



# TOEIC

Test of English for International Communication

## **Report on Test Takers Worldwide - 2004**

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## The TOEIC Background Questionnaire

The TOEIC Background Questionnaire is a survey that gathers information about TOEIC test-takers' educational background, work experience, English language use and study, and the TOEIC test-taking experience. Responses to the questionnaire enable organizations to learn more about the backgrounds of people who take the test and some of the factors that affect their TOEIC scores and related improvement in English proficiency. The TOEIC Background Questionnaire is presented in Appendix A.

The TOEIC Background Questionnaire is administered at each testing session before individuals take the TOEIC test. The questionnaire is administered through TOEIC representatives in Amideast (region), Argentina, Australia, Canada, China, Chile, Europe, Hungary, Mexico, Philippines, Portugal, Saudi Arabia, Singapore, Switzerland<sup>1</sup>, Thailand, Turkey<sup>2</sup>, the U.S.A., and Vietnam. Similar questionnaires, developed to meet the needs of individual representatives, are administered in Spain, Japan, and Korea. In other countries (e.g., Thailand) more limited demographic information is collected. In 2004, 205,729 test-takers completed the Background Questionnaire and 947,048 test-takers completed other similar questionnaires.

The information gathered through these questionnaires was combined into one data set and used to produce this report. Data were aggregated into fairly broad categories to accommodate differences across the questionnaires used in various countries. As a result, some of the finer distinctions within categories, such as occupation and job level, are not present. In addition, the vast majority of test-takers in this report are from Japan and Korea and so the results may not be representative of other regions. Consequently, care should be taken in making inferences based on this data.

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

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<sup>1</sup> Switzerland is excluded from the analysis due to data format discrepancies.

<sup>2</sup> Turkey is only included for the analysis for Tables 1 – 3 due to their data having no survey questions included.

## Description of TOEIC Test-Takers in 2004

Background information was collected from the total group of 1,152,777 test-takers who took the TOEIC test in 2004. The following is a general description of the test-takers included in this analysis.

- The largest proportion of test-takers (46%) were under 25 years of age
- 67% of test-takers were male
- Most test-takers (80%) had at least an undergraduate degree or were pursuing one
- 36% of the test-takers worked at a managerial/supervisory level while 18% worked at a nonmanagerial/nonsupervisory level
- 62% of test-takers were employed

- Most test-takers worked in scientific or technical positions (58%), marketing/sales (16%), or clerical positions (8%)
- 61% of test-takers have held their current position for 5 or more years
- Only 13% of test-takers had spent six months or more in a native English-speaking country
- 63% used English more than once per week
- 78% had spent 5 years or more studying English
- 53% of test-takers who had taken the TOEIC test had taken it a total of two or more times before
- 45% had taken the TOEIC test less than six months ago

## Test-takers by Geographical Region

Japan and Korea (ROK) accounted for approximately 81% of test-takers worldwide, as shown in Figure 1. Aside from these two countries, Figure 2<sup>1</sup> shows that Europe had the greatest number of test-takers, followed by the Asian region. While this report presents data from around the world, the overall findings are

heavily influenced by the large proportion of test-takers from Japan and Korea who, in some cases, were markedly different from test-takers in other countries.

Figure 3 provides a graphic of mean TOEIC performance by region. Tables 1 to 3 exhibit additional data on TOEIC performance by country, region, and representative.

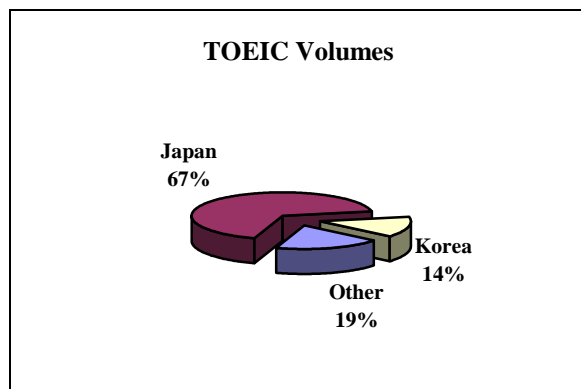


Figure 1: Worldwide Volumes by Country

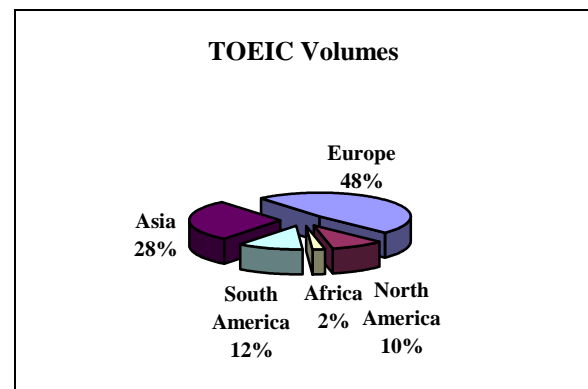


Figure 2: Worldwide Volumes by Region

<sup>1</sup> Figure 2 presents volumes in regions other than Japan and Korea (the Other in Figure 1) as a whole.

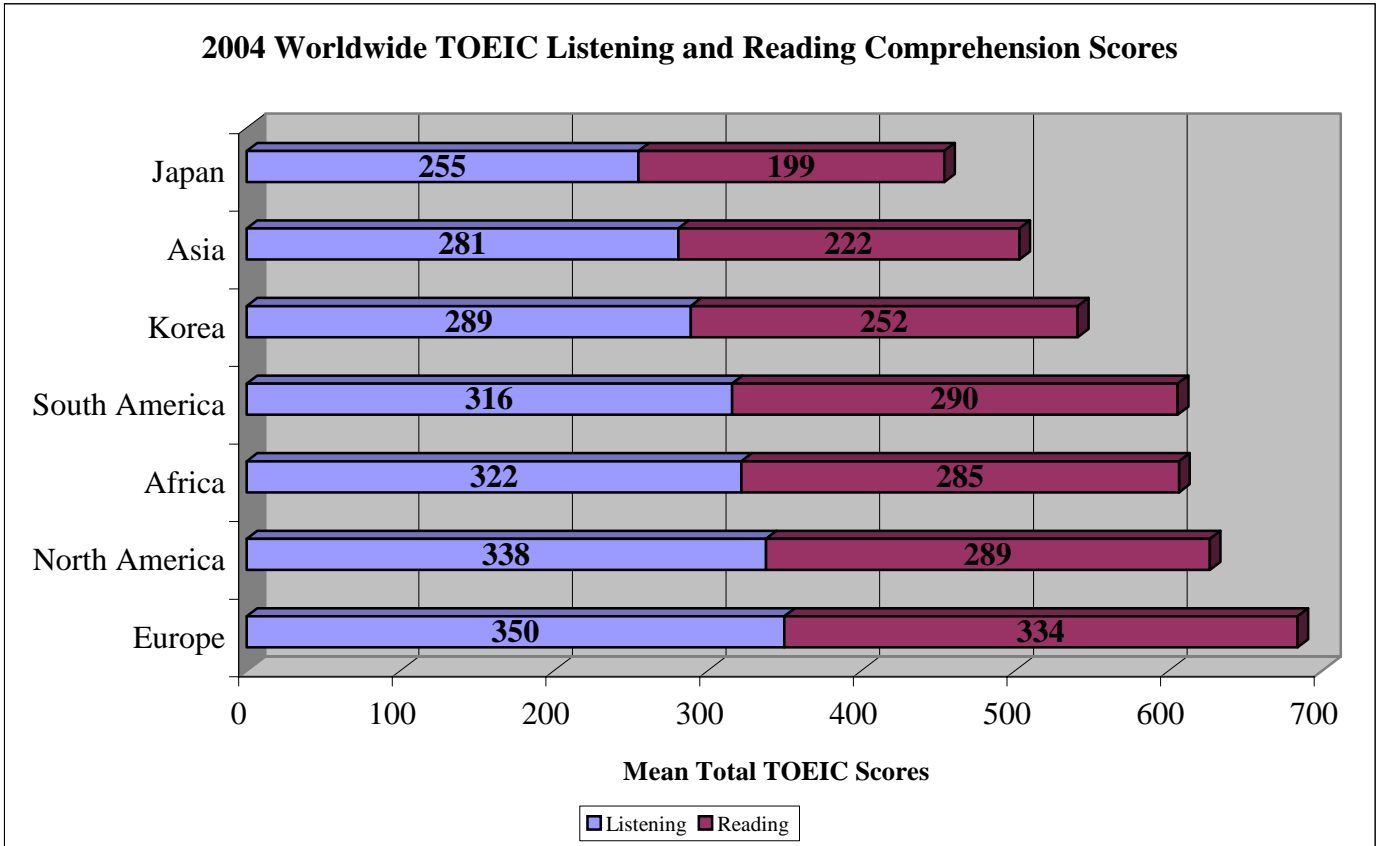


Figure 3: Mean Total TOEIC Scores by Region

**\*Note- All charts reflect results only for categories containing 500 or more test takers**

### Mean TOEIC Scores Across Native Countries

Table 1 is organized by the native country of test-takers and shows the average test scores of all individuals from a given country. Please keep in mind that the native country of a test-taker is not necessarily the country in which he or she took the TOEIC test. In order to provide

reliable information about average TOEIC scores, only countries with more than 500 TOEIC test-takers are included in this table. Very few test-takers were from countries other than those listed here.

**Table 1: Mean Performance by Native Country**

<b>Country</b>	<b># of Test-takers</b>	<b>Listening Mean (SD)</b>	<b>Reading Mean (SD)</b>	<b>Total Mean (SD)</b>
Argentina	2,501	353 (108)	323 (103)	676 (203)
Brazil	713	357 (98)	284 (105)	641 (195)
Canada	4,779	401 (86)	342 (89)	743 (168)
Chile	21,312	309 (129)	286 (127)	595 (249)
China	1,604	293 (103)	256 (113)	550 (207)
France	86,163	350 (96)	334 (89)	684 (179)
Germany	2,390	414 (85)	354 (99)	768 (178)
Hungary	712	401 (75)	373 (80)	774 (147)
Japan	772,443	255 (87)	199 (93)	454 (171)
Korea (ROK)	161,274	289 (97)	252 (106)	541 (193)
Libya	662	371 (81)	284 (98)	655 (171)
Mexico	14,822	318 (99)	271 (96)	589 (187)
Morocco	1,266	322 (96)	294 (91)	615 (179)
Philippines	1,777	427 (55)	380 (62)	807 (106)
Portugal	918	411 (90)	341 (94)	752 (177)
Russia	658	344 (101)	304 (107)	647 (200)
Saudi Arabia	1,176	252 (123)	157 (119)	409 (234)
Singapore	569	364 (81)	277 (101)	641 (174)
Spain	10,720	315 (125)	323 (98)	638 (209)
Taiwan	1,563	329 (92)	240 (98)	570 (180)
Thailand	44,564	275 (101)	212 (95)	487 (188)
Turkey	1,144	339 (117)	281 (124)	620 (234)
Vietnam	6,058	215 (94)	209 (107)	425 (193)

## Mean TOEIC Scores Across Regions

Table 2 presents the number of test-takers from particular regions and their average TOEIC scores. The regions shown here refer to the general location of their native country, not necessarily the country in which they took the TOEIC test. Please note that Asia does not include Japan or Korea—these two countries are presented separately. Also, due to the small number of test-takers from the South Pacific, the average TOEIC scores for this region are not presented, as there is not sufficient volume to generate reliable data.

**Table 2: Mean Performance by Region**

Region	# of Test-takers	% of Test-takers	Listening Mean (SD)	Reading Mean (SD)	Total Mean (SD)
Africa	4,889	0.4	322 (106)	285 (106)	607 (202)
Asia	61,297	5.3	281 (107)	222 (104)	502 (202)
Europe	104,700	9.1	350 (101)	334 (91)	684 (184)
Japan	772,443	67.1	255 (87)	199 (93)	454 (171)
Korea	161,613	14.0	289 (97)	252 (106)	541 (193)
North America	20,664	1.8	338 (104)	289 (101)	627 (198)
South America	25,380	2.2	316 (127)	290 (125)	605 (243)
South Pacific	197	0.0	--	--	--
Total	1,151,183	100	273 (97)	224 (105)	497 (194)

## Mean TOEIC Scores Across Representatives

Table 3 shows the average TOEIC test scores in countries served by a TOEIC representative. In many cases, the native country of the test-takers is different from the country in which they took the test. Again, in order to provide reliable information about average TOEIC scores, only representative countries with more than 500 TOEIC test-takers are included in this table.

At least 99% of test-takers from Argentina, Chile, Mexico, Thailand, Turkey, and Vietnam were from those countries, while individuals who tested in Philippines were 60% Korean and 33% Filipino. Ninety-six percent of test-takers from Portugal were from Portugal, and 95% of

test-takers from Saudi Arabia were from Saudi Arabia. Ninety-four percent of test-takers from Europe were from France, and similarly, 94% of test-takers from Hungary were from Hungary. In contrast, Canada's test-takers were primarily Japanese (44%) and Korean (21%) as were those tested by the Australia representative (67% Japanese, 23% Korean), and in the US (72% Japanese, 12% Korean). Eighty-two percent of test-takers from Singapore were Japanese.

Information on native country was not available for test-takers in Japan, Korea and Spain; however, it is assumed that the vast majority of these individuals are natives of those countries.

**Table 3: Mean Performance by Representatives**

<b>Country</b>	<b># of Test-takers</b>	<b>Listening Mean (SD)</b>	<b>Reading Mean (SD)</b>	<b>Total Mean (SD)</b>
Amideast	1,716	317 (111)	239 (120)	556 (221)
Argentina	2,390	351 (108)	320 (103)	671 (202)
Australia	9,673	349 (80)	261 (93)	610 (165)
Canada	29,163	366 (86)	283 (96)	649 (173)
Chile	22,155	312 (130)	290 (128)	602 (250)
Europe	95,642	351 (98)	334 (91)	685 (181)
Hungary	1,130	400 (77)	370 (84)	771 (153)
Japan	742,042	250 (84)	196 (91)	446 (166)
Korea	148,793	282 (95)	248 (106)	531 (192)
Mexico	13,805	317 (99)	273 (95)	590 (186)
Philippines	4,405	388 (77)	347 (88)	734 (155)
Portugal	891	420 (81)	345 (92)	765 (167)
Saudi Arabia	1,229	262 (126)	173 (128)	434 (246)
Singapore	1,310	343 (104)	283 (113)	625 (209)
Spain	10,189	312 (125)	322 (97)	633 (209)
Thailand	46,024	276 (102)	212 (95)	489 (189)
Turkey	988	337 (118)	282 (124)	619 (237)
USA	16,406	378 (87)	300 (100)	677 (179)
Vietnam	5,814	211 (91)	205 (106)	416 (189)



## Relationship among Reading, Listening and Total TOEIC Scores

	<i>Listening</i>	<i>Reading</i>	<i>Total</i>
<i>Listening</i>	1.000	0.837*	0.955*
<i>Reading</i>		1.000	0.962*
<i>Total</i>			1.000
* $p \leq 0.001$			

The two sections of the TOEIC test were highly correlated with each other and with the Total score. This is consistent with earlier research (e.g., Woodford, 1982) and with the findings presented in the 2002-2003 *Worldwide Data Report*. This level of correlation indicates that the two measures are closely related, given that both measured test-takers' proficiencies in using English in business communication.

## Test-takers by Demographic Variables

Table 4 presents the number and percentage of test-takers falling into different demographic categories, as well as the average TOEIC Listening Comprehension, Reading Comprehension, and Total scores for each category. More in-depth information about test-takers in these categories is shown in the following pages.

The categories used in this report are those found in the TOEIC Background Questionnaire. However, 947,048 test takers from Japan, Korea, Thailand, and Spain answered similar but different questionnaires and are, therefore, not always represented in the following tables.

**Table 4: Mean Performance by Selected Demographic Categories**

		# of Test-takers	% of Test-takers	Listening Mean (SD)	Reading Mean (SD)	Total Mean (SD)
<b>Age</b>	Under 25	529,349	45.9	265 (94)	210 (100)	475 (185)
	25 - 35	369,872	32.1	289 (100)	245 (107)	533 (198)
	35 - 45	199,133	17.3	267 (96)	222 (107)	489 (195)
	Over 45	54,423	4.7	262 (103)	228 (116)	490 (210)
<b>Gender</b>	Male	751,118	66.8	265 (96)	223 (106)	488 (194)
	Female	373,732	33.2	291 (99)	229 (103)	520 (193)
<b>Education</b>	High School	107,966	11.0	216 (95)	149 (91)	365 (178)
	Vocational/Technical	82,645	8.4	248 (99)	191 (106)	439 (196)
	Undergraduate	589,208	60.2	271 (89)	222 (97)	493 (177)
	Graduate	198,756	20.3	314 (93)	288 (97)	602 (182)

**Table 4: Mean Performance by Selected Demographic Categories (con't)**

		# of Test-takers	% of Test-takers	Listening Mean (SD)	Reading Mean (SD)	Total Mean (SD)
<b>Job Level</b>	Nonmanagerial/Nonsupervisory	98,073	18.2	282 (110)	240 (115)	522 (216)
	Managerial/Supervisory	191,761	35.5	286 (96)	250 (107)	536 (194)
	Other	249,701	46.3	255 (90)	207 (98)	462 (180)
<b>Employed</b>	Employed Full/Part Time	181,372	62.0	294 (103)	264 (111)	557 (205)
	Student	88,871	30.4	350 (95)	315 (95)	665 (180)
	Other	22,087	7.6	330 (109)	294 (108)	624 (208)
<b>Type of Job</b>	Clerical	26,818	7.8	274 (103)	218 (108)	492 (203)
	Customer Service	10,265	3.0	288 (110)	225 (106)	513 (208)
	Finance	14,373	4.2	293 (105)	260 (110)	553 (207)
	Management	10,400	3.0	326 (110)	293 (111)	619 (213)
	Marketing/Sales	55,534	16.2	278 (100)	229 (107)	507 (200)
	Professional Specialist	8,052	2.3	331 (113)	301 (113)	632 (217)
	Scientific/Technical Professional	198,257	57.7	255 (85)	209 (95)	464 (172)
	Teaching/Training	5,181	1.5	349 (114)	319 (117)	668 (223)
	Technician/Associate Professional	12,499	3.6	276 (112)	249 (116)	526 (221)
Worker	2,362	0.7	261 (122)	233 (123)	494 (236)	
<b>Tenure</b>	Less than 2 years	93,218	17.9	286 (102)	249 (108)	534 (202)
	2 - 4 years	109,615	21.1	283 (95)	240 (103)	523 (190)
	5 - 10 years	113,091	21.7	279 (95)	239 (105)	518 (192)
	10 years or more	204,695	39.3	250 (91)	203 (103)	454 (185)
<b>Time in English country</b>	Never	195,071	66.9	292 (101)	266 (108)	559 (201)
	Less than 6 months	59,255	20.3	340 (93)	308 (98)	647 (181)
	6 - 12 months	18,665	6.4	376 (87)	323 (95)	700 (173)
	More than 1 year	18,803	6.4	406 (87)	352 (98)	757 (175)
<b>English Use</b>	Less than once a week	25,564	17.6	308 (106)	288 (101)	596 (199)
	Once a week	27,527	18.9	331 (99)	311 (93)	641 (184)
	2 - 3 times per week	36,547	25.1	337 (103)	312 (100)	649 (194)
	Almost every day	55,700	38.3	375 (96)	334 (100)	709 (185)
<b>English Study</b>	Never	2,299	1.6	309 (125)	274 (123)	583 (240)
	Less than 1 year	4,484	3.1	298 (117)	249 (111)	547 (218)
	1 - 2 years	6,089	4.2	271 (118)	226 (111)	497 (220)
	2 - 5 years	19,765	13.5	302 (114)	263 (107)	565 (211)
	5 - 10 years	64,070	43.8	346 (96)	318 (92)	664 (178)

**Table 4: Mean Performance by Selected Demographic Categories (con't)**

		# of Test-takers	% of Test-takers	Listening Mean (SD)	Reading Mean (SD)	Total Mean (SD)
<b># of times taking TOEIC</b>	Never	272,242	30.5	265 (104)	220 (115)	485 (212)
	Once before	149,302	16.7	253 (91)	201 (98)	454 (181)
	Twice before	104,110	11.6	264 (89)	213 (96)	477 (177)
	Three times before	23,486	2.6	285 (101)	244 (108)	528 (200)
	Four or more times before	344,650	38.6	288 (88)	241 (99)	529 (178)
<b>Last time taking TOEIC</b>	Less than 6 months ago	20,894	44.9	349 (91)	303 (90)	652 (170)
	6 - 12 months ago	10,847	23.3	343 (90)	306 (89)	649 (168)
	1 - 2 years ago	7,678	16.5	343 (96)	311 (92)	654 (178)
	2 years ago or more	7,067	15.2	371 (94)	339 (91)	711 (175)

**Age**

A closer look at the demographic categories revealed that in most countries, the typical TOEIC test-taker was under 25 years of age (46%), with 22% being 35 or older. However, in Hungary (66%), Korea (56%), Philippines (51%), Portugal (51%), and Taiwan (60%), the majority of test-takers were between 25 and 35. Figure 4 shows the mean Total TOEIC scores as illustrated by a composite of LC and RC scores.

Test-takers in the 25 to 35 age group tended to achieve higher mean scores in both Listening (LC) and Reading (RC) Comprehension.

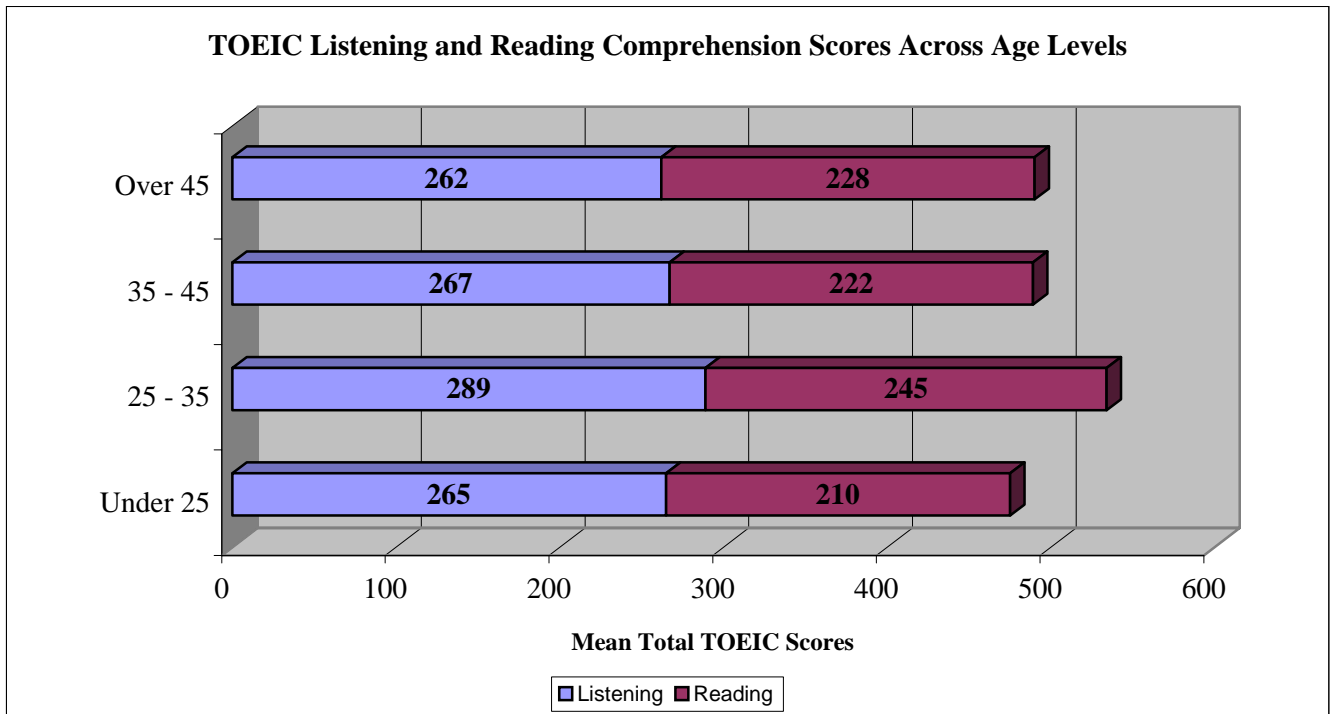


Figure 4: Mean Total TOEIC Performance Scores by Age

## Gender

Table 4 shows that relatively fewer women took the TOEIC test. These figures, however, are strongly influenced by the large number of test-takers from Japan and Korea in which 64% and 82% of the sample were male, respectively. In other countries the ratio of male to female test-takers was fairly equal with the exception of the Philippines and Taiwan where test-takers were predominantly female (76% and 69%, respectively). Overall, the female test-takers

tended to be younger than their male counterparts. The majority of females were under age 25 (67%), while the majority of men were 25 or older (66%). As seen in Figure 5, in general, females had higher scores on both Listening Comprehension and Reading Comprehension. To the extent that women are students or are closer to their school experience, these results may be due to the active involvement of women in learning English at the time of testing.

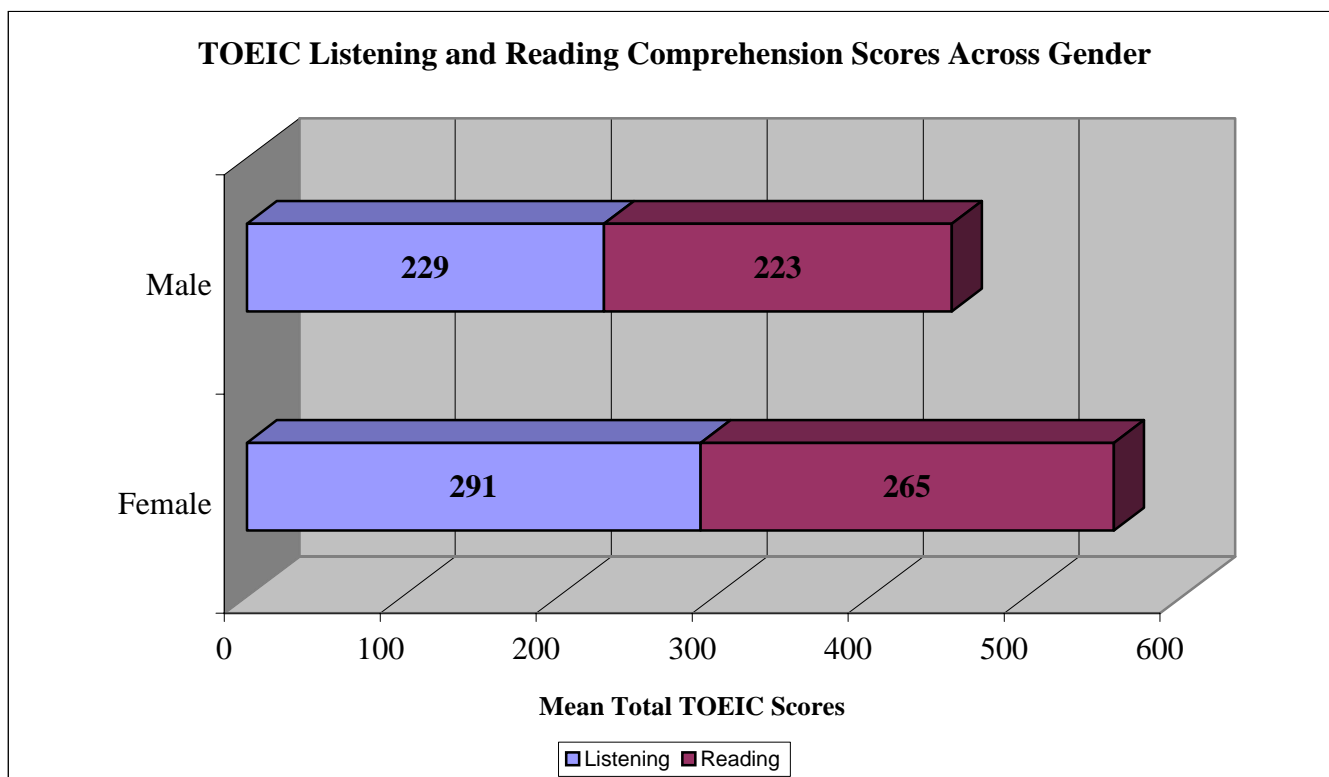


Figure 5: Mean Total TOEIC Performance Scores by Gender

## Education

The majority of test-takers (81%) held at least an undergraduate degree or were pursuing an undergraduate degree at the time of filling out the Background Questionnaire. More men (65%) than women (35%) held or were pursuing an undergraduate degree; while in a ratio of nearly four and a half to one, more men than women held or were pursuing a graduate degree.

Because of differences among countries in educational systems, comparisons of educational level are somewhat subjective. However, it appears that Japan (65%), Korea (68%), Mexico (56%), Portugal (54%), and Thailand (73%) had the highest proportion of test-takers with an undergraduate degree, while France (60%), Hungary (75%), Morocco (65%), and the Philippines (87%) lead the way with the largest proportion of test-takers holding or pursuing graduate degrees. TOEIC Listening Comprehension, Reading, and Total test scores tend to increase with increasing educational level.

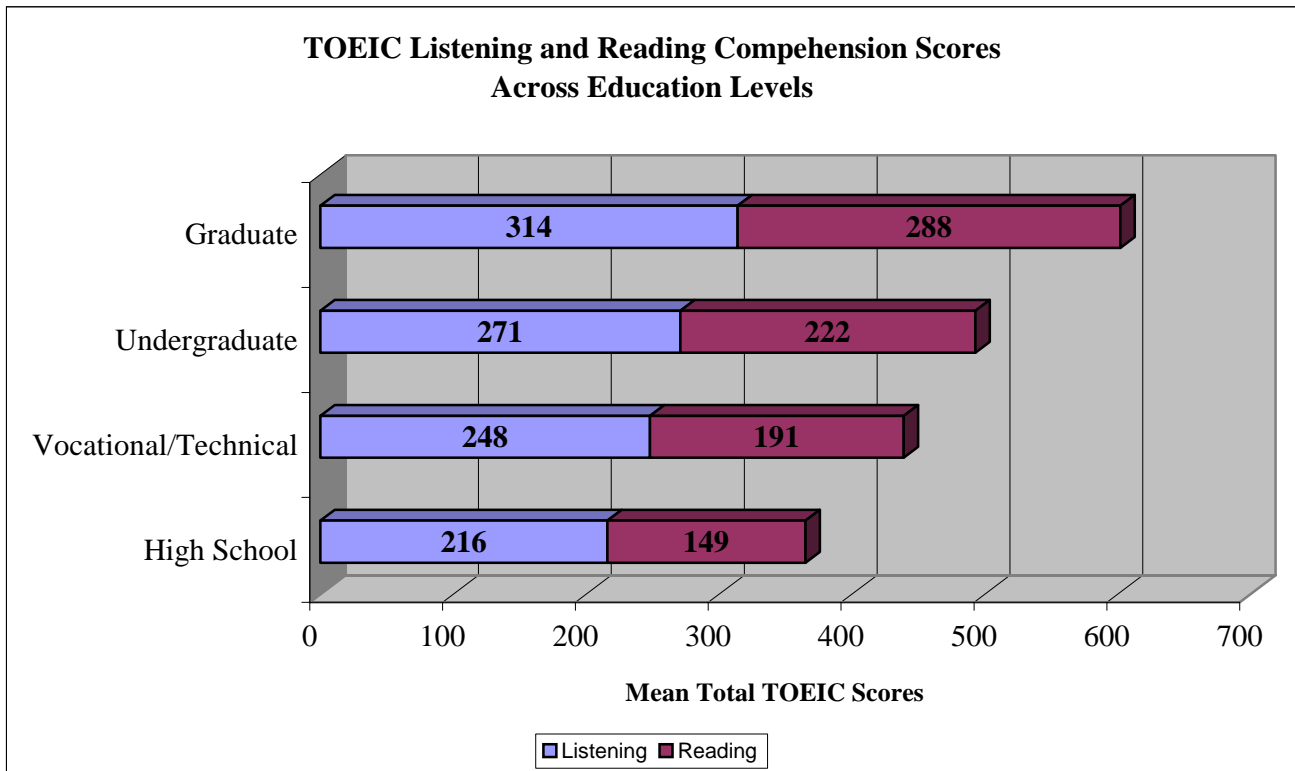


Figure 6: Mean Total TOEIC Performance Scores by Education Level

## Job Level

Many TOEIC test-takers (46%) came primarily from levels other than managerial/supervisory and nonmanagerial/nonsupervisory. In France, Korea, and Mexico, the majority of test-takers were in managerial/supervisory positions (88%, 52%, and 54% respectively). However, in other countries, such as Germany, the Philippines, Thailand and Vietnam (65%, 75%, 67% and 68% respectively), the percent of non-managerial/non-supervisory test-takers outnumbered the managerial /supervisory test-takers.

Managerial/supervisory employees were overwhelmingly male (90% male vs. 62% male among non-managerial /non-supervisory employees). Overall, there was virtually no difference between test-takers who held a

managerial/supervisory or nonmanagerial/nonsupervisory level, however, both of those levels had higher scores than those that were in the other category as shown in Figure 6.

The job categories presented in Table 4 include only those found in the TOEIC Background Questionnaire. Background information collected in Spain, Korea, and Japan used somewhat different categories. For this report, these other categories were mapped onto the Background Questionnaire categories. This mapping procedure combined many job levels into broader groups of job levels. In some cases, job levels could not be matched to the Background Questionnaire data and, consequently, they were labeled as other.

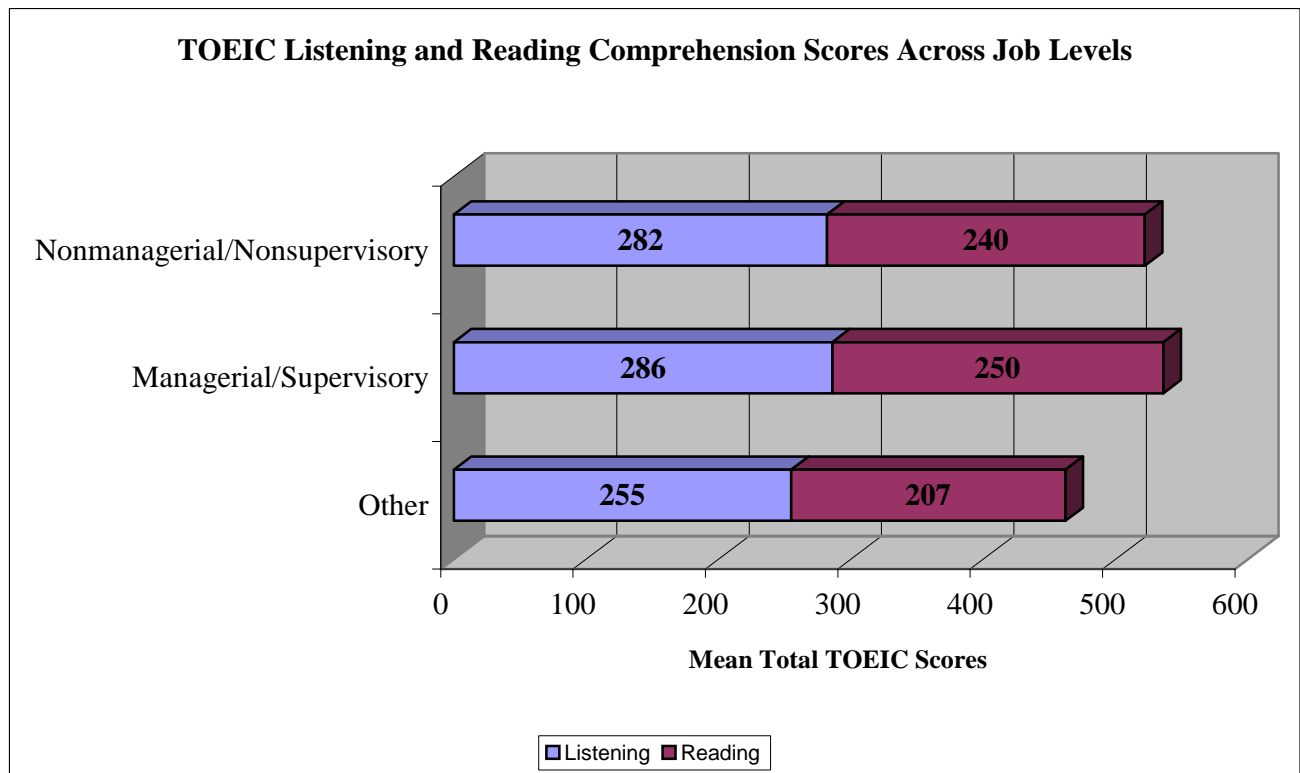


Figure 7: Mean Total TOEIC Performance Scores by Job Level

## Employment Status

The majority of TOEIC test-takers (62%) were employed in full- or part-time positions, especially in countries such as Korea (89% employed), and Philippines (84% employed). However, in some countries such as Morocco (82%) and China (80%), a high percentage of test-takers were found to be students in school (e.g., business and vocational schools, language schools, intensive English programs in universities and colleges).

As seen in Figure 8, overall, students tended to have higher TOEIC scores than employed persons and members of the other category, perhaps because students are more actively involved in learning English.

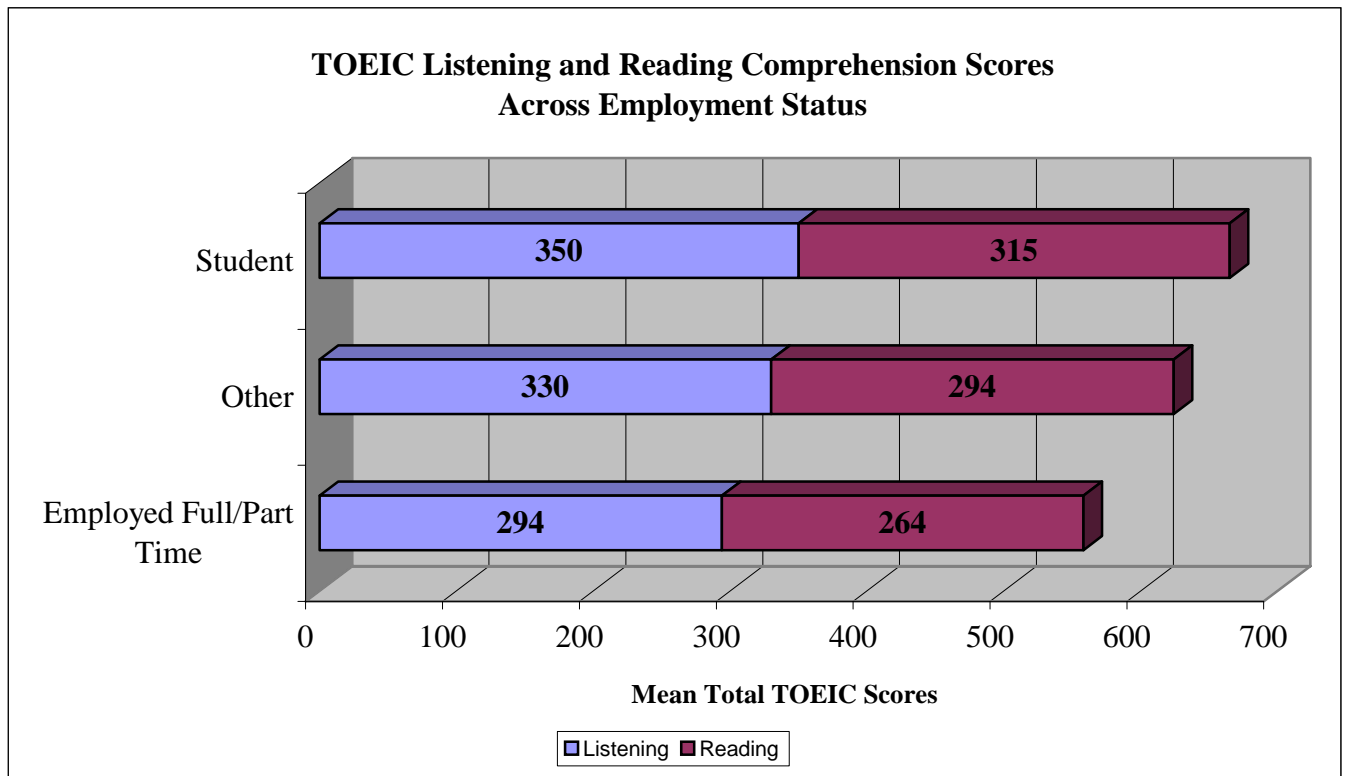


Figure 8: Mean Total TOEIC Performance Scores by Employment Status

## Type of Job

There was wide variation across countries in the types of jobs performed by test-takers. For example, test-takers from Vietnam (25%) worked in customer service positions, whereas test-takers from Japan (69%) were in scientific or technical positions. These apparent differences may be due, in part, to the different job categories used across countries. Generally speaking, however, the majority of test-takers from each country worked in scientific or technical positions (58%), marketing/sales (16%), or clerical positions (8%).

As seen in Figure 9, people in teaching/training jobs tended to have slightly higher overall TOEIC scores than test-takers in other job categories; while scientific/technical professionals and clerical workers had the lowest overall test scores.

Aside from the teaching/training group, those categorized as professional specialists and management also had high overall TOEIC scores.

The job categories presented in Table 4 include only those found in the TOEIC Background Questionnaire. Background information collected in Spain, Korea, and Japan used somewhat different categories. For this report, these other categories were mapped onto the Background Questionnaire categories. This mapping procedure combined many job categories into broader groups of jobs. In some cases, job types could not be matched to the Background Questionnaire data and so they were dropped from the analysis.

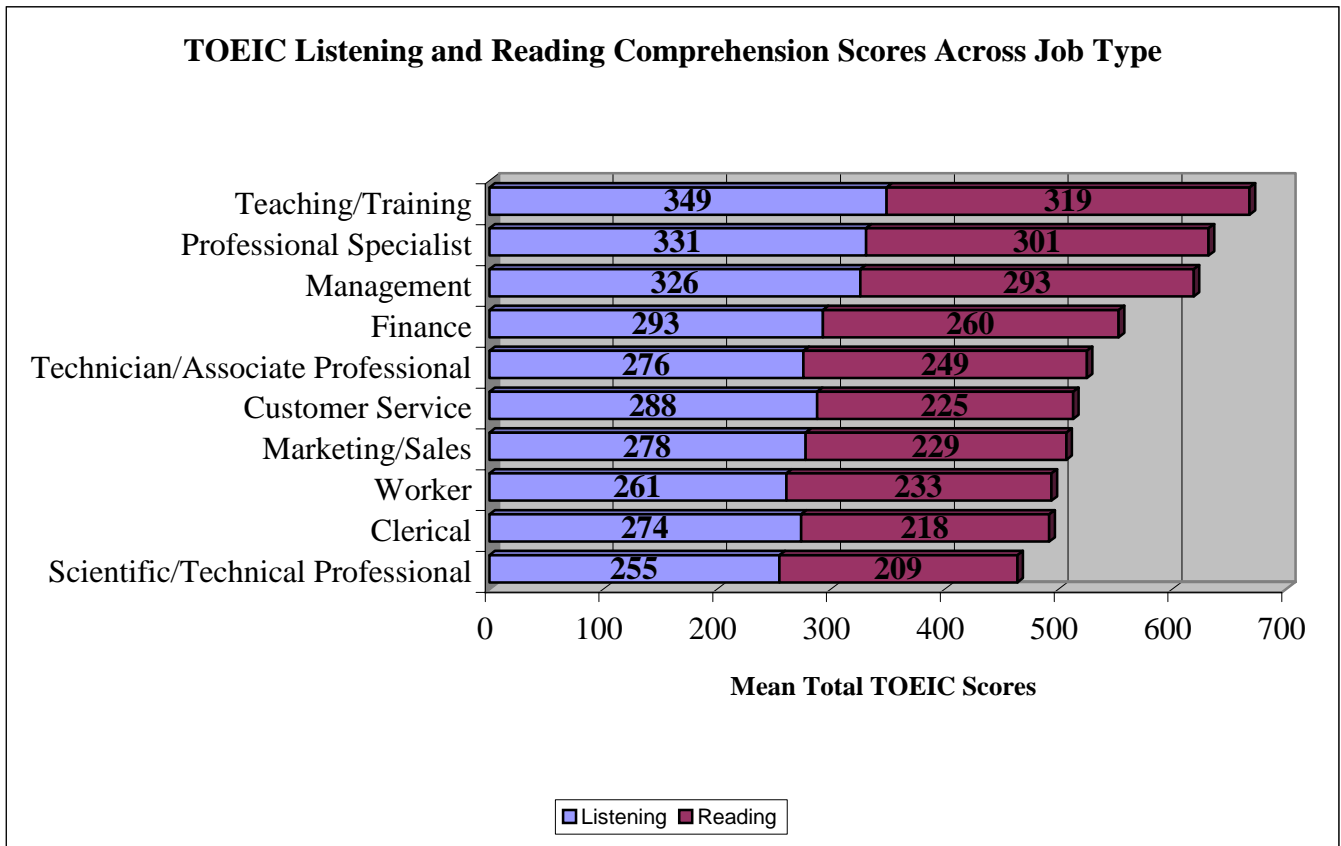


Figure 9: Mean Total TOEIC Performance Scores by Types of Jobs



## Tenure

The majority of test-takers had held their current position for 5 or more years (61%). The largest tenure category was made up of people who had been with their companies for 10 years or more (39%). Test-takers from Chile, Germany, Mexico, Philippines, and Vietnam tended to have worked for their companies for less than 2 years, while those from Japan, France, and Korea were more likely to have been with the same company for over 10 years.

Figure 10 shows that on average the longer an employee has remained with an employer the lower his/her TOEIC LC and RC performance. This trend may be influenced by the fact that employees who have been in the same position for a longer period of time have low or very specific English requirements, whereas the newer employees may be recent graduates or worked in various environments requiring greater English proficiency.

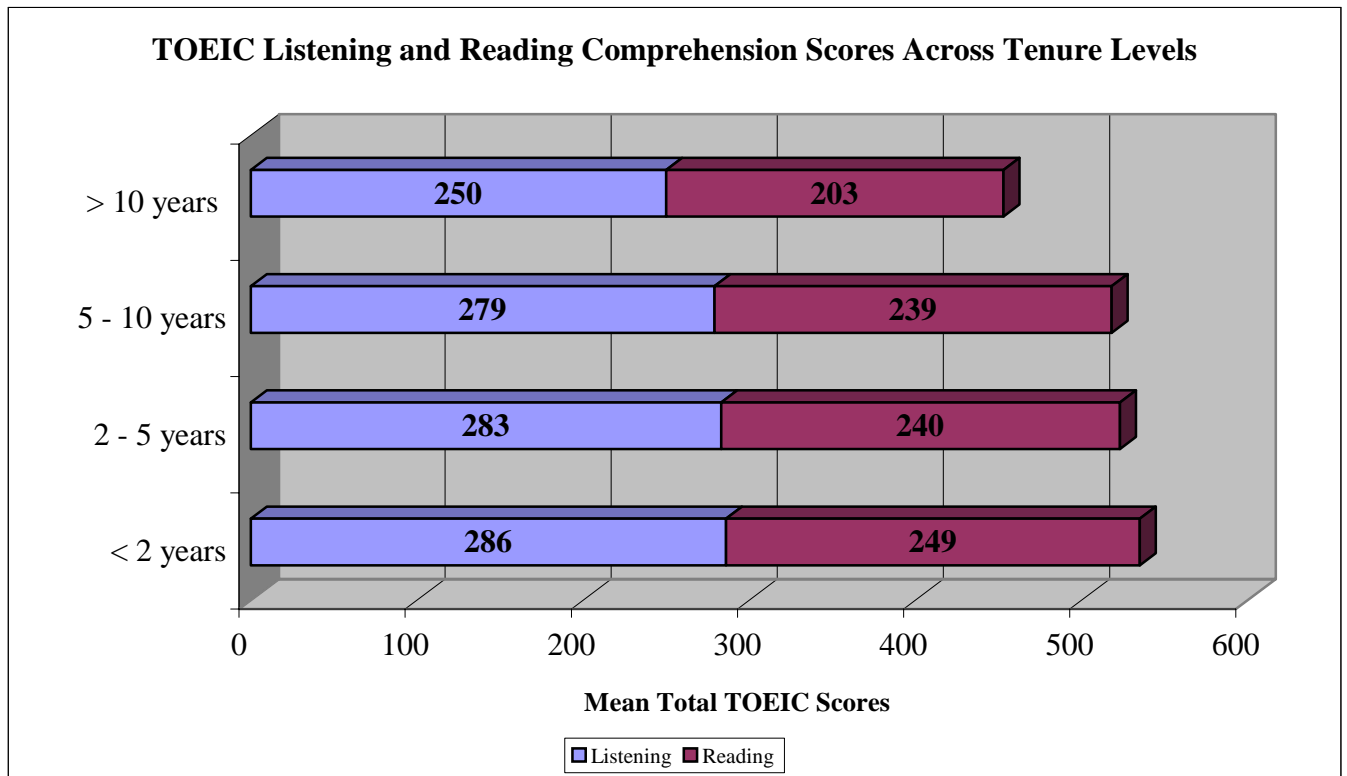


Figure 10: Mean Total TOEIC Performance Scores by Years of Tenure

## Time Spent in a Native English-speaking Country

Spending six months or more in a native English-speaking country was rather uncommon among test-takers in nearly all countries, with an average of only 13% of test-takers having done this. Test-takers from Japan and Chile were more likely to have spent six months or more abroad (67% and 24% respectively). This is due to the fact that many test-takers from these countries were natives of other non-English speaking countries.

Many of those taking the test from France (23%), Korea (21%), Russia (22%), and Spain (44%) had been in a native English-speaking country for less than six months.

Males were more inclined than females to have spent six months or more in an English-speaking country (60%). As expected, the more time spent in a native English speaking country the higher the mean Listening and Reading comprehension scores.

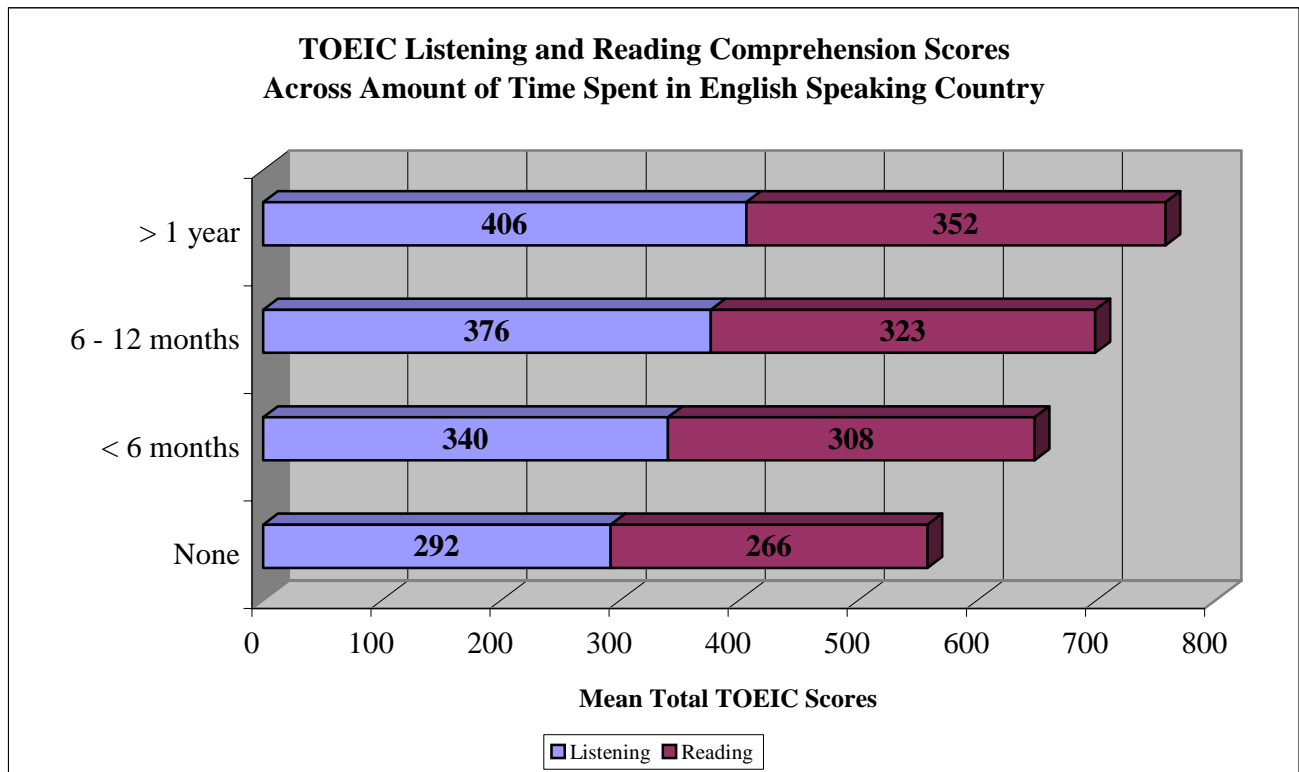


Figure 11: Mean Total TOEIC Performance Scores by Time Spent in English Speaking Country

## Frequency of English Use

Most test-takers use English frequently. Approximately 63% use English daily or two to three times per week, while 19% use English weekly and 18% use English less than once a week. Test-takers from Chile (50%), Hungary (52%), Japan (84%), Korea (51%), Philippines (79%), Russia (57%), and Saudi Arabia (57%) use English daily. Test-takers from China (32%), and Vietnam (39%) tended to use English 2 – 3 times a week, while test-takers from France (26%), and Morocco (27%) used English less than once a week.

Again as expected, those test-takers who use English more frequently achieved higher mean performance on the Listening and Reading Comprehension sections.

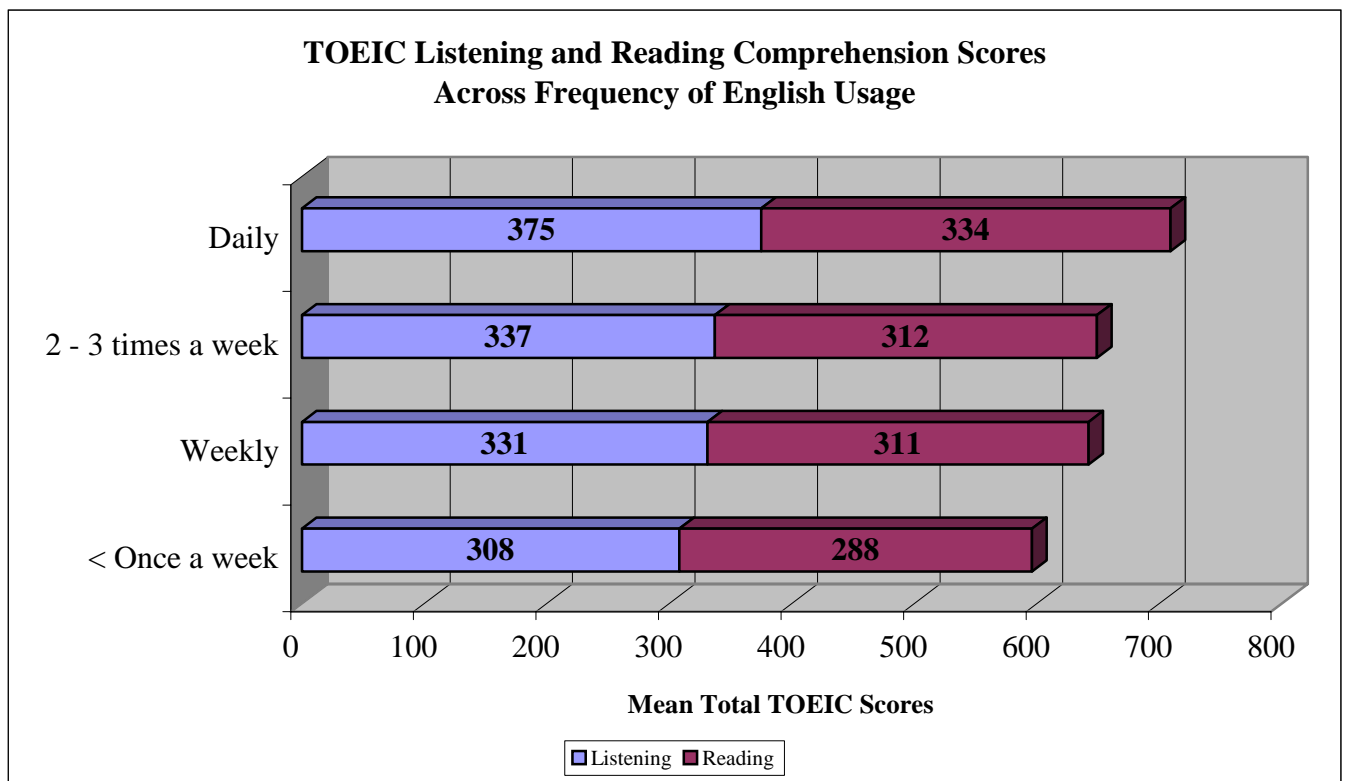


Figure 12: Mean Total TOEIC Performance Scores by Frequency of English Usage

## English Study

This question appeared only on the TOEIC Background Questionnaire and was answered by 146,320 test-takers outside of Japan, Korea, and Spain. Like 2002-2003 test-takers, 2004 test-takers exhibited almost identical patterns in the length of time studying English, except for test-takers who never studied English and who scored higher than the earlier group. Nearly 78% of test-takers have studied English for five or more years, while 21% have studied English for less than five years.

Forty-one percent of test-takers from Chile and 44% from France have studied English for 10 or more years, while Germany, Japan, Morocco, and Portugal (65%, 53%, 53%, and 63% respectively) have studied English for 5 – 10 years.

Thirty-nine percent of the test-takers from Mexico and 35% of the test-takers from Vietnam said they have studied English for 2 - 5 years.

As shown in Figure 13 those test-takers who studied English the longest achieved the highest mean scores. In Listening Comprehension, the spread of scores was greater than 100 (271 to 377) and for Reading Comprehension; the spread of scores was also greater than 100 (226 to 353).

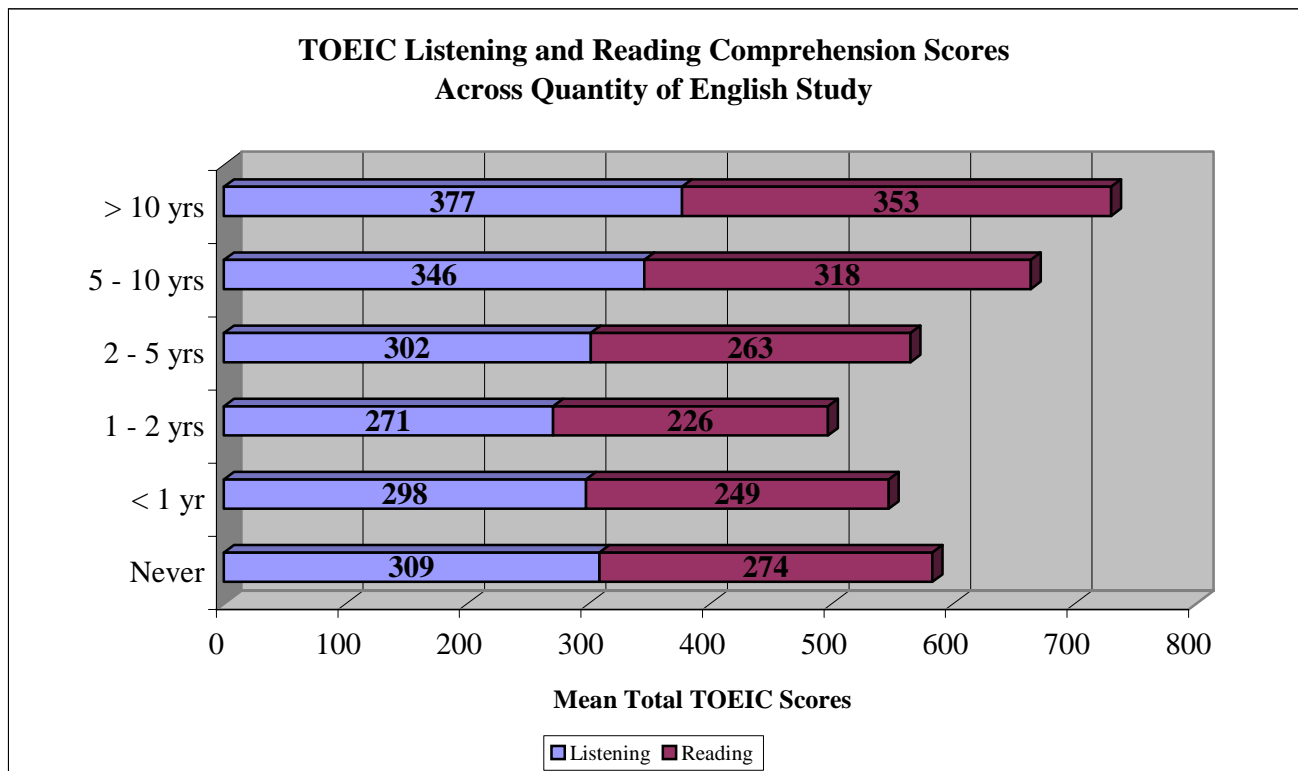


Figure 13: Mean Total TOEIC Performance Scores by Time Spent in Studying English

## TOEIC Test-Taking Experience

### Have you taken the TOEIC test before?

The percentage of test-takers who had previously taken the TOEIC test varied widely across countries, from a low of 3% in Hungary to a high of more than 99% in Korea and Japan. The majority of test-takers (70%) had taken the TOEIC test before, with the largest percentage of test-takers (39%) having taken TOEIC four or more times previously. As would be expected, the vast majority of test-takers who took the test four or more times were from Korea (63%) and Japan (40%).

Unlike the 2002-2003 test-takers, the number of individuals who had **not** taken the TOEIC test before increased significantly from 9% to 31%.

Scores on both sections of the TOEIC test tended to increase as test-takers took the test more times. This is presumably due to the fact that test-takers who took the test repeatedly are those who did not score well on the previous test.

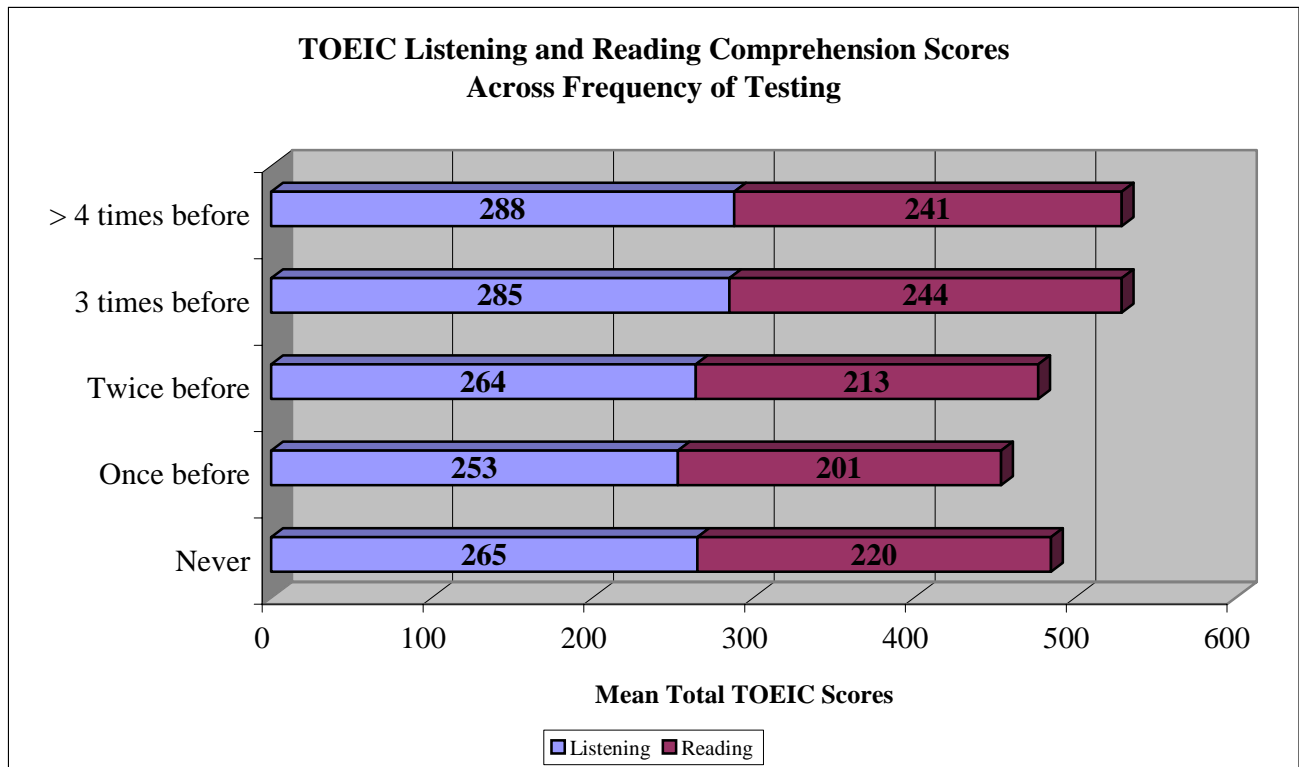


Figure 14a: Mean Total TOEIC Performance Scores by Number of Times Tested

### When did you last take the TOEIC test?

This question appeared only on the TOEIC Background Questionnaire and was answered by only 46,486 test-takers outside of Japan, Korea, and Spain. It is therefore difficult to generalize to other groups of test-takers. However, based on this sample, there appears to be minor changes in TOEIC scores with higher mean

scores being achieved the greater the length of time between testing sessions, as shown in Figure 14b. Nearly half (45%) of those test-takers that had taken TOEIC previously took it less than 6 months ago. Only 15% took it two or more years ago.

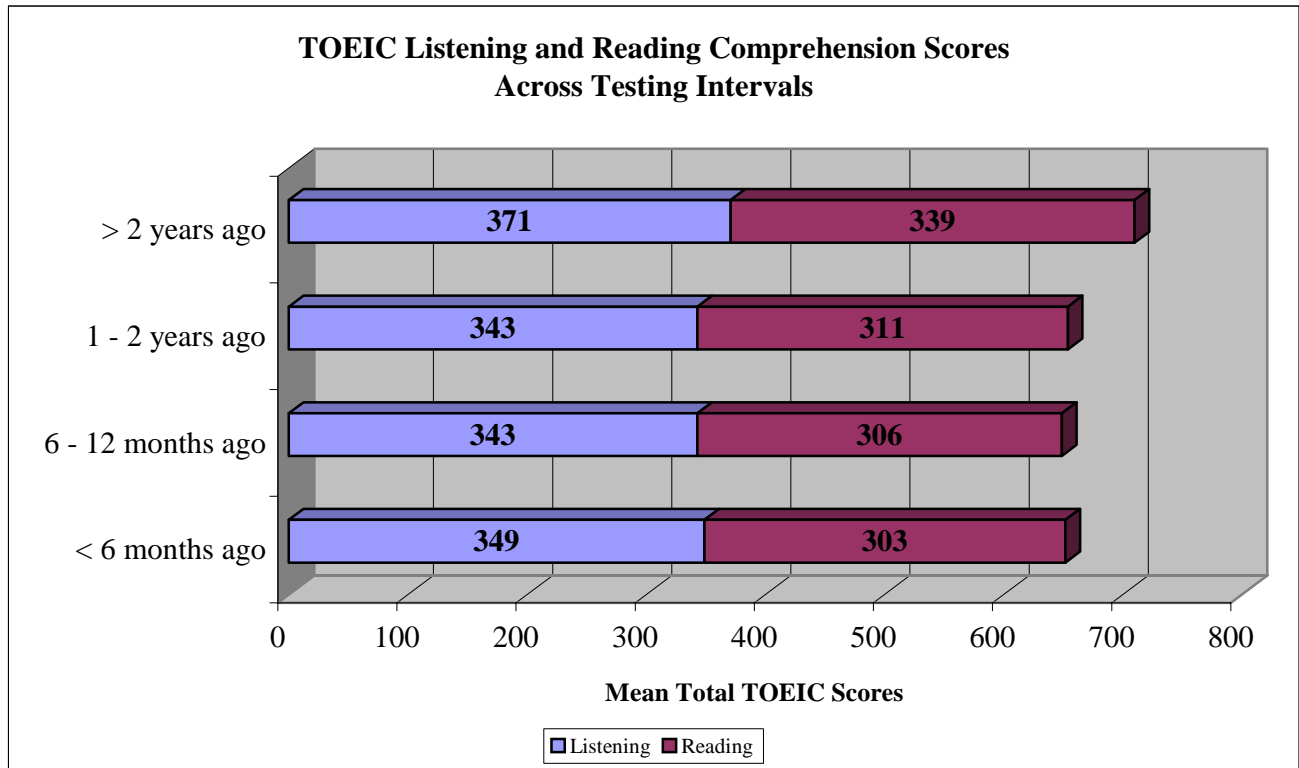


Figure 14b: Mean Total TOEIC Performance Scores by Testing Intervals

**APPENDIX A**  
**TOEIC BACKGROUND QUESTIONNAIRE**

# TOEIC® Background Questionnaire

Fill in the answers to the following questions in Section II, "Questionnaire Responses," on side 2 of your answer sheet. Fill in only one answer for each question.

## Section I

### A. Your educational and English language background

1. Please choose the highest level of education listed below that you have completed or that you are currently enrolled in.
  - a. General secondary school
  - b. Secondary school for university entrance qualification or equivalent
  - c. Vocational school
  - d. Business/trade school or technical school
  - e. Post-secondary/undergraduate university degree
  - f. Graduate or professional degree
2. How much time have you spent studying English (in secondary and post-secondary school)?
  - a. None (Skip to question 5.)
  - b. < 1 year
  - c. 1 year or more, but < 2 years
  - d. 2 years or more, but < 5 years
  - e. 5 years or more, but < 10 years
  - f. 10 years or more
3. How much time have you spent taking English courses (not including secondary or post-secondary school) that you yourself paid for?
  - a. None (Skip to question 5.)
  - b. < 1 year
  - c. 1 year or more, but < 2 years
  - d. 2 years or more, but < 5 years
  - e. 5 years or more
4. How often do/did these courses take place?
  - a. < 2 hours per week
  - b. 2 hours or more, but < 4 hours per week
  - c. 4 hours or more, but < 10 hours per week
  - d. 10 hours or more, but < 15 hours per week
  - e. 15 hours or more per week

5. How much time altogether have you spent studying English in training sponsored by an employer?
    - a. None (Skip to question 7.)
    - b. < 1 year
    - c. 1 year or more, but < 2 years
    - d. 2 years or more, but < 5 years
    - e. 5 years or more
  6. How often does/did this instruction take place?
    - a. < 2 hours per week
    - b. 2 hours or more, but < 4 hours per week
    - c. 4 hours or more, but < 10 hours per week
    - d. 10 hours or more, but < 15 hours per week
    - e. 15 hours or more per week.
- ### B. Your experience using English in your personal life and work
7. Not including English classes, how often do you use (read, write, listen to, or speak) English now?
    - a. Every day/almost every day
    - b. 2 to 3 times a week
    - c. Once a week
    - d. < once a week
  8. Have you ever lived in a country in which English is the main language spoken?
    - a. No
    - b. Yes, for < 6 months
    - c. Yes, for 6 months to 1 year
    - d. Yes, for > 1 year
- ### C. Your current status
9. Which of the following best describes what you do now?
    - a. Employed full or part time
    - b. Student (Skip to Section III.)
    - c. Active duty in the armed forces (Skip to Section III.)
    - d. Homemaker (Skip to Section III.)
    - e. Unemployed (Skip to Section III.)
    - f. Participating in a work-study or apprenticeship program (Skip to Section III.)



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(Turn over for Sections II and III.)



## TOEIC® Background Questionnaire – Side 2

### Section II

#### A. Your present employment situation

10. Which of the following categories best applies to your job? Choose one. (The positions shown in parentheses are examples only.)
- Management (legislator, official, department director)
  - Scientific/Technical professional (engineer, research scientist)
  - Marketing/Sales (market analyst, sales representative)
  - Finance (financial auditor, accountant)
  - Teaching/Training
  - Professional specialist (business professional, economist, lawyer)
  - Customer service (airline attendant, hotel staff, travel agent)
  - Technician/Associate professional (physical/engineering science technician, aircraft controller, safety inspector)
  - Clerical (secretary, bookkeeper)
  - Worker (trade person, machine operator, assembler, laborer)
11. What is your level in your company?
- Nonmanagerial/nonsupervisory
  - Supervisory
  - Managerial
12. About how many years have you been with your company?
- < 2 years
  - 2 years or more, but < 5 years
  - 5 years or more, but < 10 years
  - 10 years or more

#### B. Your current use of English on the job

13. About how much of your time at work do you spend using English?
- 0 to 10%
  - 11 to 20%
  - 21 to 50%
  - 51 to 100%

Questions 14–17. How important is each of the following English skills to your work? (Choose one answer for each skill.)

14. Listening
- Important
  - Somewhat important
  - Not important
15. Reading
- Important
  - Somewhat important
  - Not important
16. Speaking
- Important
  - Somewhat important
  - Not important
17. Writing
- Important
  - Somewhat important
  - Not important

### Section III

#### A. Your experience taking the TOEIC test

18. Before today, how many times have you taken the TOEIC test?
- Never
  - 1 time
  - 2 times
  - 3 times
  - 4 or more times
19. When did you last take the TOEIC test?
- < 6 months ago
  - 6 months or more, but < 1 year ago
  - 1 year or more, but < 2 years ago
  - 2 or more years ago