46%). Most test takers in Vietnam (82%) majored in liberal arts. In China, many test takers majored in engineering (40%).

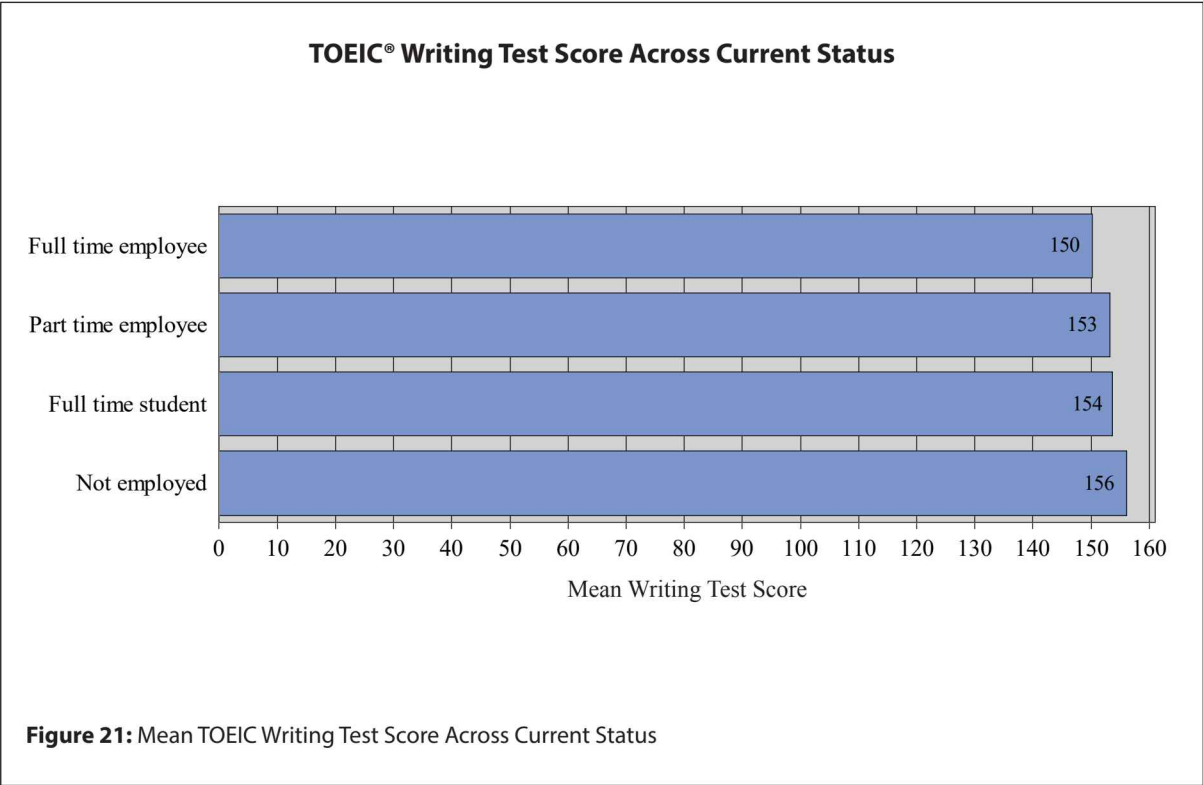
Across all test takers, more females (57%) majored in liberal arts than males (32%), and more males (31%) majored in engineering or science than females (9%).



EMPLOYMENT STATUS

Overall, many TOEIC® Writing test takers were full-time employees (59%). Countries such as China (96%), Vietnam (92%), Hong Kong (90%), Mexico (85%), Thailand (83%), Singapore (75%), Chile (72%), South Korea (63%), the United States (60%), Colombia (57%), and Japan (54%) had the highest proportions of full-time employees.

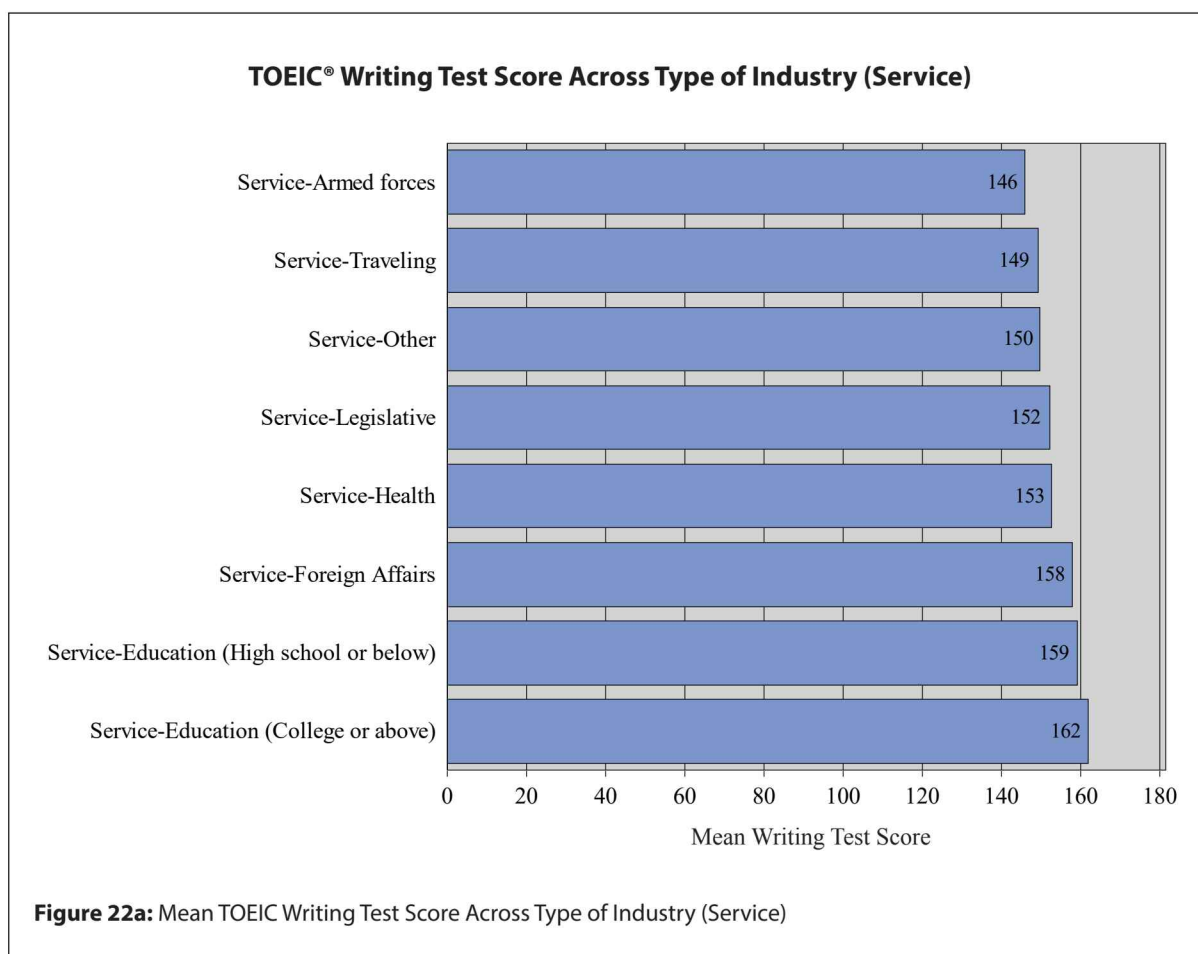
Twenty-five percent of test takers indicated they were full-time students. Test takers in El Salvador (86%) and the Philippines (71%) were mostly full-time students

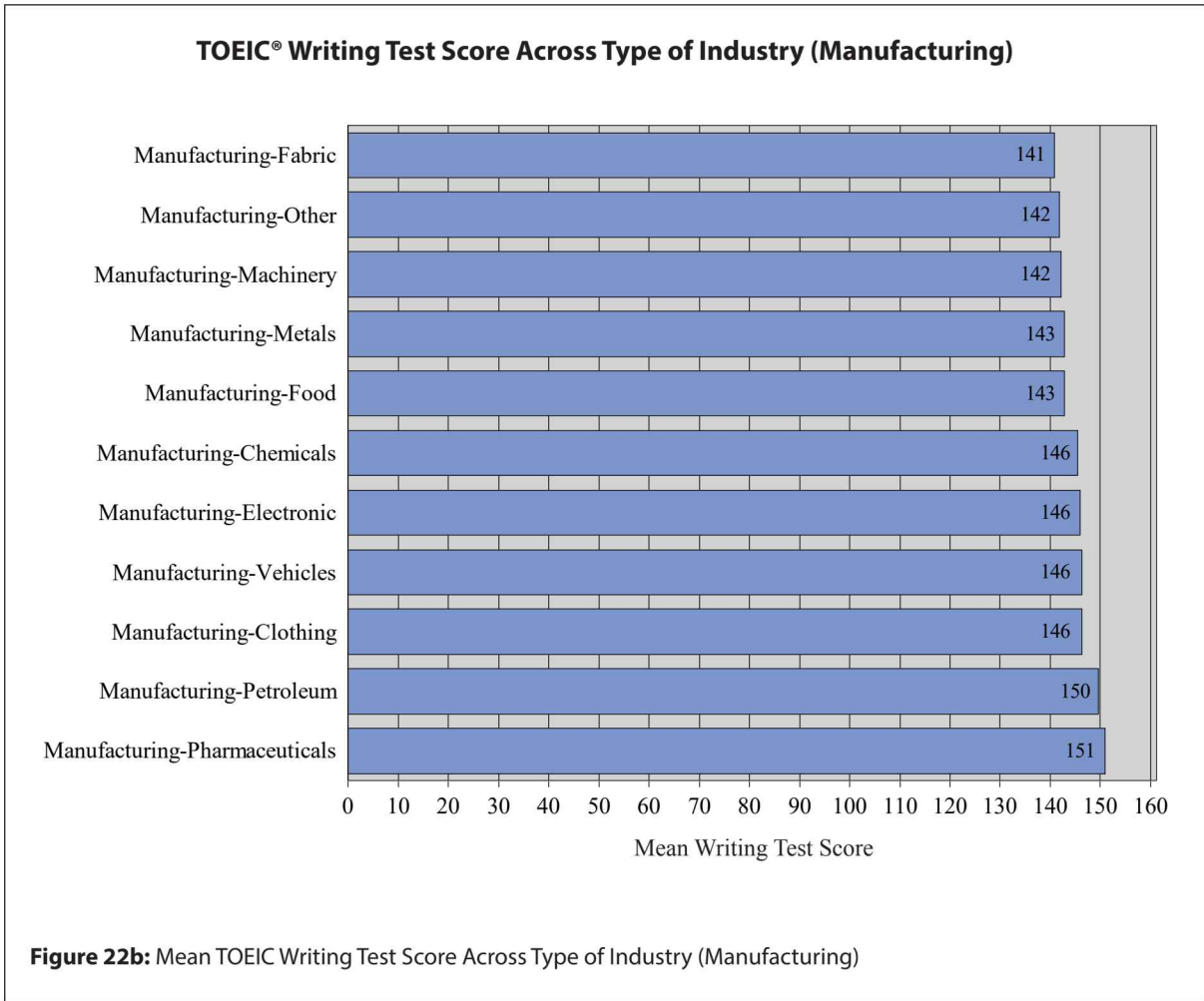


TYPE OF INDUSTRY

As seen in Table 4, 39% of test takers who were employed full-time worked in either the manufacturing or the service industries. Thirty-six 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.





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

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

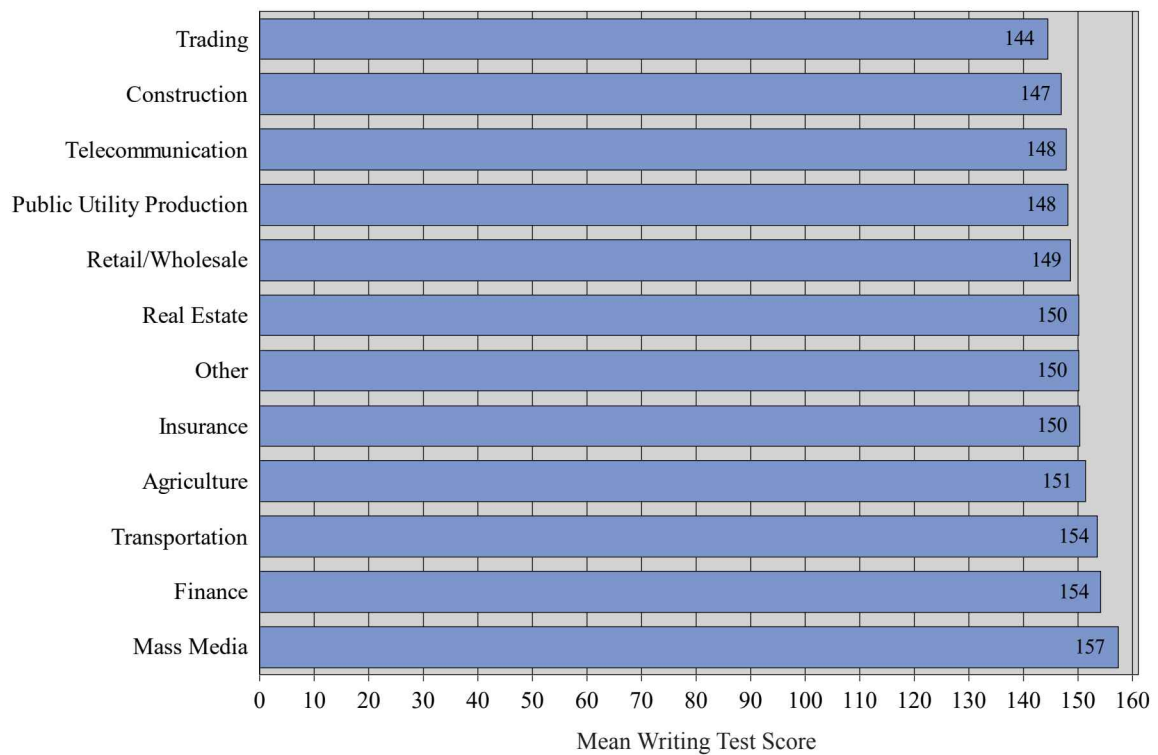


Figure 22c: Mean TOEIC Writing Test Score Across Type of Industry (Other)

TYPE OF JOB

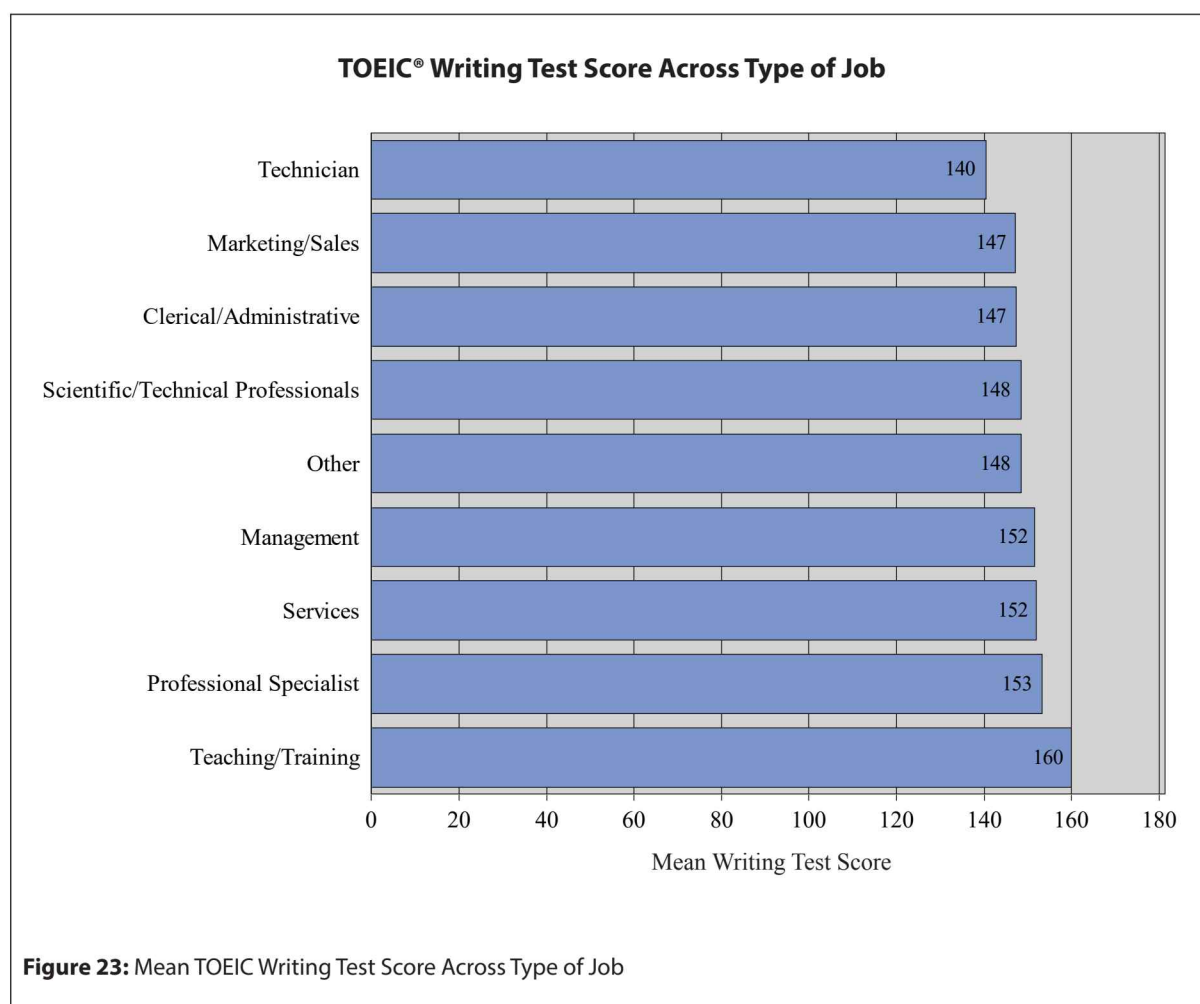
The types of jobs performed by test takers varied greatly across countries. Overall, the largest groups of test takers were in management (42%), scientific/technical (12%), clerical/administrative (9%), or teaching/training (8%) positions.

Vietnam (85%) and Hong Kong (51%) had the largest percentages of test takers working in management positions.

A high percentage of test takers in South Korea (37%) were in clerical/administrative positions. A high percentage of test takers in Chile (53%) were

in scientific/technical positions. A high percentage of test takers in El Salvador (90%) were in teaching/training positions.

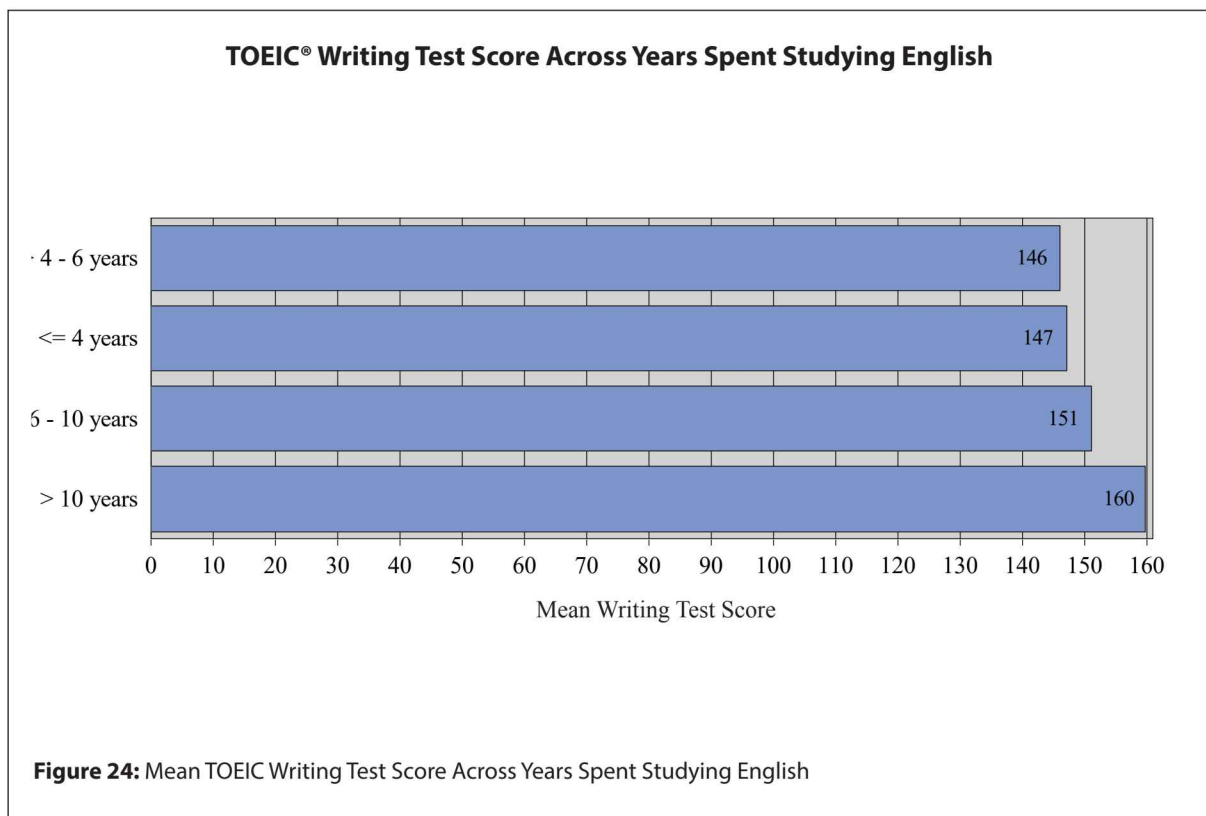
Overall, more females (50%) worked in management positions than males (33%). More males (18%) worked in scientific/technical positions than females (6%).



YEARS SPENT STUDYING ENGLISH

Fifty-eight percent of 2024 test takers indicated that they had studied English for more than six years. However, in El Salvador (89%), Vietnam (86%), Hong Kong (64%), and Chile (54%), many test takers indicated that they had studied English for no more than four years.

Overall, more females (40%) had studied English for no more than four years than males (29%). More males (46%) than females (41%) had studied English for more than 10 years.



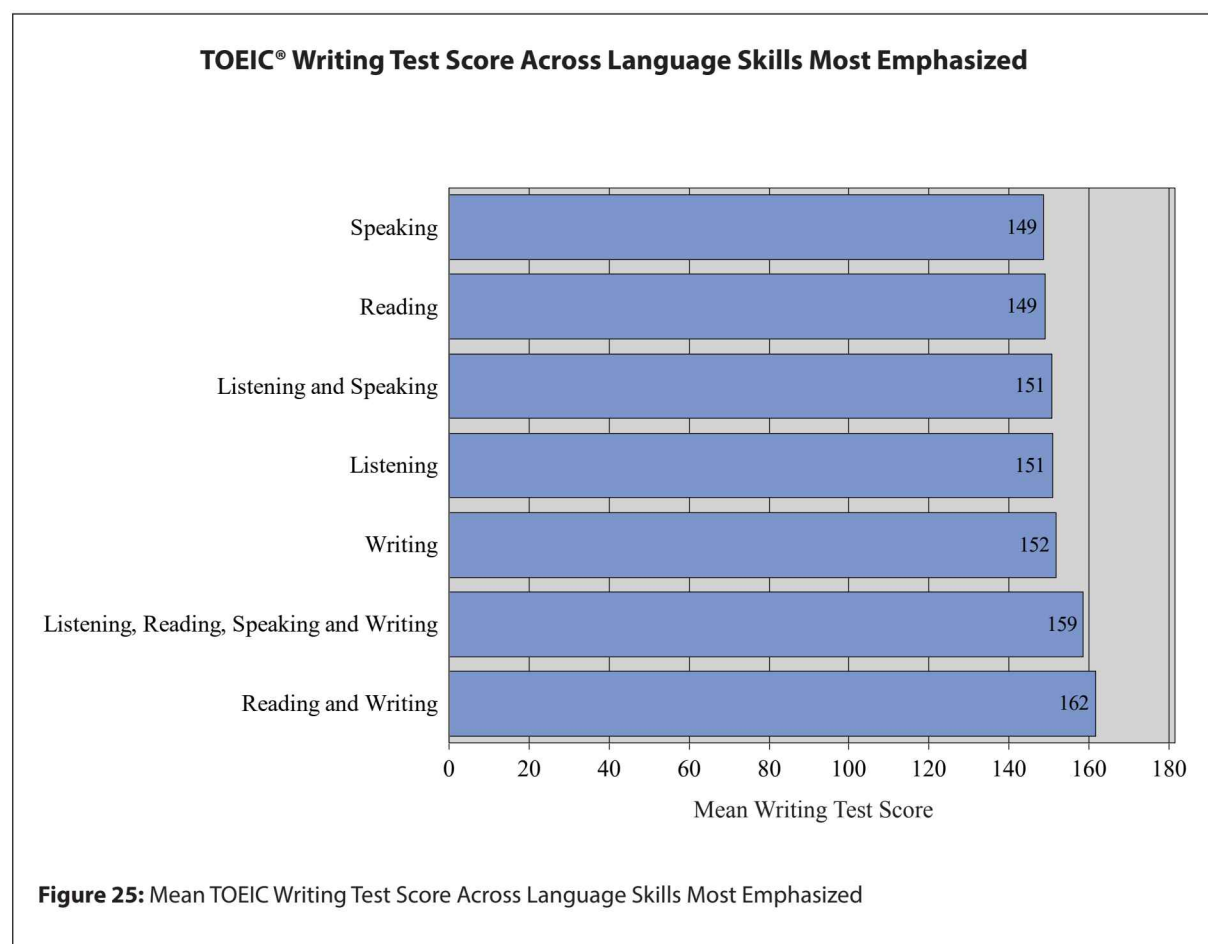
TYPE OF LANGUAGE SKILL MOST EMPHASIZED WHEN STUDYING ENGLISH

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

In El Salvador (64%) and South Korea (55%), a high percentage of test takers indicated that all four

skills were emphasized when studying English. In contrast, many test takers in Vietnam (86%) and Hong Kong (46%) indicated that Listening was the language skill most emphasized.

Overall, more females (39%) than males (28%) reported that Listening was the language skill most emphasized.



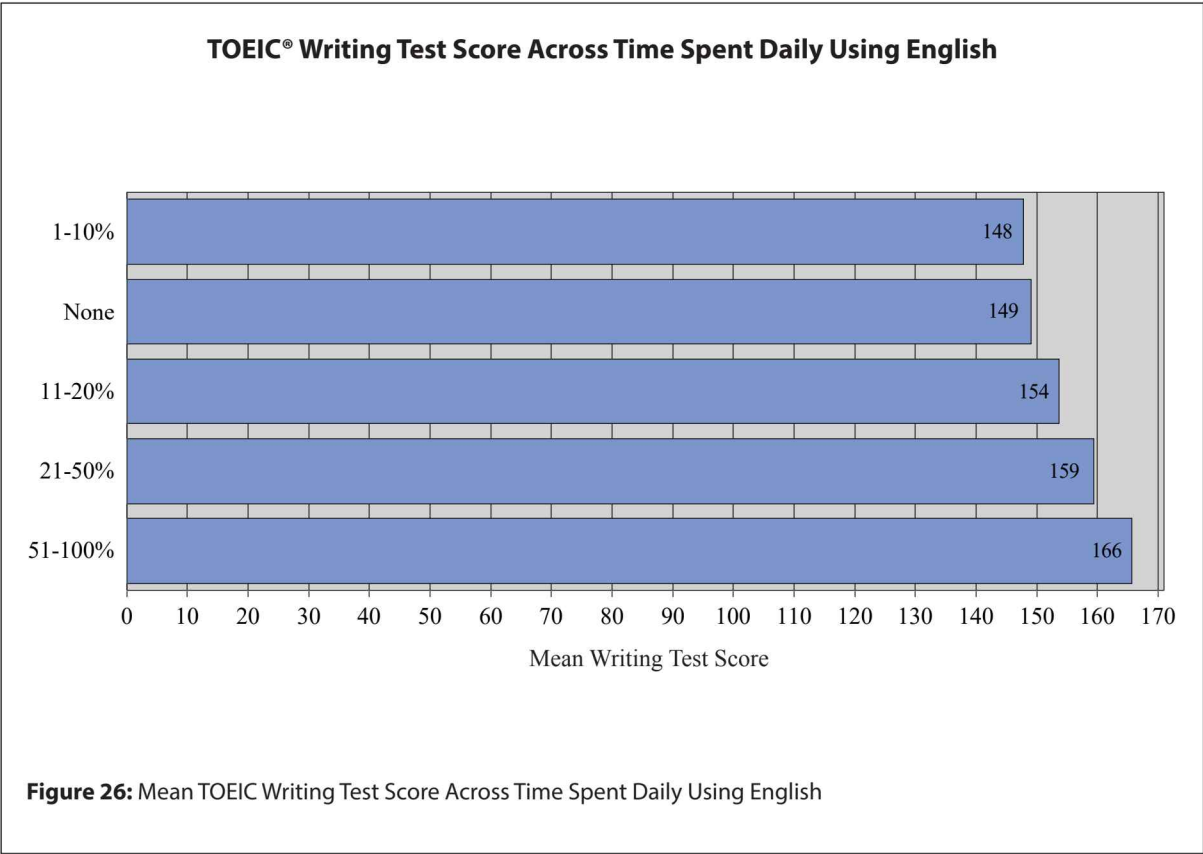
DAILY ENGLISH USE REQUIREMENT

In response to the question, “How much time must you use English in your daily life?” 23% of all test takers indicated that they had to use English for only 1 to 10% of their daily life. Countries and regions that had a large proportion of test takers in this category include China (45%), Japan (39%), and Chile (38%).

The majority of test takers in Vietnam (82%) reported that they did not use English daily. El

Salvador (60%) had the highest percentage of test takers using English for 21-50% of their daily life. The United States (37%) had the highest percentage of test takers using English for 51-100% of their daily life.

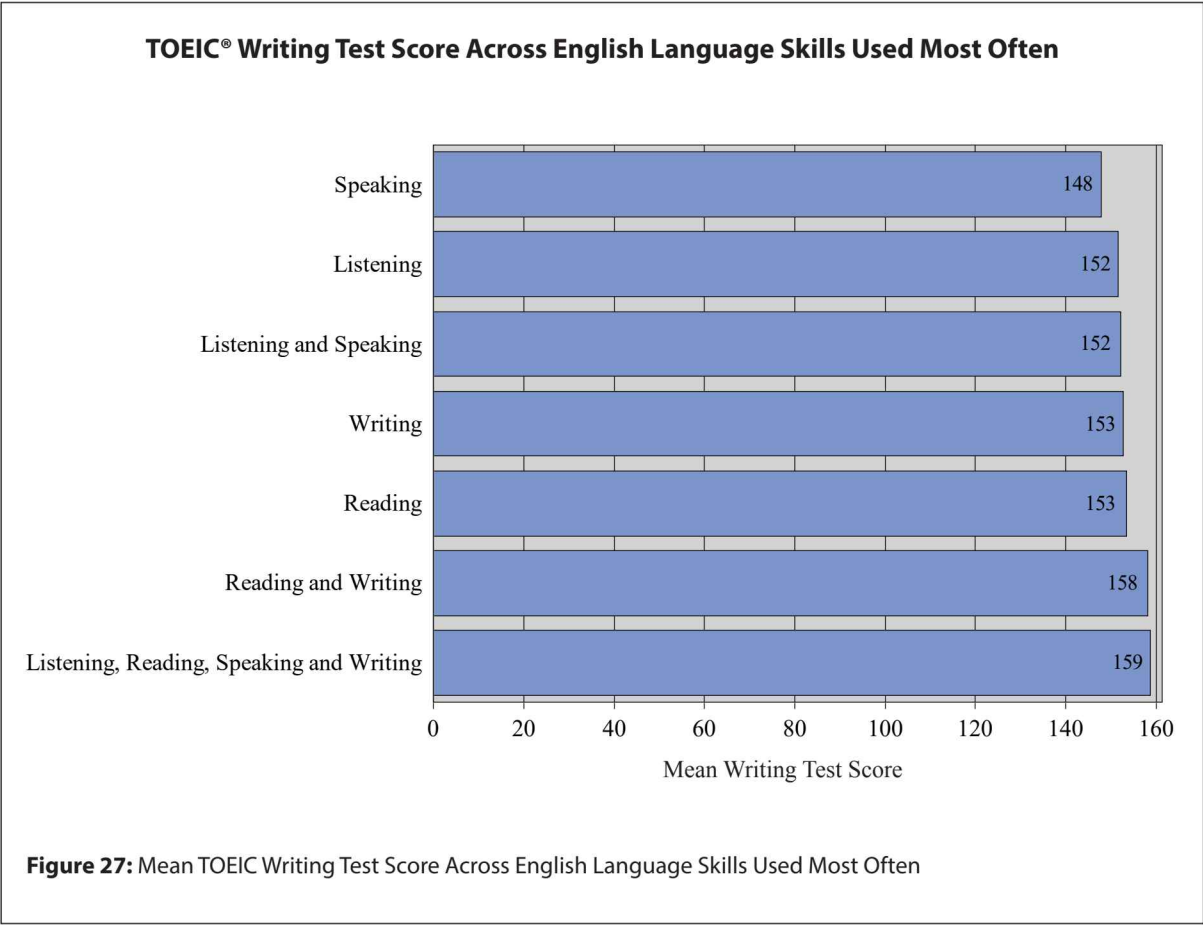
Overall, more females (36%) than males (23%) reported that they did not use English daily.



MOST FREQUENTLY USED LANGUAGE SKILL

Forty percent of all test takers indicated that Listening was the English language skill that they used most often. Vietnam (86%), Hong Kong (48%), Thailand (34%), and Japan (32%) had the highest percentages of test takers with Listening as their most used skill. Nineteen percent of all test takers indicated that Reading was the skill they used most often. Countries and regions that had high

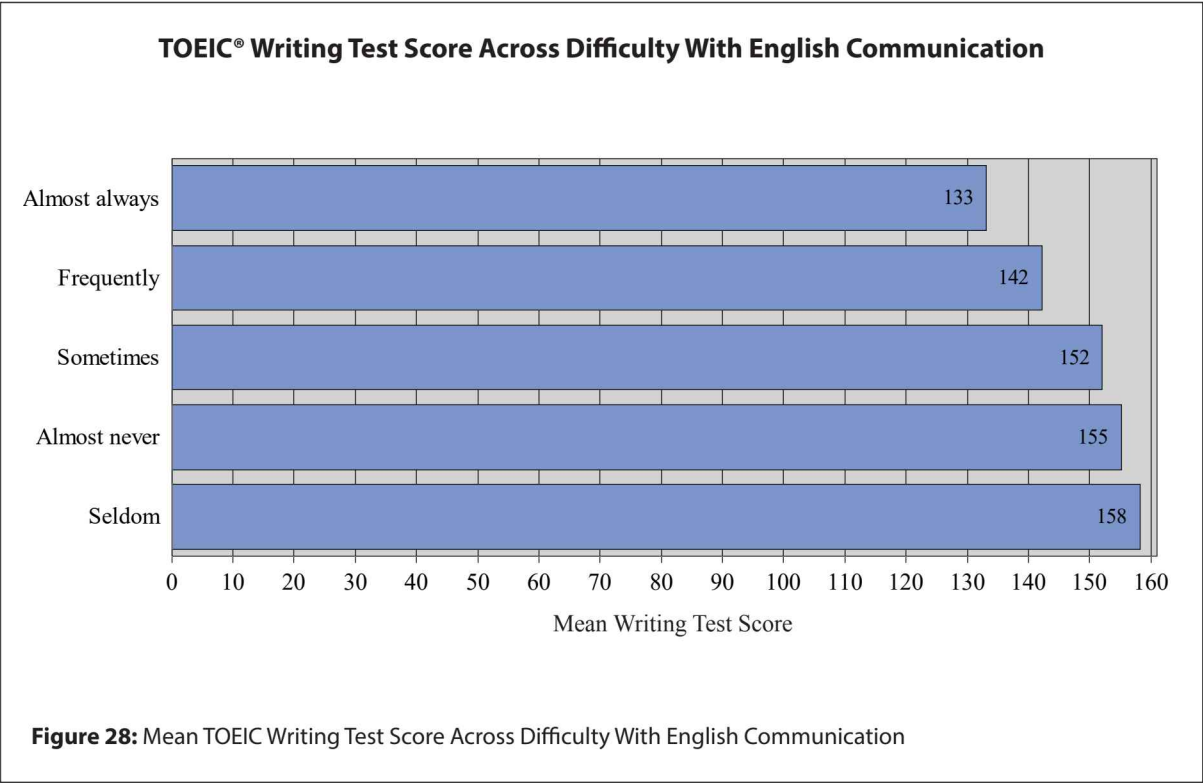
percentages of test takers selecting Reading included Chile (53%) and Taiwan (34%). Thirteen percent of all test takers indicated that they use all four language skills. El Salvador (38%) and South Korea (27%) had a large percent of test takers indicating that they used all four skills frequently.



DIFFICULTY WITH ENGLISH AFFECTING COMMUNICATION

When asked, “How often has difficulty with English affected your ability to communicate?,” 32% of all test takers responded “Sometimes,” 20% responded that difficulty with English “Seldom” affected their ability to communicate, and 37% responded that difficulty with English “Almost never” affected their ability to communicate.

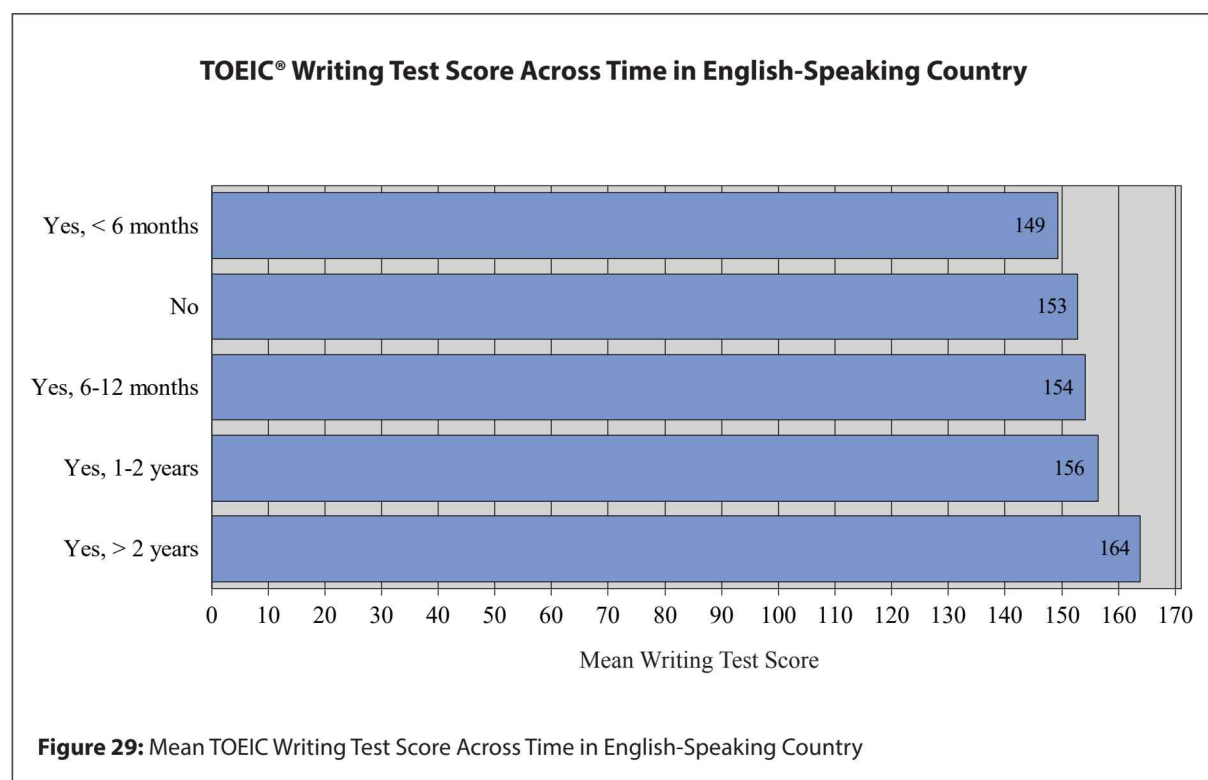
The majority of test takers in Vietnam (84%), and Hong Kong (51%) reported that difficulty with English “Almost never” affected their communication.



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 14% 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-three percent indicated that they had never spent time in an English-speaking country.

The United States (59%) had the highest percentage of test takers that spent more than two years in an English-speaking country.



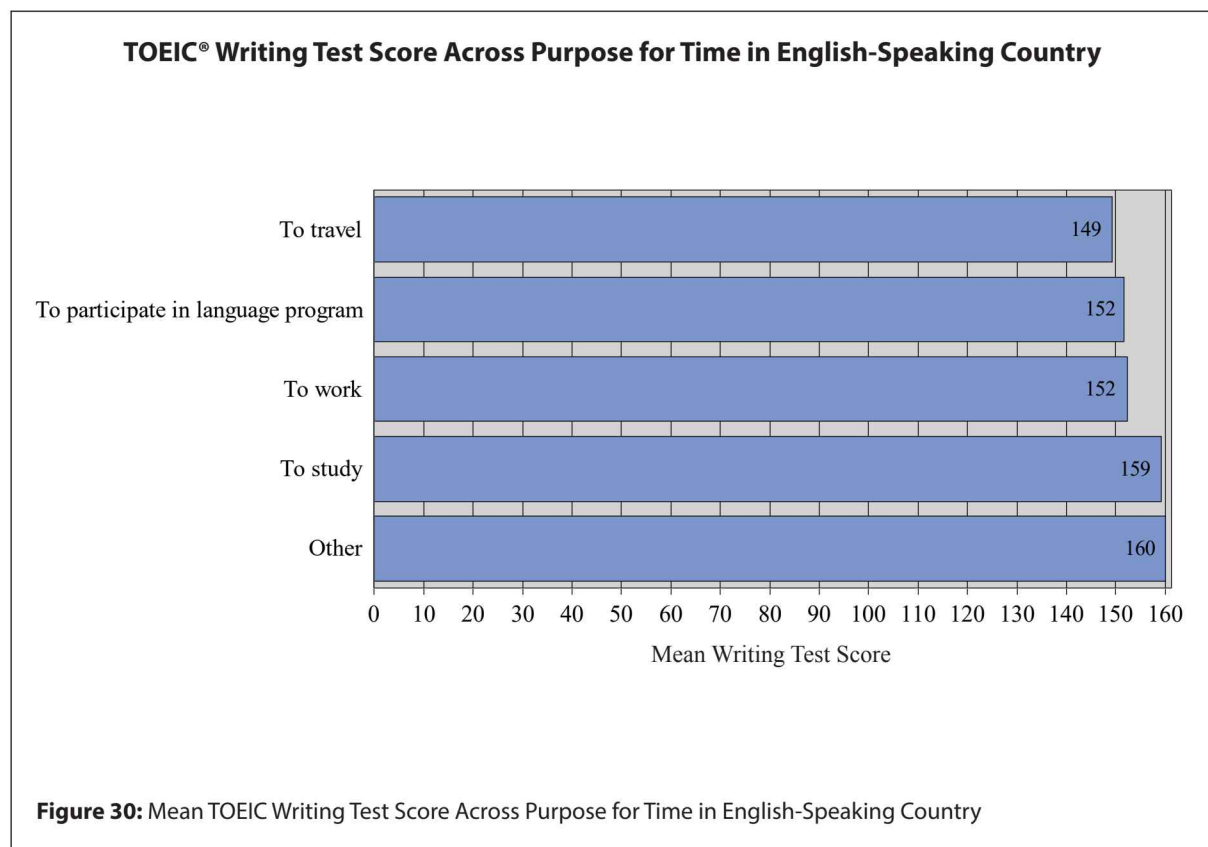
PURPOSE FOR TIME IN A NATIVE ENGLISH-SPEAKING COUNTRY

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.

Singapore (75%), Indonesia (69%), and Thailand (53%) had a high percentage of test takers indicating that their purpose was to study. A high percentage of test takers in the Philippines (36%) and South Korea (31%) spent time in an

English-speaking country for travel purposes. A high percentage of test takers in the United States (73%), China (54%), and Brazil (48%) indicated that they spent time in an English-speaking country to work.

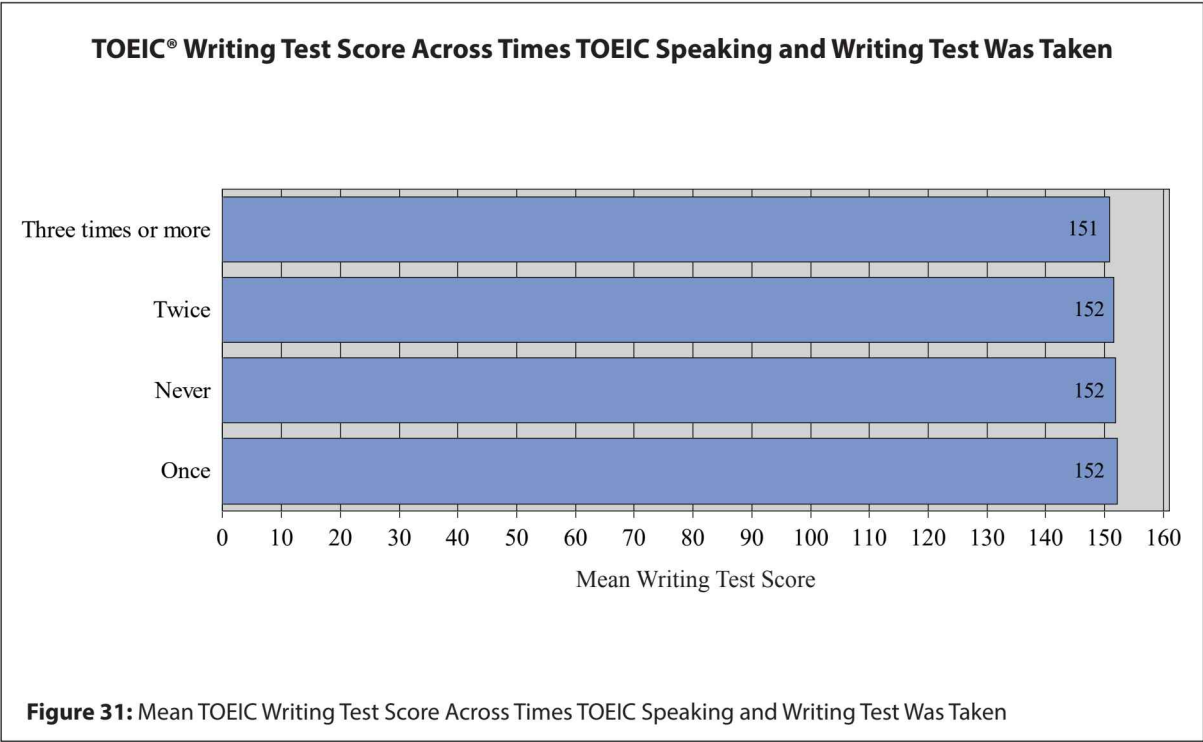
More females (25%) than males (17%) indicated that their purpose was to participate in a language program. More males (25%) than females (14%) indicated that their purpose was to work.



TOEIC® WRITING TEST-TAKING EXPERIENCE

The percentage of test takers who had previously taken the TOEIC® Writing test varied widely across countries, from a low of 4% in Vietnam to a high of 63% in the United States.

Overall, more females (78%) 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.

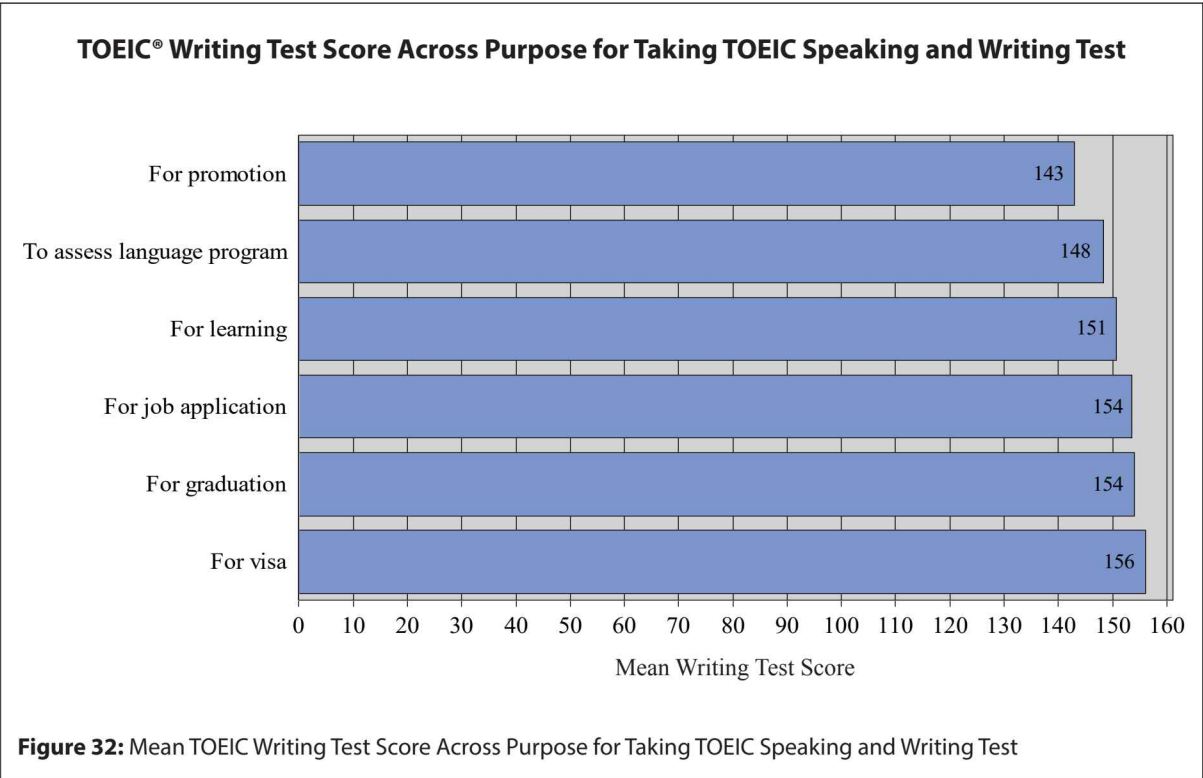


PURPOSE FOR TAKING THE TOEIC® WRITING TEST

High percentages of test takers indicated that their purpose for taking the TOEIC® Writing test was for job application (43%), learning (20%), and graduation (21%). Many test takers in Vietnam (88%), Brazil (64%), Hong Kong (61%), the United States (60%), and Taiwan (51%) took the test for job application. Many test takers in South Korea (32%) indicated that they took the TOEIC Writing test for promotion. Forty-eight percent of test takers in

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

More males (11%) took the test for promotion purposes than females (7%). More females (47%) took the test for job application purposes than males (39%).



RELATIONSHIP BETWEEN SPEAKING AND WRITING SCORES

The correlation between scores on the TOEIC® Speaking test and the TOEIC Writing test was about 0.72 based on test takers who took both tests in 2024. (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 2024

Background Questions	Response Rate
1. Education	83%
2. Major	83%
3. Current Status	88%
4. Type of Industry	98%
5. Type of Job	98%
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 2024

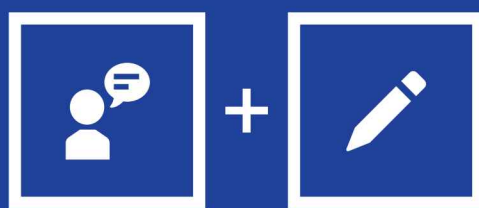
Background Questions	Response Rate
1. Education	47%
2. Major	47%
3. Current Status	60%
4. Type of Industry	94%
5. Type of Job	93%
6. Years Spent Studying English	55%
7. Language Skills Most Emphasized	55%
8. Time Spent Daily Using English	55%
9. English Language Skills Used Most Often	55%
10. Difficulty With English Communication	55%
11. Time in English-Speaking Country	55%
12. Purpose for Time in English-Speaking Country	99%
13. Times TOEIC Speaking and Writing Test Was Taken	60%
14. Purpose for Taking TOEIC Speaking and Writing Test	60%

***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	0.71
Europe	0.64
North America	0.76
South America	0.76



Speaking

Writing

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