

TOEIC[®] SPEAKING AND WRITING TESTS DATA & ANALYSIS 2010

Number of examinees and average scores in FY2010

< Table of contents >

I	Trend in the number of examinees	1
II	SP test data	1
III	IP test data	3
IV	SP test data (adults)	5
V	SP test data (students)	7
VI	SP test data (overall)	7
VII	IP test data (companies and organizations)	9
VIII	IP test data (schools)	12
IX	Overall data	13
X	Proficiency Level Descriptors	14
XI	TOEIC [®] Speaking Test Pronunciation Levels	15
XII	TOEIC [®] Speaking Test Intonation and Stress Levels	15

TOEIC® Speaking/Writing tests (TOEIC® SW tests) are tests to measure speaking and writing abilities, which are necessary for effective English communication in international work environments.

The TOEIC SW tests are presently conducted in 25 countries around the world. In Japan, besides individual examinees, the tests were adopted by 120 companies, organizations and schools in FY 2010, for uses that include self-development, gauging the benefits of English trainings, measuring the English ability of new employees, and selecting employees for overseas positions. In addition, universities are using the tests to measure the benefits of classes and courses, gauge achievement from overseas study, and to calculate grades.

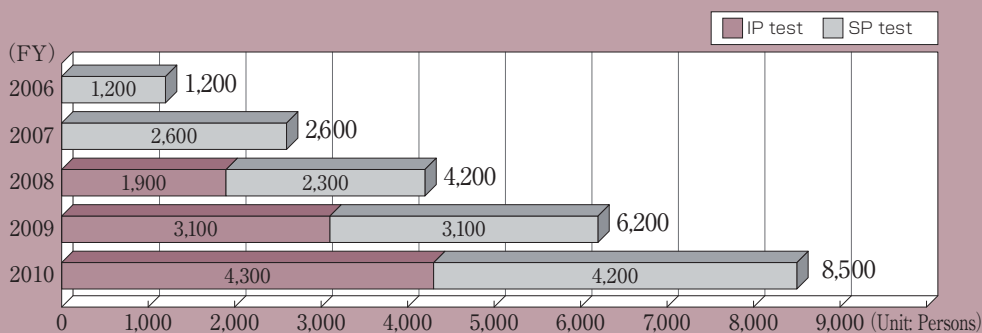
The TOEIC SW tests are offered separately from the TOEIC® test (Listening/Reading) and also employ a different method in terms of application, execution and result returning. Like the TOEIC test, however, the TOEIC SW tests can be used to measure improvements in English ability and to establish study goal.

The TOEIC SW tests come in two formats: the Secure Program (SP) test and the Institutional Program (IP) test. The SP test is to be taken on the date and at the location specified by IIBC (The Institute for International Business Communication), whereas the IP test can be taken in accordance with the date and location determined by the given company, organization or school.

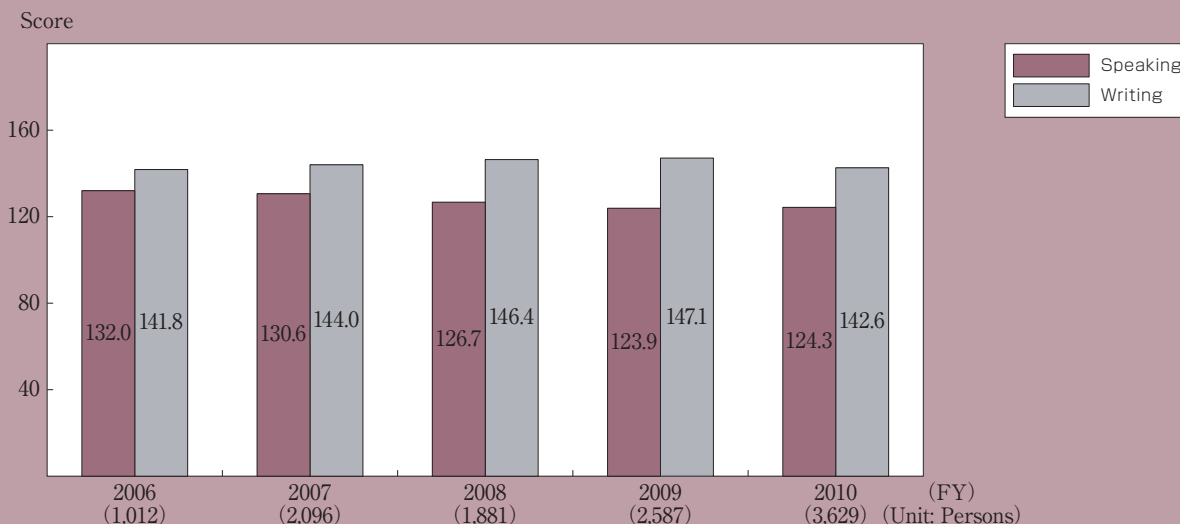
The data presented here is based on the TOEIC SW SP tests and the IP tests administered in FY 2010 (from April 2010 to March 2011). In addition, the number of the examinees on p.12 (“VIII-1 Number of examinees by school type”) indicates the total of each number of examinees for all three test formats (TOEIC® Speaking test, TOEIC® Writing test, TOEIC® Speaking/Writing tests).

I Trend in the number of examinees / II SP test data

I Trend in the number of TOEIC SW examinees (FY2006 to FY2010)

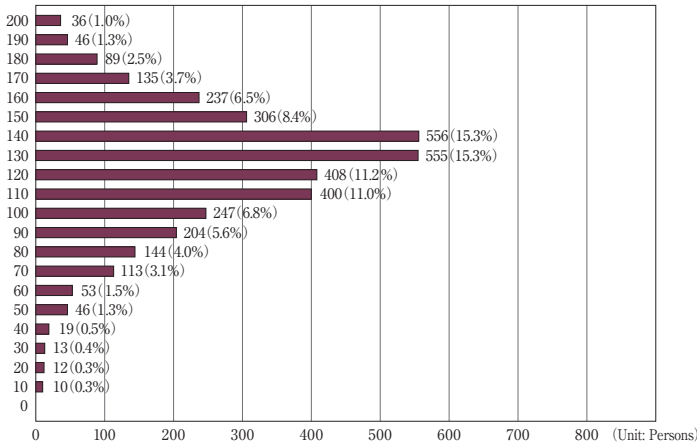


II-1 Number of examinees and average scores for the SP tests over the last 5 years (FY2006 to FY2010)

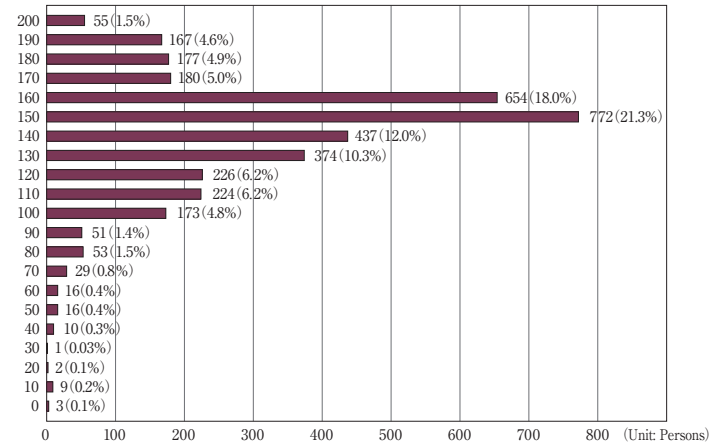


SP test in FY2010 (overall)

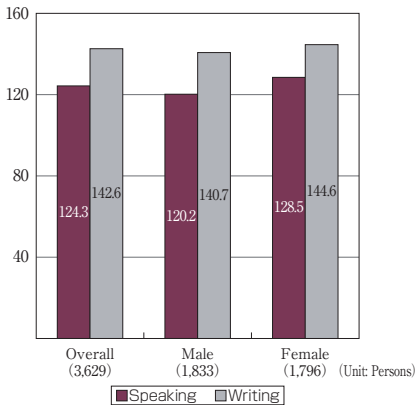
II-2 Speaking score distribution for the SP test (overall) (3,629 examinees)



II-3 Writing score distribution for the SP test (overall) (3,629 examinees)

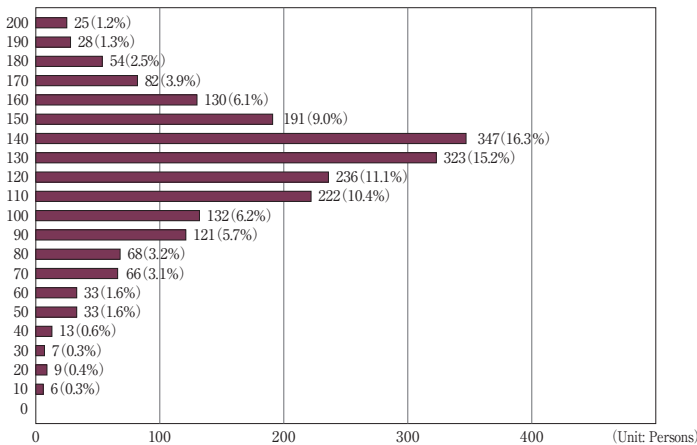


II-4 Average scores for the SP test (overall)

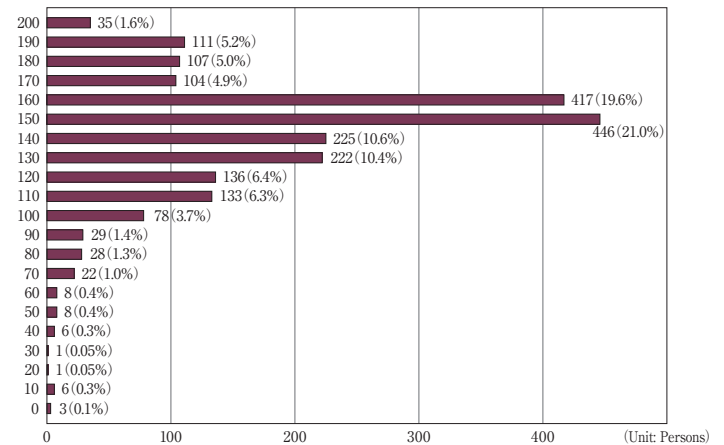


SP test in FY2010 (adults)

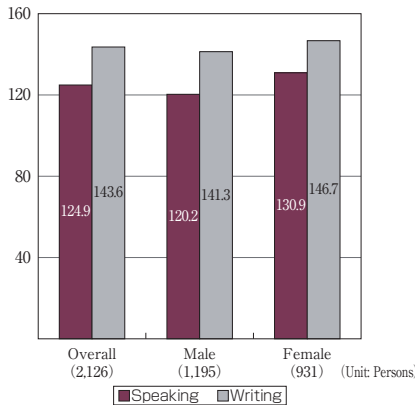
II-5 Speaking score distribution for the SP test (adults) (2,126 examinees)



II-6 Writing score distribution for the SP test (adults) (2,126 examinees)

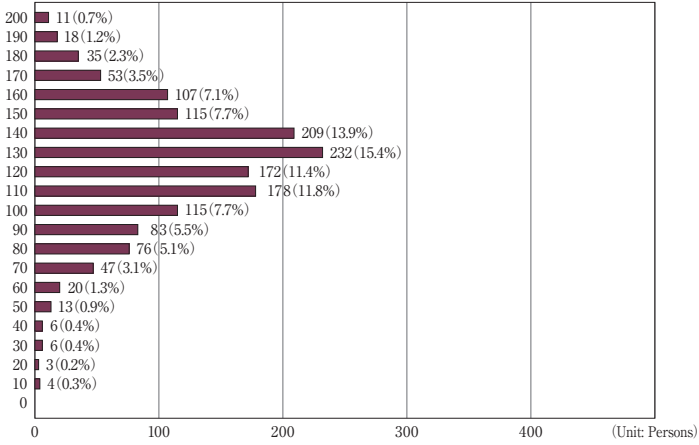


II-7 Average scores for the SP test (adults)

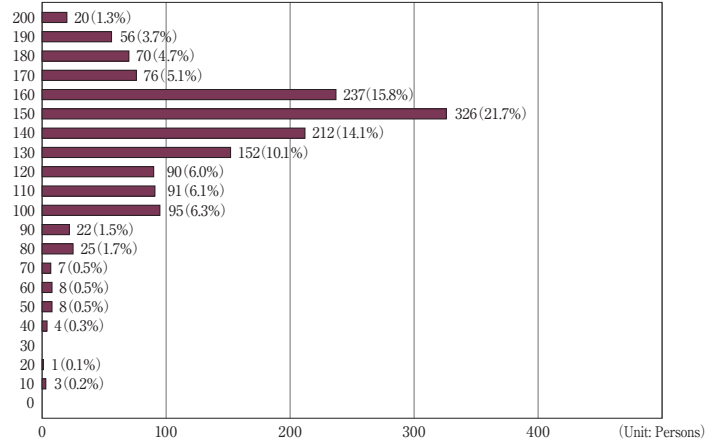


■ SP test in FY2010 (students)

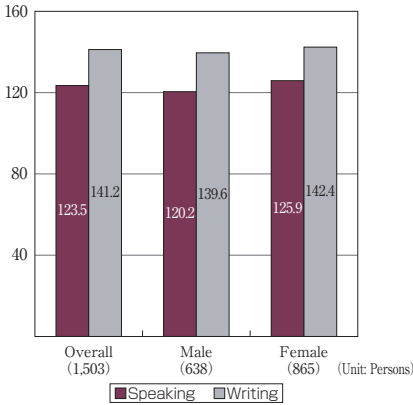
II-8 Speaking score distribution for the SP test (students) (1,503 examinees)



II-9 Writing score distribution for the SP test (students) (1,503 examinees)

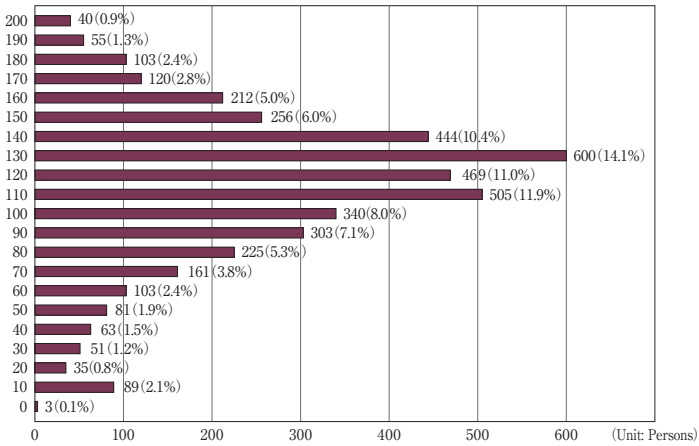


II-10 Average scores for the SP test (students)

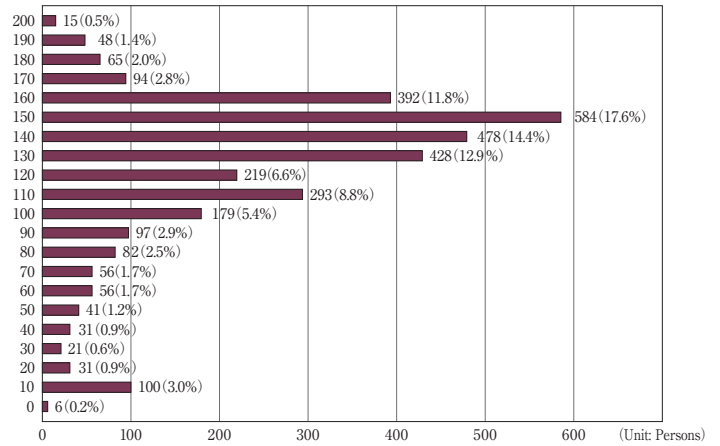


■ IP test in FY2010 (overall)

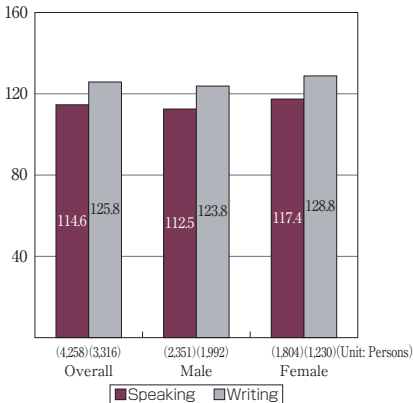
III-1 Speaking score distribution for the IP test (overall) (4,258 examinees)



III-2 Writing score distribution for the IP test (overall) (3,316 examinees)

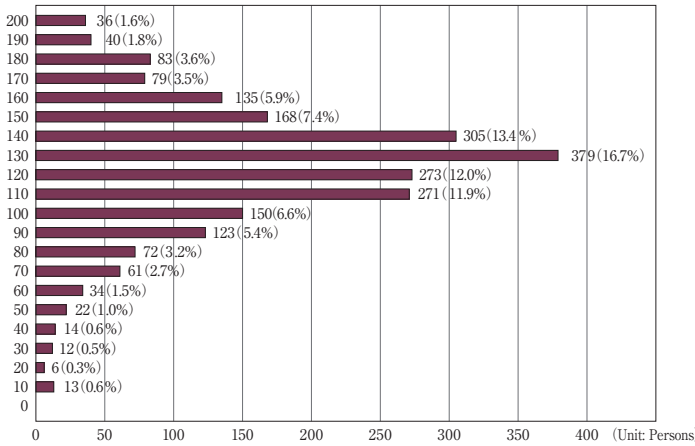


III-3 Average scores for the IP test (overall)

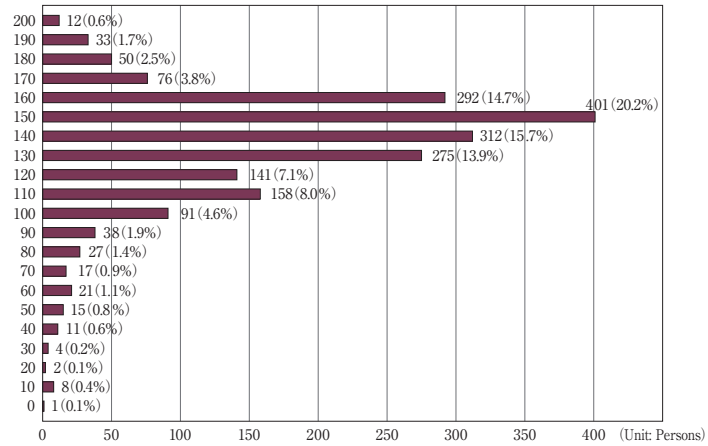


IP test in FY2010 (companies and organizations)(Charts show data for the IP tests conducted by companies, government and municipal offices, and non-profit organizations)

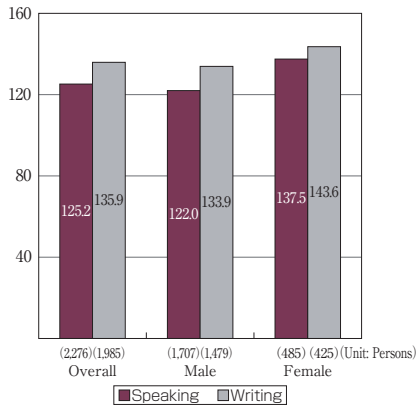
III-4 Speaking score distribution for the IP test (companies and organizations) (2,276 examinees)



III-5 Writing score distribution for the IP test (companies and organizations) (1,985 examinees)

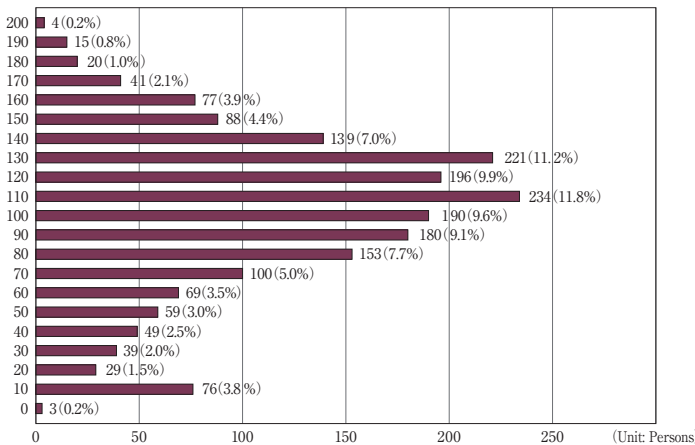


III-6 Average scores for the IP test (companies and organizations)

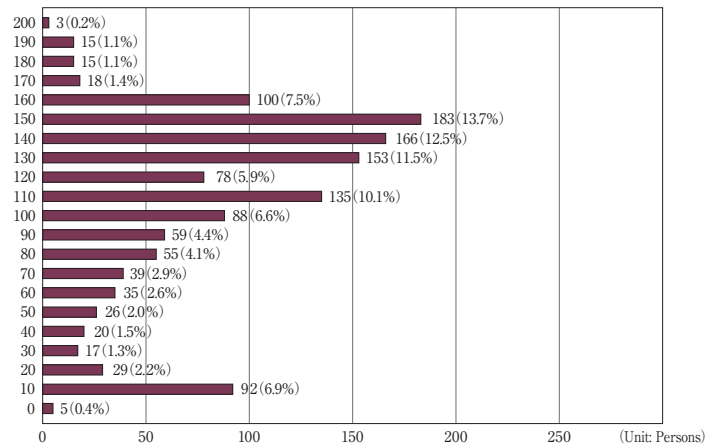


IP test in FY2010 (schools)(Charts show data for the IP tests conducted by educational institutions including senior high schools, technical colleges, junior colleges, universities, graduate schools and vocational schools)

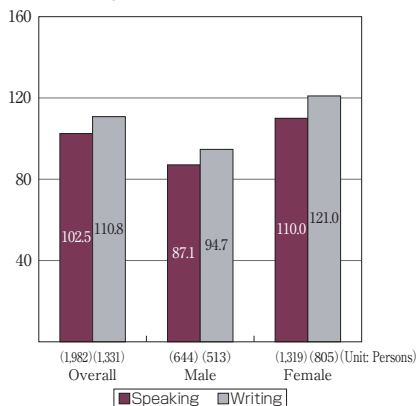
III-7 Speaking score distribution for the IP test (schools) (1,982 examinees)



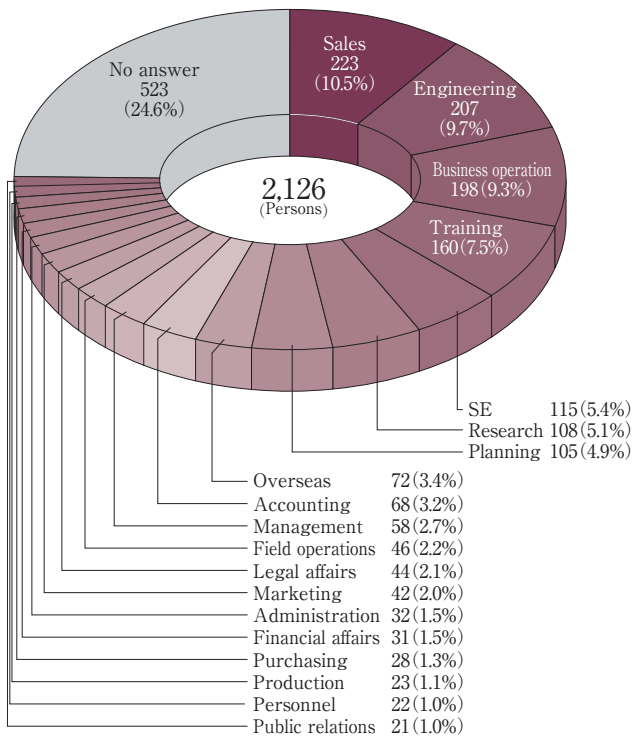
III-8 Writing score distribution for the IP test (schools) (1,331 examinees)



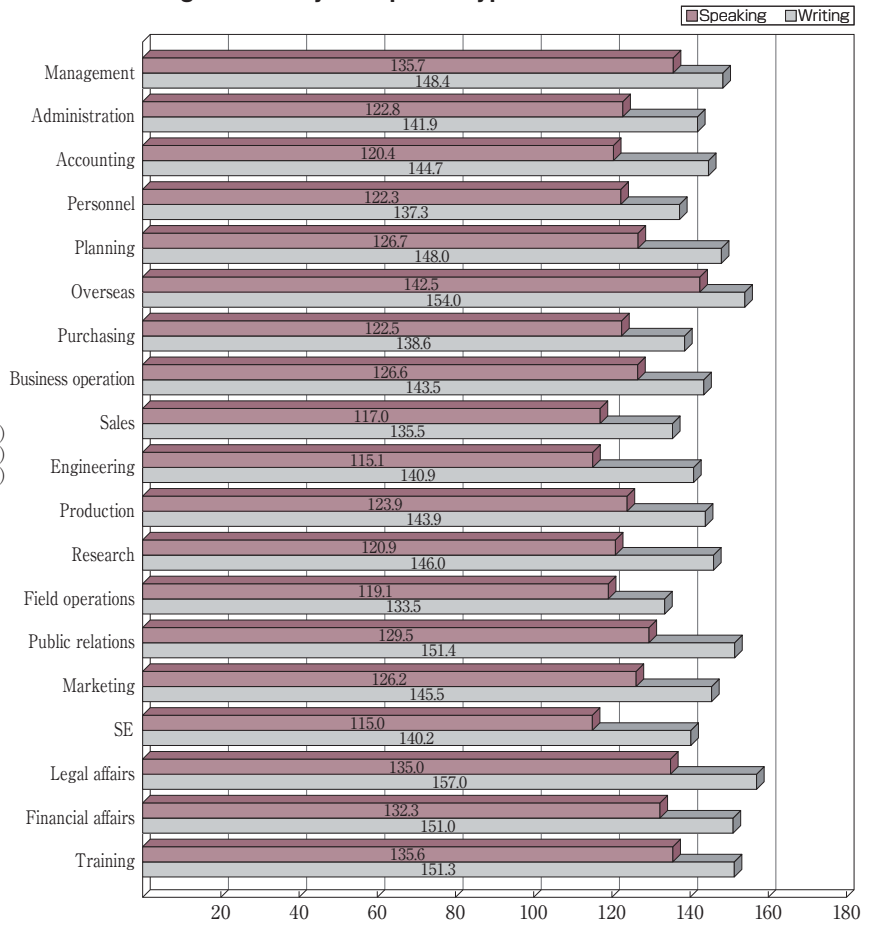
III-9 Average scores for the IP test (schools)



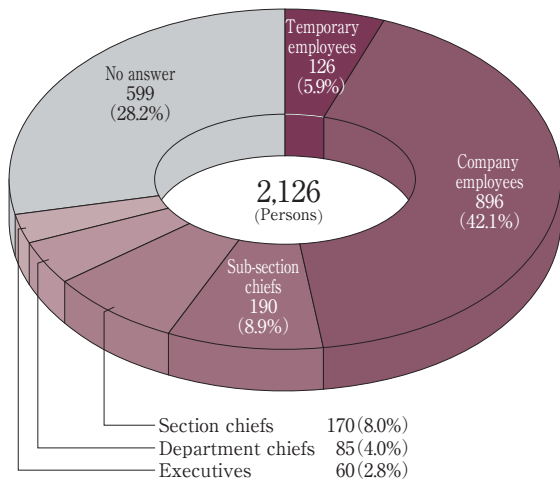
IV-1 Number of examinees by occupation type



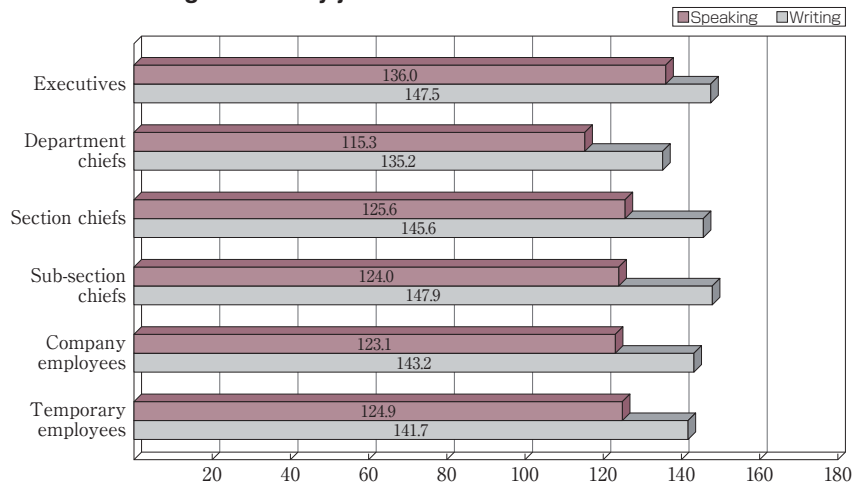
IV-2 Average scores by occupation type



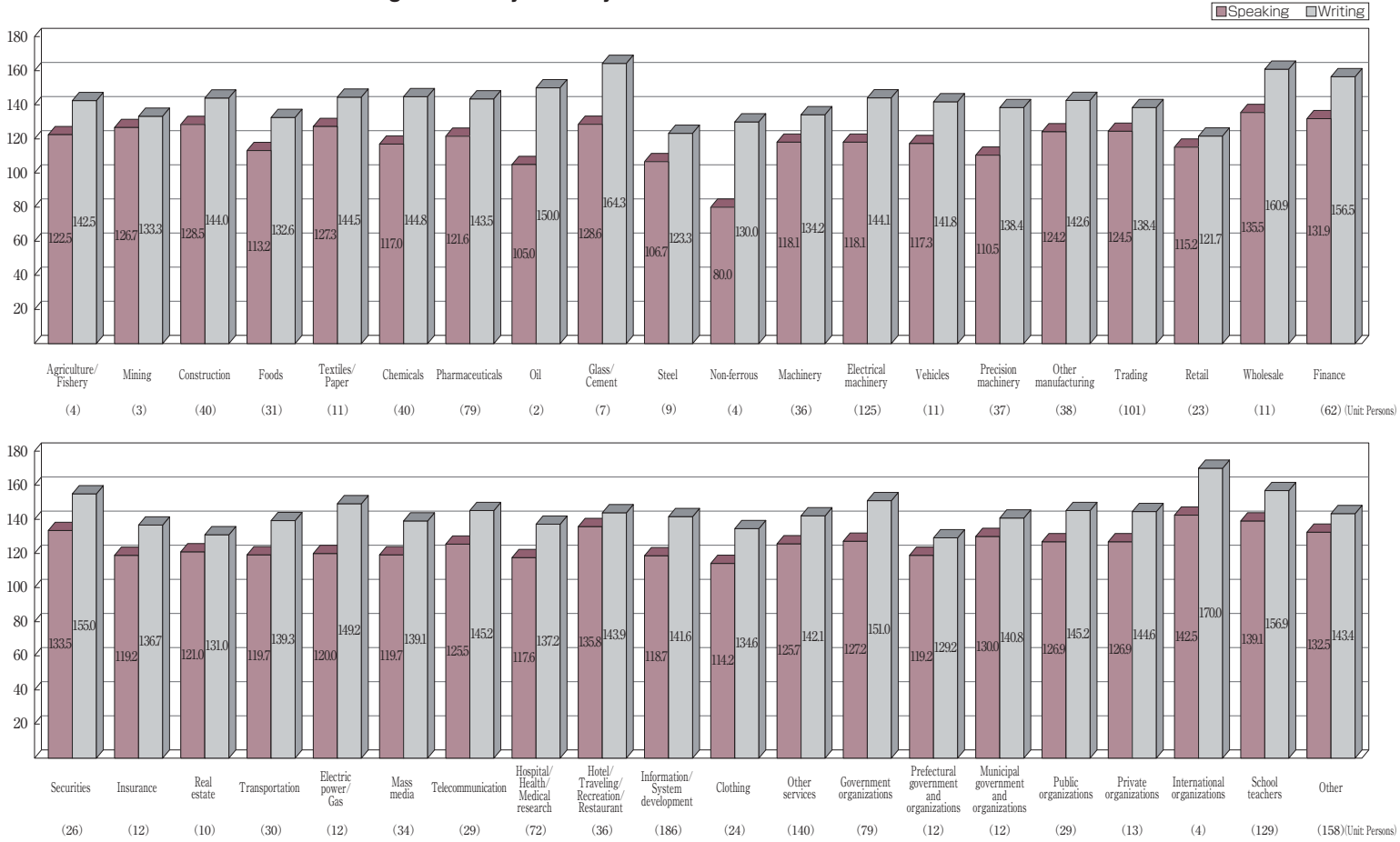
IV-3 Number of examinees by job level



IV-4 Average scores by job level



IV-5 Number of examinees and average scores by industry



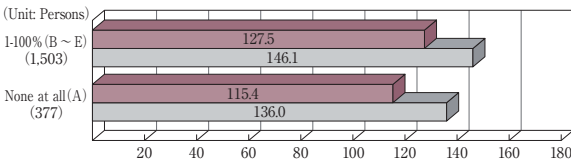
IV-6 Need to use English/overseas experience and TOEIC SW test scores

Summed-up data of responses to the following questionnaire items by adult examinees of SP tests

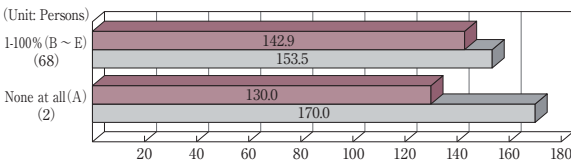
How much time must you use English in your daily life?

(A: None at all B: 1-10% C: 11-20% D: 21-50% E: 51-100%)

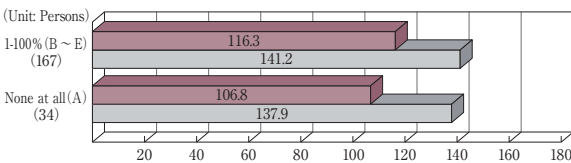
Overall (1,880 examinees)
Average score <Speaking 125.1/Writing 144.1>



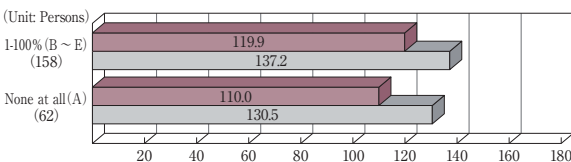
Overseas (70 examinees)
Average score <Speaking 142.6/Writing 154.0>



Engineering (201 examinees)
Average score <Speaking 114.7/Writing 140.6>



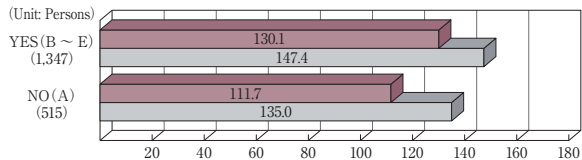
Sales (220 examinees)
Average score <Speaking 117.1/Writing 135.3>



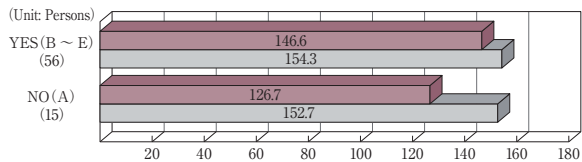
Have you ever lived in a country in which English is the main spoken language?

(A: No 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)

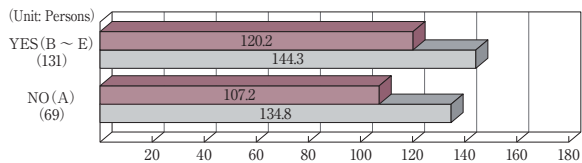
Overall (1,862 examinees)
Average score <Speaking 125.0/Writing 144.0>



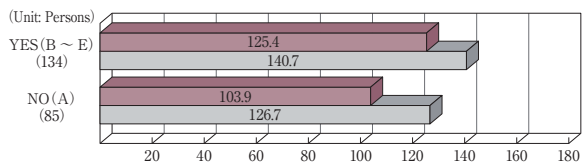
Overseas (71 examinees)
Average score <Speaking 142.4/Writing 153.9>



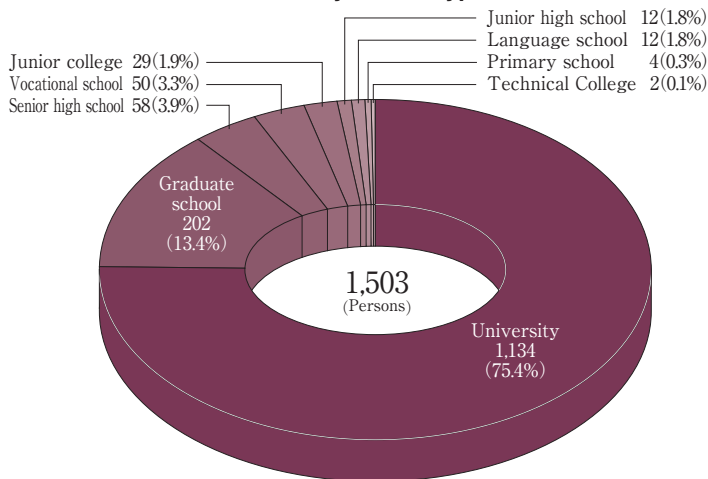
Engineering (200 examinees)
Average score <Speaking 115.7/Writing 141.0>



Sales (219 examinees)
Average score <Speaking 117.1/Writing 135.3>



V-1 Number of examinees by school type

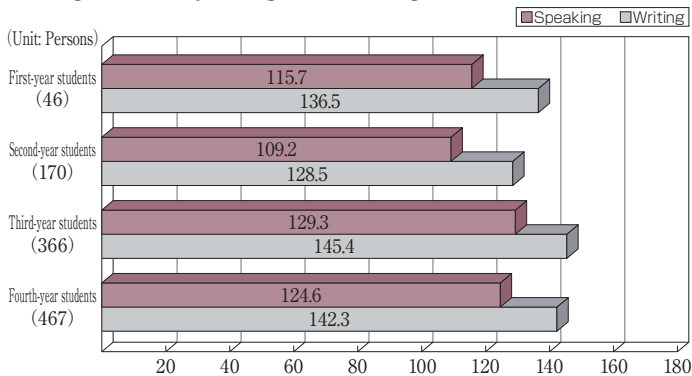


V-3 Number of examinees and average scores by grade

Summed-up data of responses to "Grade" by SP test examinees who are university students (grades of small population are omitted). Does not match the number of examinees on p.7 "V-1 Number of examinees by school type"

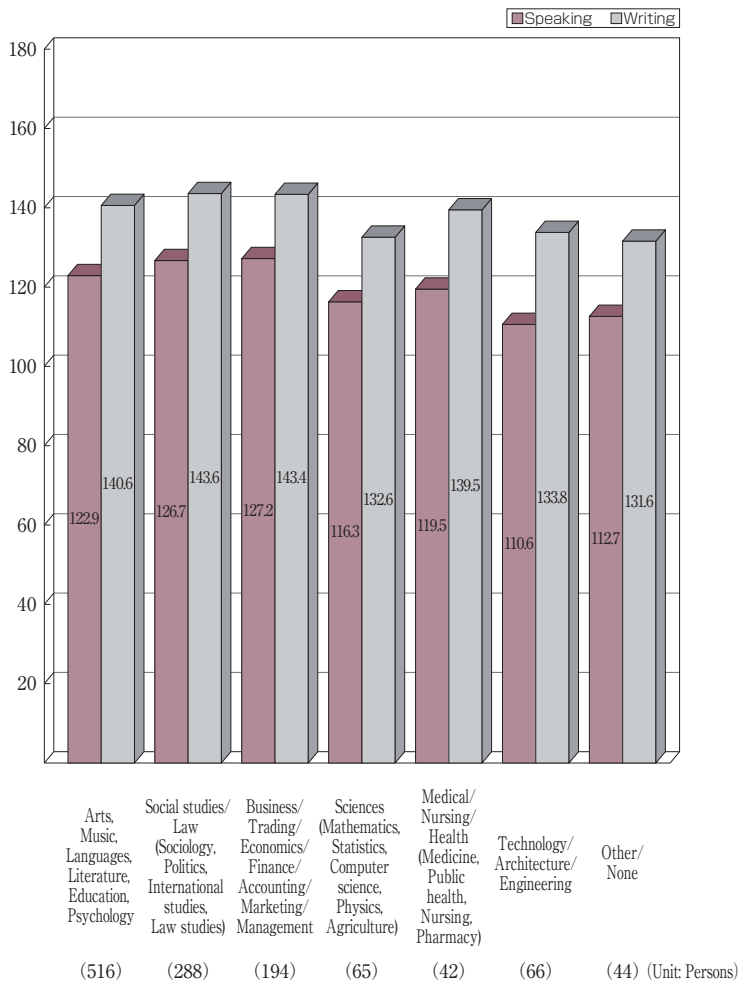
University (1,049 examinees)

Average score <Speaking 123.4/Writing 140.9>



V-2 Number of examinees and average scores by type of major

Summed-up data of responses to "Major" by SP test examinees who are university, junior college, vocational school or technical college students

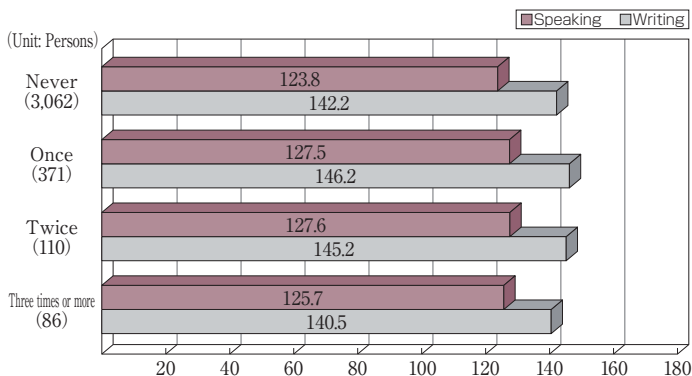


VI-1 Test experiences and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by SP test examinees

Number of examinees and average scores by the number of times the test is taken

Before today, how many times did you take the TOEIC Speaking/ Writing tests?



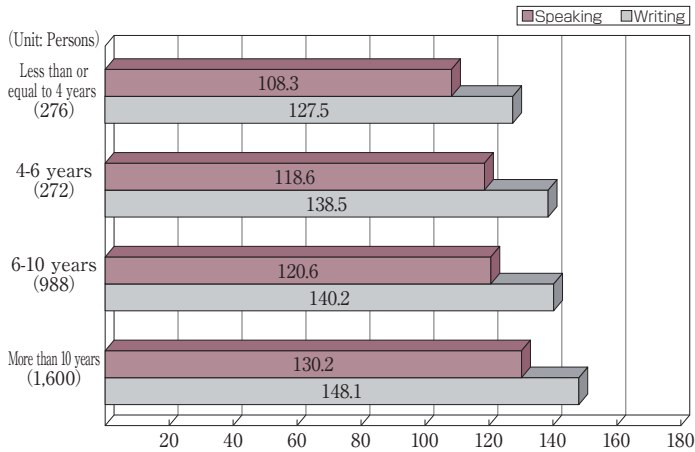
L : Listening R : Reading S : Speaking W : Writing L&S : Listening and Speaking R&W : Reading and Writing L&R&S&W : Listening, Reading, Speaking, and Writing

VI-2 English-language experience and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by SP test examinees

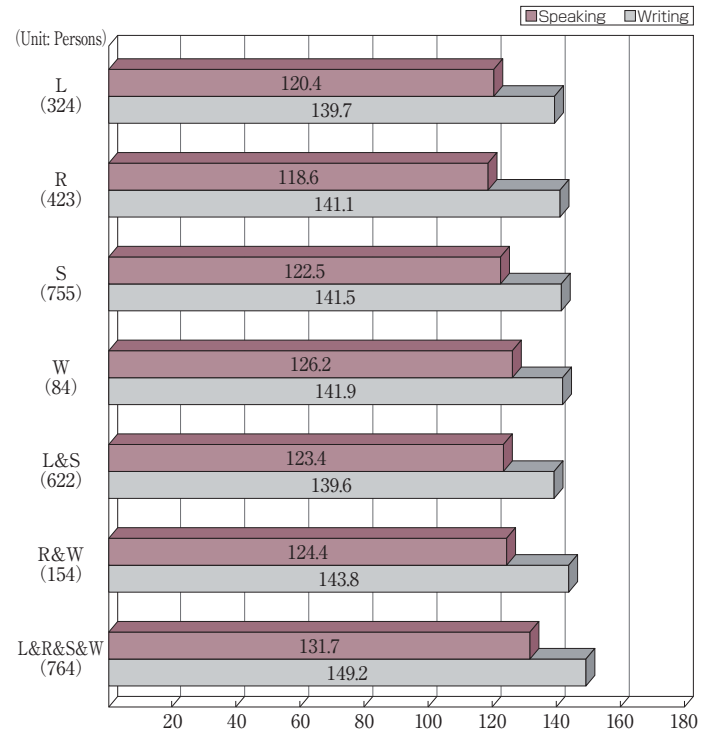
Number of examinees and average scores by the total number of years of studying English

How long have you studied English up to now?



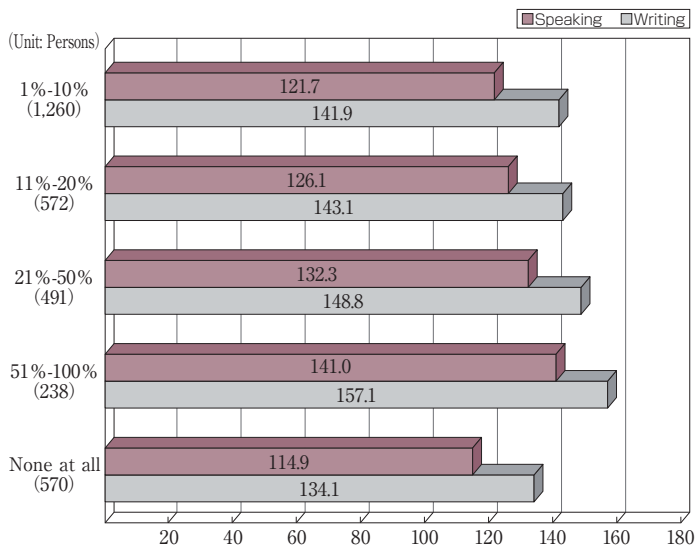
Number of examinees and average scores by most-emphasized language skills

Which of the following language skills are/were most emphasized?



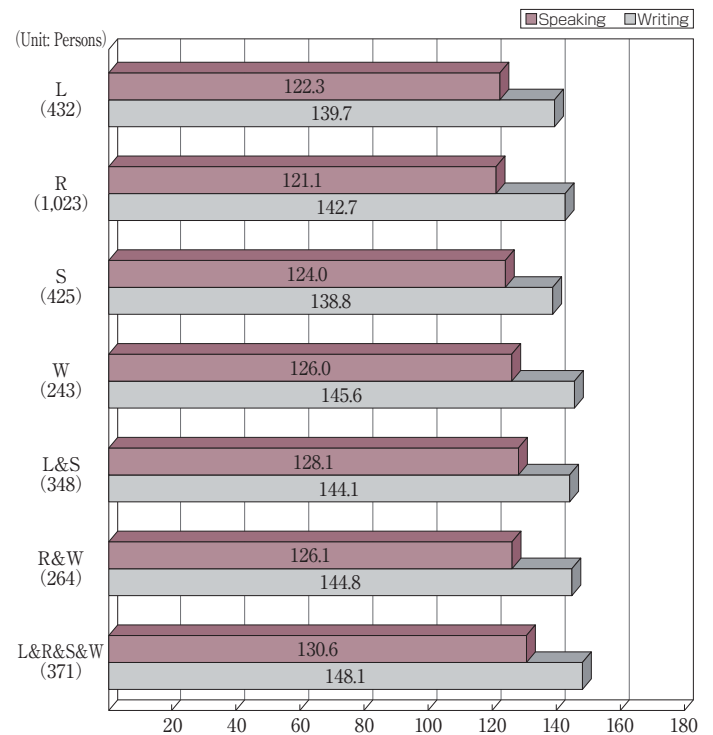
Number of examinees and average scores by frequency of English usage

How much time must you use English in your daily life?

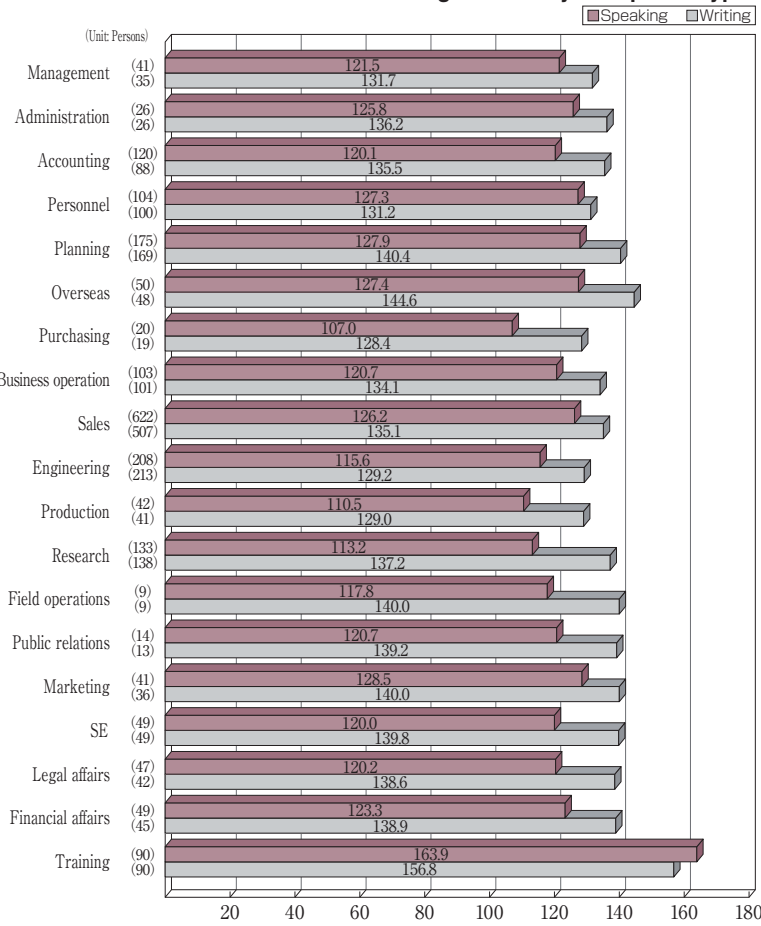


Number of examinees and average scores by English-language skills used

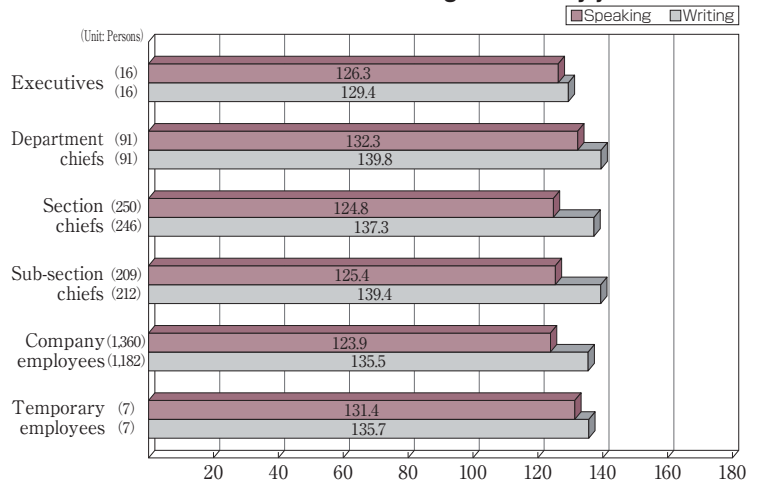
Which of the following English-language skills do you use most often?



VII-1 Number of examinees and average scores by occupation type

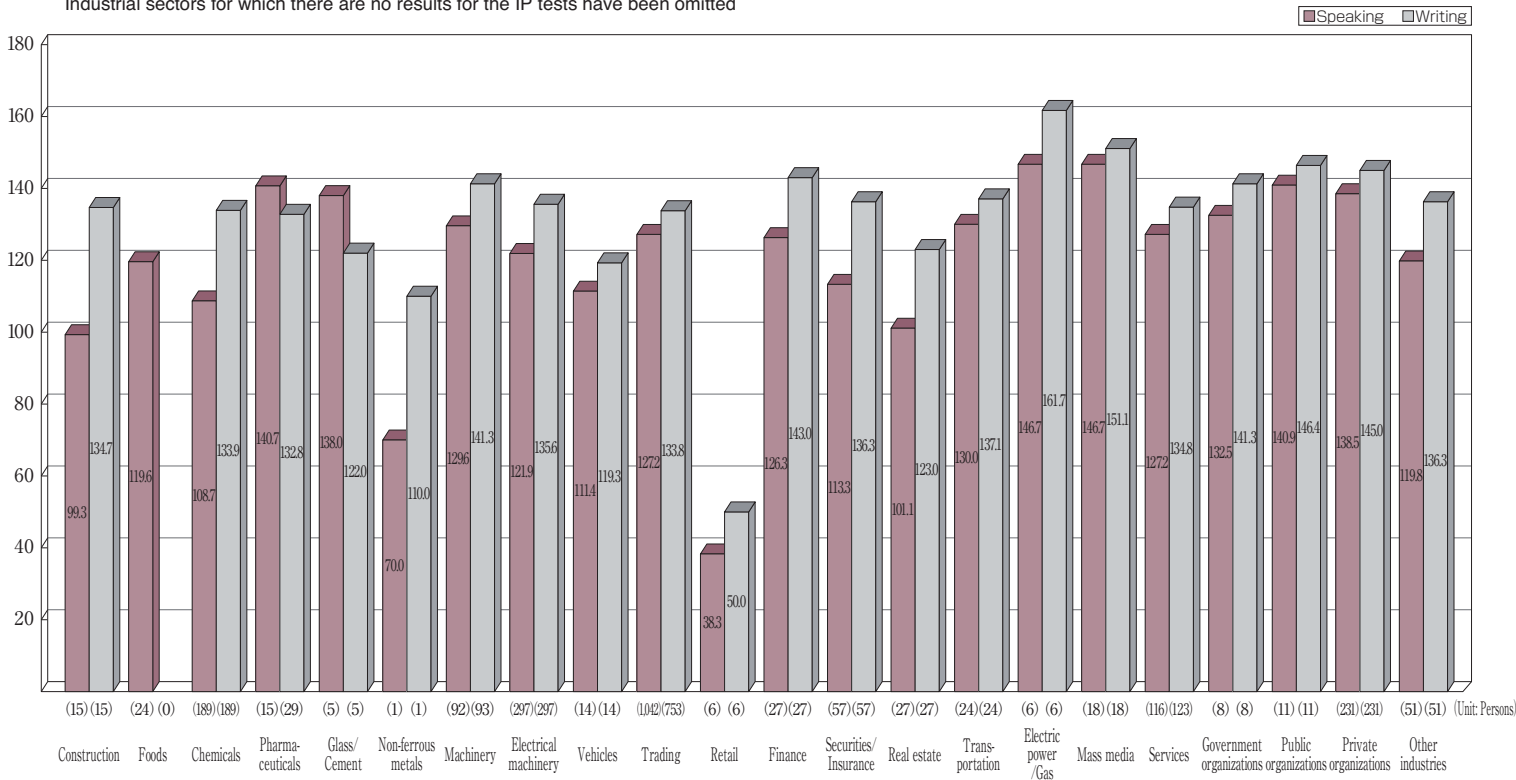


VII-2 Number of examinees and average scores by job level



VII-3 Number of examinees and average scores by industry

Industrial sectors for which there are no results for the IP tests have been omitted



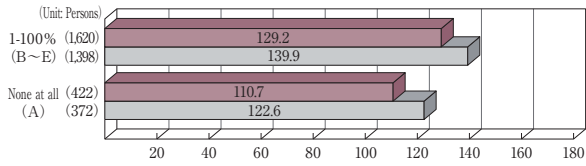
VII-4 Need to use English/overseas experience and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within companies and organizations

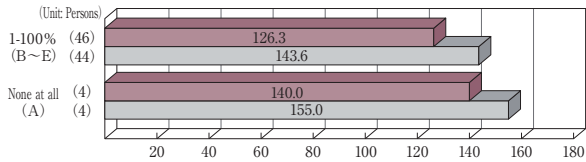
How much time must you use English in your daily life?

(A: None at all B: 1-10% C: 11-20% D: 21-50% E: 51-100%)

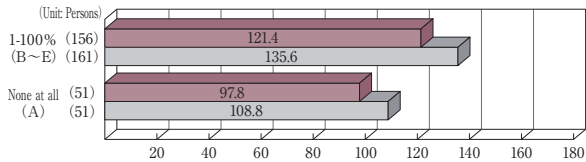
Overall (2,064 examinees)
Average score <Speaking 125.4/Writing 136.3>



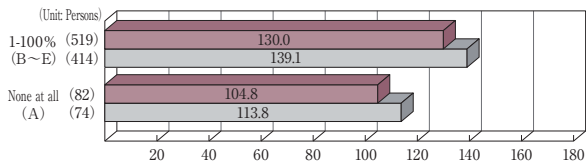
Overseas (50 examinees)
Average score <Speaking 127.4/Writing 144.6>



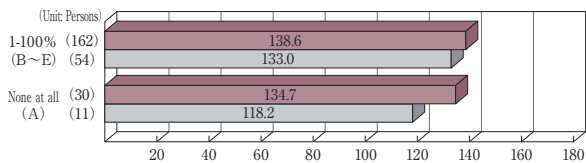
Engineering (214 examinees)
Average score <Speaking 115.6/Writing 129.2>



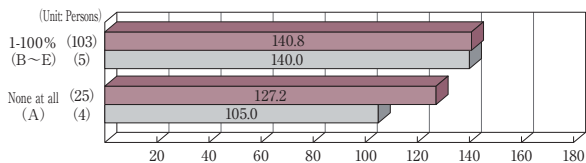
Sales (603 examinees)
Average score <Speaking 126.6/Writing 135.3>



New employees (197 examinees)
Average score <Speaking 138.0/Writing 130.5>



Potential recruits (128 examinees)
Average score <Speaking 138.1/Writing 124.4>

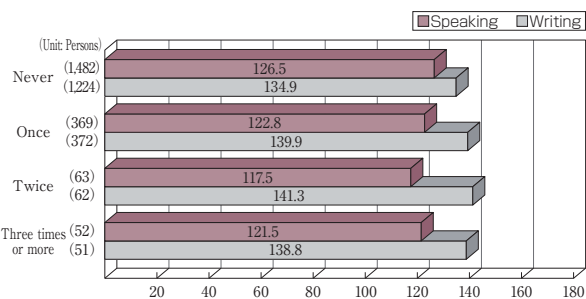


VII-5 Test experiences and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within companies and organizations

Number of examinees and average scores by the number of times the test is taken

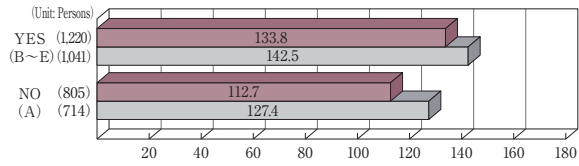
Select the number of times you have taken TOEIC SW tests in the past.



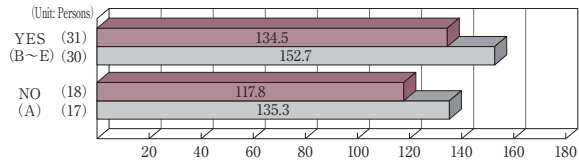
Have you ever lived in a country in which English is the main spoken language?

(A: No 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)

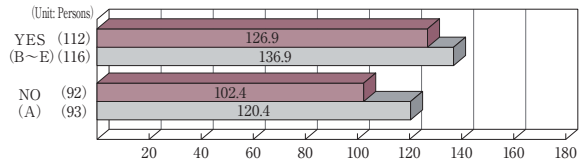
Overall (2,047 examinees)
Average score <Speaking 125.4/Writing 136.3>



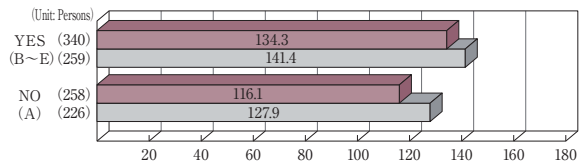
Overseas (49 examinees)
Average score <Speaking 128.4/Writing 146.4>



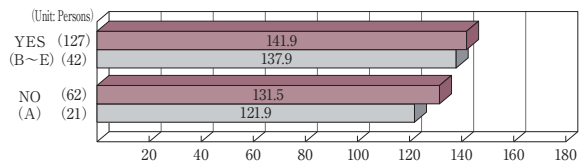
Engineering (211 examinees)
Average score <Speaking 115.8/Writing 129.6>



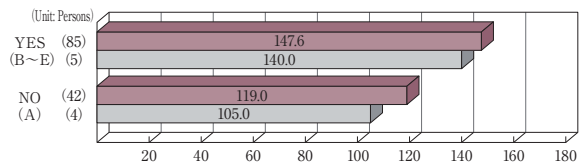
Sales (600 examinees)
Average score <Speaking 126.4/Writing 135.1>



New employees (194 examinees)
Average score <Speaking 138.5/Writing 132.5>



Potential recruits (127 examinees)
Average score <Speaking 138.2/Writing 124.4>



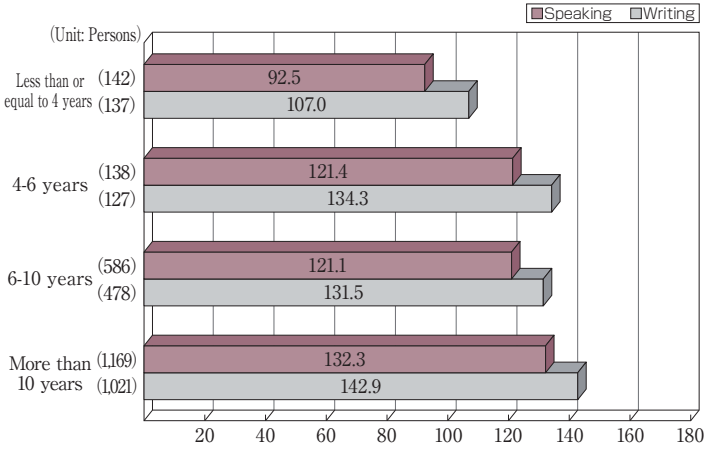
L : Listening R : Reading S : Speaking W : Writing L&S : Listening and Speaking R&W : Reading and Writing L&R&S&W : Listening, Reading, Speaking, and Writing

VII-6 English-language experience and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within companies and organizations

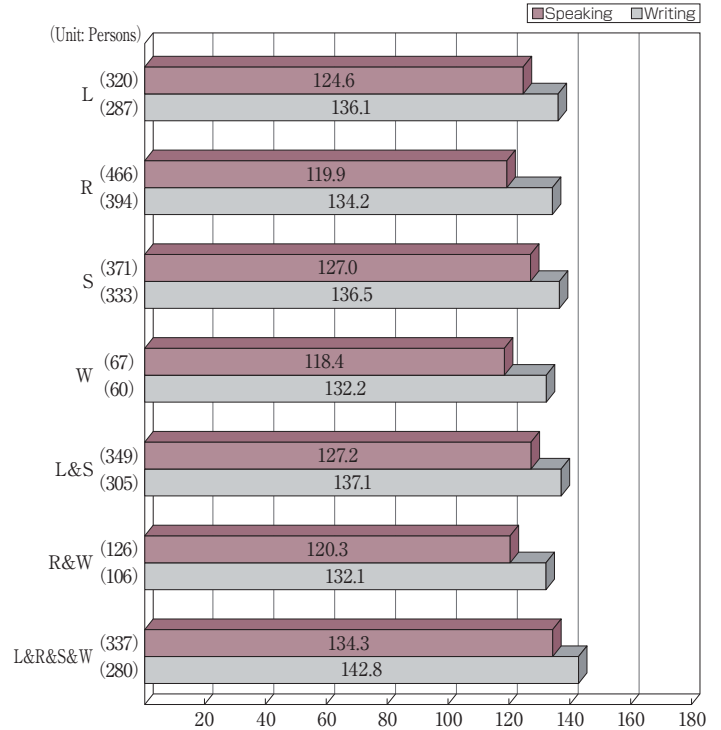
Number of examinees and average scores by the total number of years of studying English

How many years have you spent studying English?



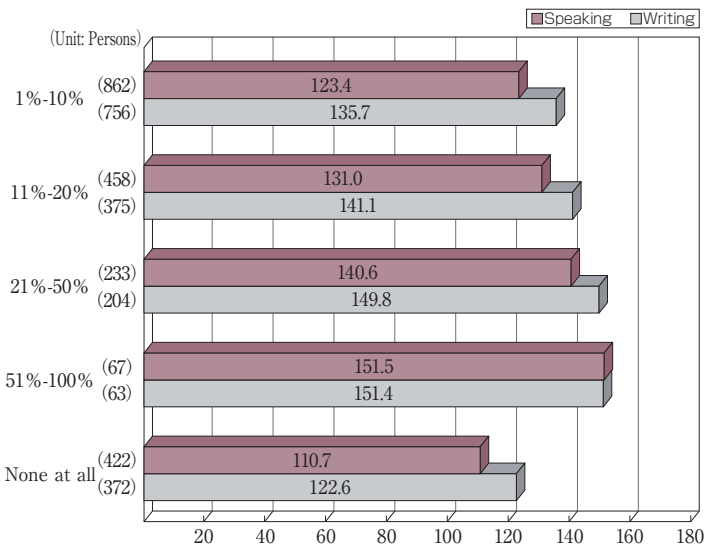
Number of examinees and average scores by most-emphasized language skills

Which of the following language skills are/were most emphasized?



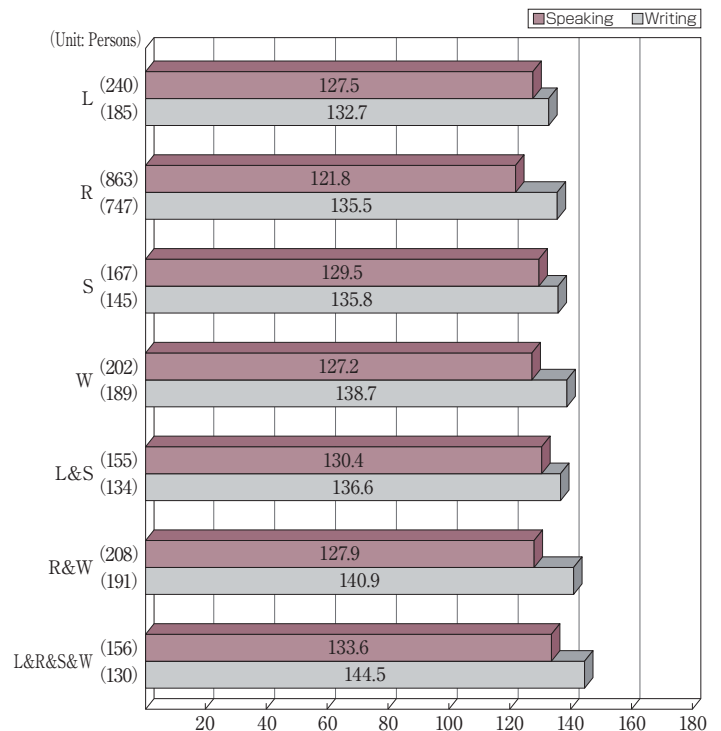
Number of examinees and average scores by frequency of English usage

How much time must you use English in your daily life?

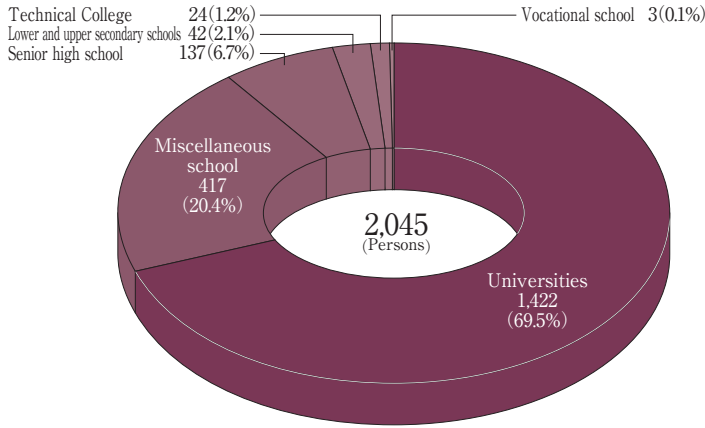


Number of examinees and average scores by English-language skills used

Which of the following English-language skills do you use most often?



VIII-1 Number of examinees by school type

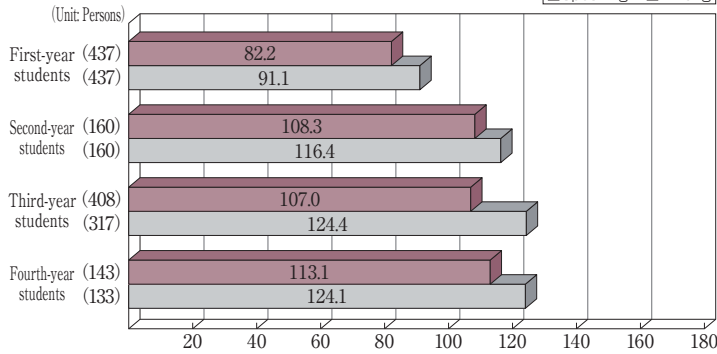


VIII-3 Number of examinees and average scores by grade

Summed-up data of responses to "Educational background (school type/grade)" by examinees of IP tests taken within educational institutions including language schools and vocational schools (grades of small population are omitted). Does not match the number of the examinees on p.12 "VIII-1 Number of examinees by school type"

University (1,173 examinees)

Average score <Speaking 98.5/Writing 109.2>



VIII-4 Need to use English/overseas experience and TOEIC SW scores

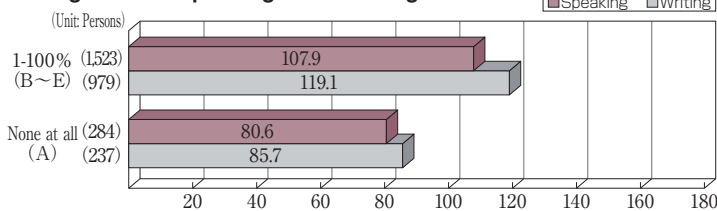
Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within educational institutions

How much time must you use English in your daily life?

(A: None at all B: 1-10% C: 11-20% D: 21-50% E: 51-100%)

Overall (1,863 examinees)

Average score <Speaking 103.6/Writing 112.6>

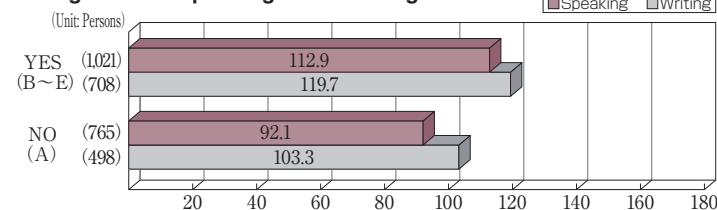


Have you ever lived in a country in which English is the main spoken language?

(A: No 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)

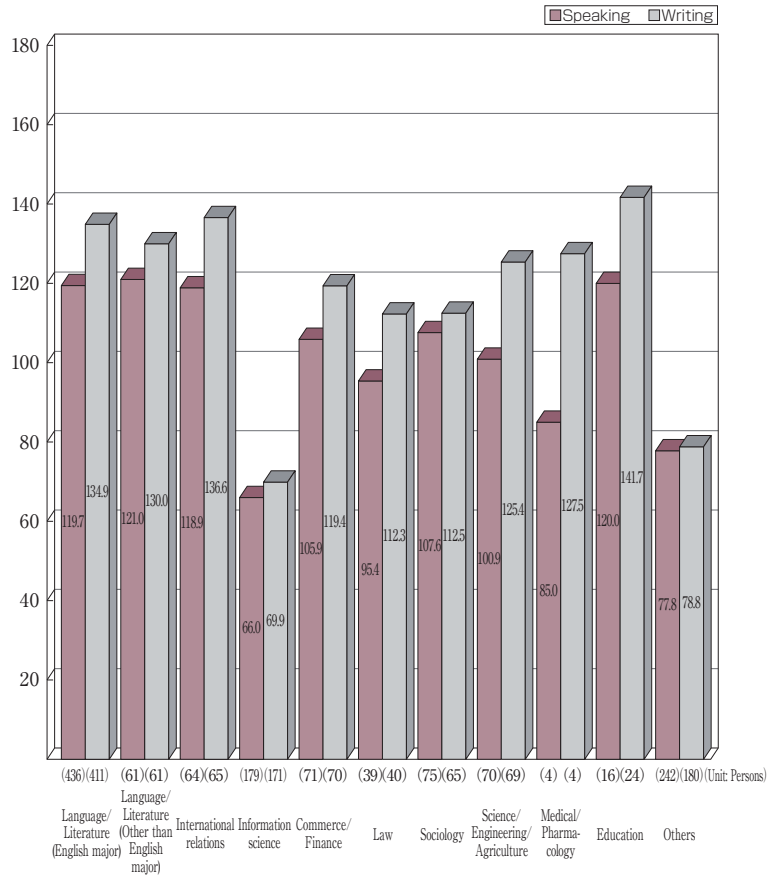
Overall (1,842 examinees)

Average score <Speaking 104.0/Writing 112.9>



VIII-2 Number of examinees and average scores by type of major

Summed-up data of responses to "Major" by examinees of IP tests taken within universities, junior colleges, vocational schools and technical colleges

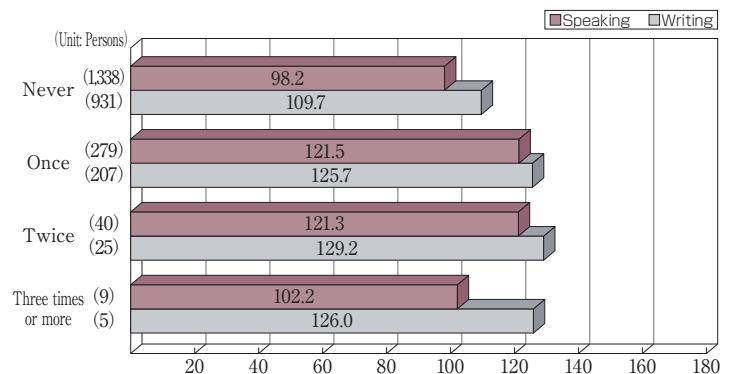


VIII-5 Test experiences and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within educational institutions

Number of examinees and average scores by the number of times the test is taken

Before today, how many times did you take the TOEIC SW test?



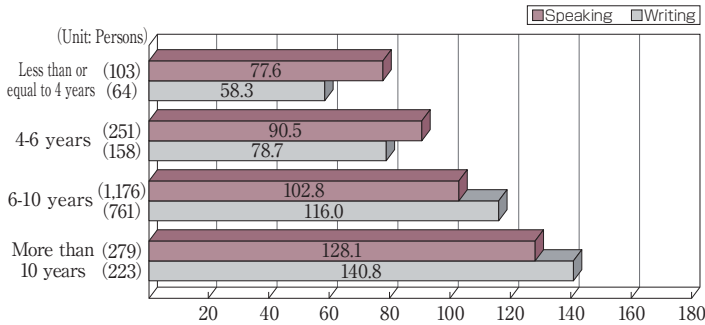
L : Listening R : Reading S : Speaking W : Writing L&S : Listening and Speaking R&W : Reading and Writing L&R&S&W : Listening, Reading, Speaking, and Writing

VIII-6 English-language experience and TOEIC SW scores

Summed-up data of responses to the following questionnaire items by examinees of IP tests taken within educational institutions

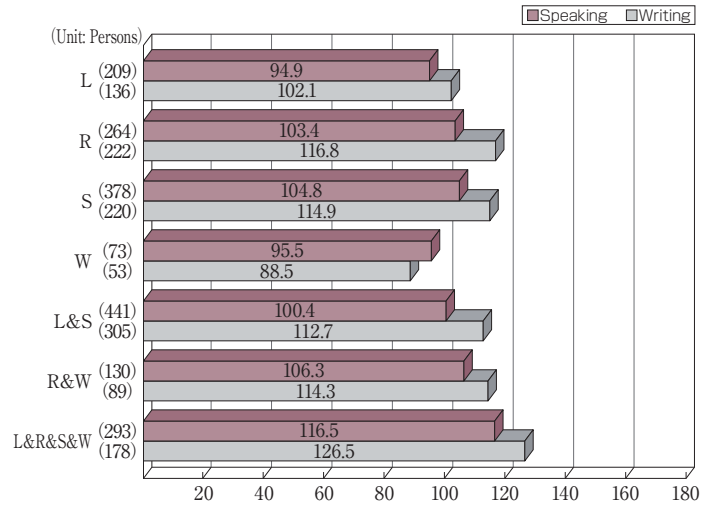
Number of examinees and average scores by the total number of years of studying English

How many years have you spent studying English?



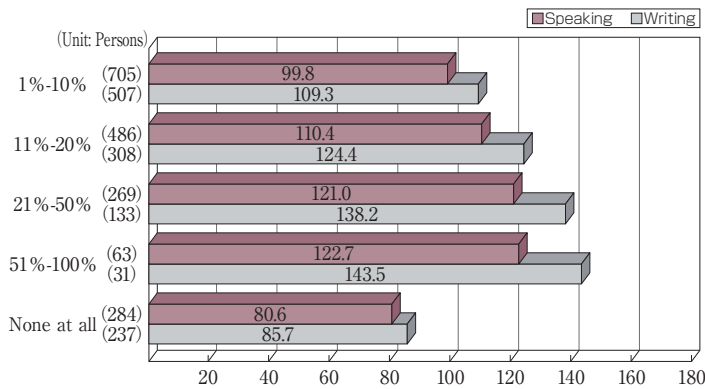
Number of examinees and average scores by most-emphasized language skills

Which of the following language skills are/were most emphasized?



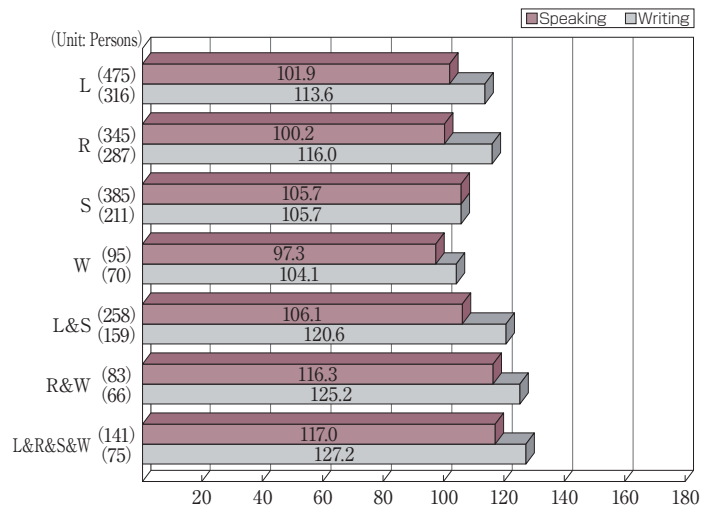
Number of examinees and average scores by frequency of English usage

How much time must you use English in your daily life?



Number of examinees and average scores by English-language skills used

Which of the following English-language skills do you use most often?



IX TOEIC SW examinees and TOEIC scores

Summed-up data of responses to either of the following questionnaire items by SP and IP test examinees

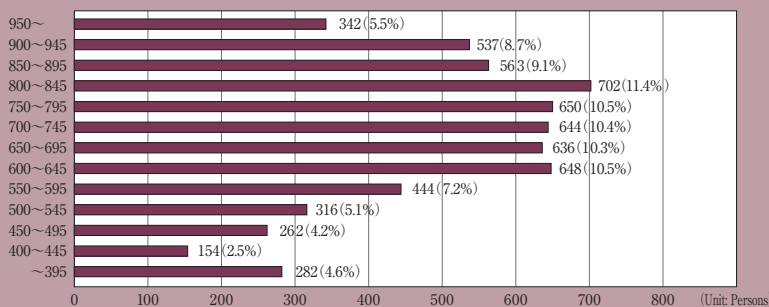
<SP test>

What is the score range of the TOEIC test (Listening/Reading) you took most recently?

<IP test>

In the most recent sitting for the TOEIC test (Listening/Reading), what was your score?

TOEIC total score distribution (6,180 examinees)



X Proficiency Level Descriptors

Proficiency Level	TOEIC® Speaking Test
8 Score 190-200	Typically, test takers at Level 8 can create connected, sustained discourse appropriate to the typical workplace. When they express opinions or respond to complicated requests, their speech is highly intelligible. Their use of basic and complex grammar is good, and their use of vocabulary is accurate and precise. Test takers at Level 8 can also use spoken language to answer questions and give basic information. Their pronunciation, intonation and stress are at all times highly intelligible.
7 Score 160-180	Typically, test takers at Level 7 can create connected, sustained discourse appropriate to the typical workplace. They can express opinions and respond to complicated requests effectively. In extended responses, some of the following weaknesses may sometimes occur, but they do not interfere with the message: -minor difficulties with pronunciation, intonation or hesitation when creating language -some errors when using complex grammatical structures -some imprecise vocabulary Test takers at Level 7 can also use spoken language to answer questions and give basic information. When reading aloud, test takers at Level 7 are highly intelligible.
6 Score 130-150	Typically, test takers at Level 6 are able to create a relevant response when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for or explanations of the opinion are unclear to a listener. This may be because of the following: -unclear pronunciation or inappropriate intonation or stress when the speaker must create language -mistakes in grammar -a limited range of vocabulary Most of the time, test takers at Level 6 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 6 are intelligible.
5 Score 110-120	Typically, test takers at Level 5 have limited success at expressing an opinion or responding to a complicated request. Responses include problems such as: -language that is inaccurate, vague or repetitive -minimal or no awareness of audience -long pauses and frequent hesitations -limited expression of ideas and connections between ideas -a limited range of vocabulary Most of the time, test takers at Level 5 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 5 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.
4 Score 80-100	Typically, test takers at Level 4 are unsuccessful when attempting to explain an opinion or respond to a complicated request. The response may be limited to a single sentence or part of a sentence. Other problems may include: -severely limited language use -minimal or no awareness of audience -consistent pronunciation, stress and intonation difficulties -long pauses and frequent hesitations -severely limited vocabulary Most of the time, test takers at Level 4 cannot answer questions or give basic information. When reading aloud, test takers at Level 4 vary in intelligibility. However, when they are creating language, speakers at Level 4 usually have problems with pronunciation, intonation and stress. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
3 Score 60-70	Typically, test takers at Level 3 can with some difficulty state an opinion, but they cannot support the opinion. Any response to a complicated request is severely limited. Most of the time, test takers at Level 3 cannot answer questions and give basic information. Typically, test takers at Level 3 have insufficient vocabulary or grammar skills to create simple descriptions. When reading aloud, speakers at Level 3 may be difficult to understand. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
2 Score 40-50	Typically, test takers at Level 2 cannot state an opinion or support it. They either do not respond to complicated requests or the response is not at all relevant. In routine social and occupational interactions, such as answering questions and giving basic information, test takers at Level 2 are difficult to understand. When reading aloud, speakers at Level 2 may be difficult to understand. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
1 Score 0-30	Typically, test takers at Level 1 leave a significant part of the TOEIC® Speaking Test unanswered. Test takers at Level 1 may not have the listening or reading skills in English necessary to understand the test directions and/or questions.

Proficiency Level	TOEIC® Writing Test
9 Score 200	Typically, test takers at Level 9 can communicate straightforward information effectively and use reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective. When using reasons, examples or explanations to support an opinion, their writing is well-organized and well-developed. The use of English is natural, with a variety of sentence structures and appropriate word choices, and is grammatically accurate.
8 Score 170-190	Typically, test takers at Level 8 can communicate straightforward information effectively and use reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective. When using reasons, examples or explanations to support an opinion, their writing is generally good. It is generally well-organized and uses a variety of sentence structures and appropriate vocabulary. It may also include one of the following weaknesses: -occasional unnecessary repetition of ideas or unclear connections between ideas -noticeable minor grammatical mistakes or incorrect word choices
7 Score 140-160	Typically, test takers at Level 7 can effectively give straightforward information, ask questions, give instructions or make requests but are only partially successful when using reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective. When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: -not providing enough specific support and development for the main points -unclear connections between the points that are made -grammatical mistakes or incorrect word choices
6 Score 110-130	Typically, test takers at Level 6 are partially successful when giving straightforward information or supporting an opinion with reasons, examples or explanations. When giving straightforward information, asking questions, giving instructions or making requests, their message omits important information or is partly unintelligible. When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: -not providing enough specific support and development for the main points -unclear connections between the points that are made -grammatical mistakes or incorrect word choices
5 Score 90-100	Typically, test takers at Level 5 are at least partially successful when giving straightforward information. However, when supporting an opinion with reasons, examples or explanations, they are mostly unsuccessful. When giving straightforward information, asking questions, giving instructions or making requests, their message omits important information or is partly unintelligible. When test takers at this level attempt to explain an opinion, significant weaknesses that interfere with communication occur, such as: -not providing enough or appropriate examples, explanations or details to support the opinion -inadequate organization or connection of ideas -limited development of ideas -serious grammatical mistakes or incorrect word choices
4 Score 70-80	Typically, test takers at Level 4 have some developing ability to express an opinion and to give straightforward information. However, communication is limited. When giving straightforward information, asking questions, giving instructions or making requests, their responses do not successfully complete the task because of one or more of the following: -missing information -missing or obscure connections between sentences -many grammatical mistakes or incorrect word choices When test takers at this level attempt to explain an opinion, significant weaknesses that interfere with communication occur, such as: -not providing enough or appropriate examples, explanations or details to support the opinion -inadequate organization or connection of ideas -limited development of ideas -serious grammatical mistakes or incorrect word choices At Level 4, test takers have some ability to produce grammatically correct sentences but cannot consistently do so.
3 Score 50-60	Typically, test takers at Level 3 have limited ability to express an opinion and to give straightforward information. When giving straightforward information, asking questions, giving instructions or making requests, they do not successfully complete the task because of one or more of the following: -missing information -missing or obscure connections between sentences -many grammatical mistakes or incorrect word choices When attempting to explain an opinion, test takers at this level show one or more of the following serious flaws: -serious disorganization or underdevelopment of ideas -little or no detail, or irrelevant specifics -serious and frequent grammatical mistakes or incorrect word choices At Level 3, test takers have some ability to produce grammatically correct sentences but cannot consistently do so.
2 Score 40	Typically, test takers at Level 2 have only very limited ability to express an opinion and give straightforward information. At Level 2, test takers cannot give straightforward information. Typical weaknesses at this level include: -not including any of the important information -missing or obscure connections between ideas -frequent grammatical mistakes or incorrect word choices When attempting to explain an opinion, test takers at this level show one or more of the following serious flaws: -serious disorganization or underdevelopment of ideas -little or no detail, or irrelevant specifics -serious and frequent grammatical mistakes or incorrect word choices At Level 2, test takers are unable to produce grammatically correct sentences.
1 Score 0-30	Typically, test takers at Level 1 leave a significant part of the TOEIC® Writing Test unanswered. Test takers at Level 1 may not have the reading skills in English necessary to understand the test directions and/or questions.

XI TOEIC® Speaking Test Pronunciation Levels

Pronunciation Level	
3 HIGH	When reading aloud, pronunciation is highly intelligible.
2 MEDIUM	When reading aloud, pronunciation is generally intelligible with some lapses.
1 LOW	When reading aloud, pronunciation is not generally intelligible.

XII TOEIC® Speaking Test Intonation and Stress Levels

Intonation and Stress Level	
3 HIGH	When reading aloud, use of intonation and stress is highly effective.
2 MEDIUM	When reading aloud, use of intonation and stress is generally effective.
1 LOW	When reading aloud, use of intonation and stress is generally not effective.



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