

# Speaking Proficiency English Assessment Kit (SPEAK)

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## SPEAK

The TSE program offers the Speaking Proficiency English Assessment Kit (SPEAK), which enables institutions to administer at their own convenience retired forms of the TSE test for local evaluation purposes.

SPEAK was developed by the TOEFL program to provide a valid and reliable instrument for assessing the English speaking proficiency of people who are not native speakers of the language. It can be used for selection of those who are employed as teaching assistants or in other capacities. It can also be used by intensive English language programs to place their students at appropriate levels.

SPEAK is available for direct purchase for on-site testing by university-affiliated English language institutes, institutional or agency testing offices, intensive English language programs, government departments, and other organizations serving public or private educational programs. It is important to remember that SPEAK is designed for internal use only.

Although the test design of the TSE and SPEAK is the same, the scores on these two tests are not equivalent because the TSE is administered and scored under standardized conditions. The SPEAK test is administered and scored following standards set by each institution using the test. Consequently, a SPEAK score is valid only in the institution where SPEAK was administered. Additional information about SPEAK is available upon request.

The *TSE Standard-Setting Kit* is available to assist institutions in arriving at score standards for the revised TSE/SPEAK test.

Launched in the early 1980s, SPEAK was revised in 1996. It includes:

- *SPEAK Rater Training Kit* — the kit includes materials for training staff to rate examinees' oral responses and general test administration information.
- *Test Forms* — six SPEAK test forms (A, B, C, D, E, and F) are available in exercise sets. Each form contains 30 test books, one cassette test tape, the rating scale, and a pad of score sheets.
- *Examinee Practice Set* — the set contains 15 identical practice test books and 15 practice test cassettes. The test provided is the disclosed sample TSE test found in *TSE Bulletins* and on the TOEFL Web site, with the audio component delivered via audio cassettes. The materials enable examinees to become familiar with the format of the SPEAK test.

## Appendix B

### *TEST OF SPOKEN ENGLISH (TSE) RATING SCALE*

Approved by TSE Committee, December 1995

- 60 Communication almost always effective: task performed very competently.**  
Functions performed clearly and effectively  
Appropriate response to audience/situation  
Coherent, with effective use of cohesive devices  
Use of linguistic features almost always effective; communication not affected by minor errors
- 50 Communication generally effective: task performed competently.**  
Functions generally performed clearly and effectively  
Generally appropriate response to audience/situation  
Coherent, with some effective use of cohesive devices  
Use of linguistic features generally effective; communication generally not affected by errors
- 40 Communication somewhat effective: task performed somewhat competently.**  
Functions performed somewhat clearly and effectively  
Somewhat appropriate response to audience/situation  
Somewhat coherent, with some use of cohesive devices  
Use of linguistic features somewhat effective; communication sometimes affected by errors
- 30 Communication generally not effective: task generally performed poorly.**  
Functions generally performed unclearly and ineffectively  
Generally inappropriate response to audience/situation  
Generally incoherent, with little use of cohesive devices  
Use of linguistic features generally poor; communication often impeded by major errors
- 20 No effective communication: no evidence of ability to perform task.**  
No evidence that functions were performed  
No evidence of ability to respond appropriately to audience/situation  
Incoherent, with no use of cohesive devices  
Use of linguistic features poor; communication ineffective due to major errors



**APPENDIX B**  
**TSE AND SPEAK BAND DESCRIPTOR CHART**

	60	50	40	30	20
	<b>Communication almost always effective; task performed very competently</b>	<b>Communication generally effective; task performed competently</b>	<b>Communication somewhat effective; task performed somewhat competently</b>	<b>Communication generally not effective; task generally performed poorly</b>	<b>No effective communication; no evidence of ability to perform task</b>
Overall features to consider:	Speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions. <ul style="list-style-type: none"> <li>• Native-like repair strategies</li> <li>• Sophisticated expressions</li> <li>• Very strong content</li> <li>• Almost no listener effort required</li> </ul>	Speaker volunteers information, sometimes with effort; usually does not run out of time. <ul style="list-style-type: none"> <li>• Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting</li> <li>• Expressions sometimes awkward</li> <li>• Generally strong content</li> <li>• Little listener effort required</li> </ul>	Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time. <ul style="list-style-type: none"> <li>• Sometimes excessive, distracting, and ineffective repair strategies used to compensate for linguistic weaknesses (e.g., vocabulary and/or grammar)</li> <li>• Adequate content</li> <li>• Some listener effort required</li> </ul>	Speaker responds with much effort; provides limited speech sample and often runs out of time. <ul style="list-style-type: none"> <li>• Repair strategies excessive, very distracting, and ineffective</li> <li>• Much listener effort required</li> <li>• Difficult to tell if task is fully performed because of linguistic weaknesses, but function can be identified</li> </ul>	Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent. <ul style="list-style-type: none"> <li>• Attempts to perform task end in failure</li> <li>• Only isolated words or phrases intelligible, even with much listener effort</li> <li>• Function cannot be identified</li> </ul>
	<b>Functions performed clearly and effectively</b>	<b>Functions generally performed clearly and effectively</b>	<b>Functions performed somewhat clearly and effectively</b>	<b>Functions generally performed unclearly and ineffectively</b>	<b>No evidence that functions were performed</b>
<b>Functional competence</b> is the speaker's ability to select functions to reasonably address the task and to select the language needed to carry out the function.	Speaker is highly skillful in selecting language to carry out intended functions that reasonably address the task.	Speaker is able to select language to carry out functions that reasonably address the task.	Speaker may lack skills in selecting language to carry out functions that reasonably address the task.	Speaker often lacks skills in selecting language to carry out functions that reasonably address the task.	Speaker is unable to select language to carry out the functions.
	<b>Appropriate response to audience/situation</b>	<b>Generally appropriate response to audience/situation</b>	<b>Somewhat appropriate task response to audience/situation</b>	<b>Generally inappropriate response to audience/situation</b>	<b>No evidence of ability to respond appropriately to audience/situation</b>
<b>Sociolinguistic competence</b> is the speaker's ability to demonstrate an awareness of audience and situation by selecting language, register (level of formality) and tone, that is appropriate.	Speaker almost always considers register and demonstrates audience awareness. <ul style="list-style-type: none"> <li>• Understanding of context, and strength in discourse and linguistic competence, demonstrate sophistication</li> </ul>	Speaker generally considers register and demonstrates sense of audience awareness. <ul style="list-style-type: none"> <li>• Occasionally lacks extensive range, variety, and sophistication; response may be slightly unpolished</li> </ul>	Speaker demonstrates some audience awareness, but register is not always considered. <ul style="list-style-type: none"> <li>• Lack of linguistic skills that would demonstrate sociolinguistic sophistication</li> </ul>	Speaker usually does not demonstrate audience awareness since register is often not considered. <ul style="list-style-type: none"> <li>• Lack of linguistic skills generally masks sociolinguistic skills</li> </ul>	Speaker is unable to demonstrate sociolinguistic skills and fails to acknowledge audience or consider register.
	<b>Coherent, with effective use of cohesive devices</b>	<b>Coherent, with some effective use of cohesive devices</b>	<b>Somewhat coherent, with some use of cohesive devices</b>	<b>Generally incoherent, with little use of cohesive devices</b>	<b>Incoherent, with no use of cohesive devices</b>
<b>Discourse competence</b> is the speaker's ability to develop and organize information in a coherent manner and to make effective use of cohesive devices to help the listener follow the organization of the response.	Response is coherent, with logical organization and clear development. <ul style="list-style-type: none"> <li>• Contains enough details to almost always be effective</li> <li>• Sophisticated cohesive devices result in smooth connection of ideas</li> </ul>	Response is generally coherent, with generally clear, logical organization, and adequate development. <ul style="list-style-type: none"> <li>• Contains enough details to be generally effective</li> <li>• Some lack of sophistication in use of cohesive devices may detract from smooth connection of ideas</li> </ul>	Coherence of the response is sometimes affected by lack of development and/or somewhat illogical or unclear organization, sometimes leaving listener confused. <ul style="list-style-type: none"> <li>• May lack details</li> <li>• Mostly simple cohesive devices are used</li> <li>• Somewhat abrupt openings and closures</li> </ul>	Response is often incoherent; loosely organized, and inadequately developed or disjointed, discourse, often leave listener confused. <ul style="list-style-type: none"> <li>• Often lacks detail</li> <li>• Simple conjunctions used as cohesive devices, if at all</li> <li>• Abrupt openings and closures</li> </ul>	Response is incoherent. <ul style="list-style-type: none"> <li>• Lack of linguistic competence interferes with listener's ability to assess discourse competence</li> </ul>
	<b>Use of linguistic features almost always effective; communication not affected by minor errors</b>	<b>Use of linguistic features generally effective; communication generally not affected by errors</b>	<b>Use of linguistic features somewhat effective; communications sometimes affected by errors</b>	<b>Use of linguistic features generally poor; communication often impeded by major errors</b>	<b>Use of linguistic features poor; communication ineffective due to major errors</b>
<b>Linguistic competence</b> is the effective selection of vocabulary, control of grammatical structures, and accurate pronunciation along with smooth delivery in order to produce intelligible speech.	<ul style="list-style-type: none"> <li>• Errors not noticeable</li> <li>• Accent not distracting</li> <li>• Range in grammatical structures and vocabulary</li> <li>• Delivery often has native-like smoothness</li> </ul>	<ul style="list-style-type: none"> <li>• Errors not unusual, but rarely major</li> <li>• Accent may be slightly distracting</li> <li>• Some range in vocabulary and grammatical structures, which may be slightly awkward or inaccurate</li> <li>• Delivery generally smooth with some hesitancy and pauses</li> </ul>	<ul style="list-style-type: none"> <li>• Minor and major errors present</li> <li>• Accent usually distracting</li> <li>• Simple structures sometimes accurate, but errors in more complex structures common</li> <li>• Limited ranges in vocabulary; some inaccurate word choices</li> <li>• Delivery often slow or choppy; hesitancy and pauses common</li> </ul>	<ul style="list-style-type: none"> <li>• Limited linguistic control; major errors present</li> <li>• Accent very distracting</li> <li>• Speech contains numerous sentence fragments and errors in simple structures</li> <li>• Frequent inaccurate word choices; generally lack of vocabulary for task completion</li> <li>• Delivery almost always plodding, choppy and repetitive; hesitancy and pauses very common</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of linguistic control</li> <li>• Accent so distracting that few words are intelligible</li> <li>• Speech contains mostly sentence fragments, repetition of vocabulary, and simple phrases</li> <li>• Delivery so plodding that only few words are produced</li> </ul>

## Appendix C

### *GLOSSARY OF TERMS USED IN TSE RATING SCALE*

**Communication:** Recognition by the listener of a speaker's intended meaning.

**Effectiveness of communication:** The degree to which an intended message is successfully and efficiently conveyed to a listener.

**Task:** The performance of an appropriate language function in a specified context.

**Function:** The use of language for an intended purpose (e.g., to apologize, to complain).

**Perform competently:** To provide a reasonable response to an intended task.

**Compensatory strategies:** Communication techniques such as paraphrase, examples, synonyms, redundancy, and demonstration to make one's communication more effective or to compensate for language deficiencies.

**Coherence:** The clear and logical organization of the speaker's utterances.

**Cohesive devices:** Cohesive components, such as conjunctions and transitional expressions, which tie utterances together and help the listener understand the organization of the response.

**Response to audience/situation:** The sensitivity of the speaker to the listener and the social situation. Such sensitivity is demonstrated by the speaker's choice of vocabulary, use of idiomatic expression, degree of formality, degree of politeness, speed, volume, and tone of voice.

**Accuracy:** The degree to which pronunciation, grammar, fluency, and vocabulary approach that of a native speaker who has or is receiving a postsecondary education.

**Pronunciation:** The production of speech sounds.

**Grammar:** The linguistic rules for producing phrases and sentences.

**Fluency:** Smoothly flowing speech.

**Vocabulary:** Words and expressions that are appropriate for the intended message.

## Appendix D

### *FREQUENTLY ASKED QUESTIONS AND GUIDELINES FOR USING TSE OR SPEAK SCORES*<sup>1, 2</sup>

#### **FAQs:**

**1. What does the TSE test assess?**

TSE scores are a reflection of an examinee's oral communicative language ability on a scale from 20 to 60 (from "No effective communication" to "Communication almost always effective"). Raters evaluate the speech samples and assign score levels using descriptors of communicative effectiveness related to task/function, coherence and use of cohesive devices, appropriateness of response to audience/situation, and linguistic accuracy.

**2. How are scores on the TSE test computed?**

There are 12 items on the test, and each item receives two independent holistic ratings from trained TSE raters. The 12 scores are averaged across raters and reported in five-point increments (i.e., 20, 25, 30, 35, 40, 45, 50, 55, 60). If the two ratings do not show adequate agreement, the tape is rated by a third independent rater. Final scores for tapes requiring third ratings are based on averaging the two closest averages and disregarding the discrepant average.

**3. What are the similarities and differences between the TSE and SPEAK tests?**

The TSE and SPEAK tests are similar in content and are both used to evaluate the speaking ability in English of persons whose native language is not English.<sup>1</sup> Both tests are delivered in a semidirect format, which maintains reliability and validity while controlling for some of the subjective variables associated with direct interviewing. However, the two tests differ in that the TSE is a secure test that is administered and scored by ETS; the SPEAK is administered and scored by individual institutions. The SPEAK tests are former (retired) TSE test forms.

**4. Can the original TSE/SPEAK and the revised TSE/SPEAK scores be compared or converted?**

No, the scores on the two measures are different in meaning because the original and the revised tests are different in content, format, and score design. Since the tests are different, there cannot be a score-by-score correspondence.

**5. How can institutions set their cut scores (passing scores)?**

The TSE program has prepared the *TSE Standard-Setting Kit* to assist institutions in choosing their cut scores on the TSE. The kit consists of a video that gives basic information about the test, an audiotape with sample responses, and a manual that provides instructions on how to set up and conduct a standard-setting meeting. If you are interested in purchasing this kit, contact the TSE/SPEAK Director for information.

**6. What score requirement (passing scores) are most institutions choosing?**

It is not advisable for an institution to choose a cut score based on those chosen by other institutions. It is important that each institution determine what cut score is acceptable in its particular context by having a standard-setting meeting as explained in the *TSE Standard-Setting Kit*.

**7. Are TSE and SPEAK scores equivalent?**

Although the test design of the TSE and SPEAK is the same, the scores on these two tests are not equivalent because the TSE is administered and scored under standardized conditions. The SPEAK test is administered and scored following standards set by each institution using the test. Consequently, a SPEAK score is valid only in the institution where it was administered; it is not valid in any other institution.

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<sup>1</sup> It is not valid to use the TSE or SPEAK tests to assess the oral communicative ability of native speakers of English. Because the highest score on the TSE/SPEAK rating scale is 60, it might mistakenly be assumed that only native speakers of English or perfect responses can receive that score. Theoretically, an educated native speaker of English would be capable of scoring well beyond 60, if such a score existed.

<sup>2</sup> Tests were revised in 1995 and 1996, respectively.

## Appendix D (continued)

### GUIDELINES FOR USING TSE OR SPEAK TEST SCORES

The following guidelines are presented to assist institutions in the interpretation and use of TSE and/or SPEAK scores:

- 1. Consider that examinee scores are based on a 20-minute test that represents spontaneous speech samples.**  
Each set of responses is a snapshot of an examinee's performance under particular conditions; an examinee's performance might vary from day to day, depending on the communicative situation.
- 2. Use TSE or SPEAK scores only as a measure of ability to communicate orally in English. The scores should not be used to predict academic, teaching, or professional performance.**  
The evaluation of an examinee's potential for successful academic work, teaching, or professional performance should be based on all available relevant information, including command of subject matter, interpersonal skills, and interest in his or her field or profession. For example, it is recommended that, for ITA (international teaching assistant) assessment, other tests of classroom communication, such as teaching performance tests, be used in addition to the TSE or SPEAK test.
- 3. Set score standards for your institution.**  
Each institution that uses TSE or SPEAK must determine what cut score is acceptable in its particular context by conducting a standard-setting meeting.  
*A TSE Standard-Setting Kit* is available to assist institutions in arriving at score standards for the revised TSE/SPEAK test. This kit includes a videotape about the revised TSE, a benchmark tape of sample responses at each score level, and materials that can be duplicated and used at standard-setting meetings. The kit may be ordered by filling out the order form in the *TOEFL Products and Services Catalog* where it is described.
- 4. Consider setting more than one passing score.**  
An institution might find it appropriate to choose one passing score for those who are ready to enter a teaching or professional environment immediately, and might choose another score for those who would be accepted into positions on a provisional basis.
- 5. Consider that the levels of English oral communicative ability required in different academic disciplines, levels of study, or professional assignments vary.**  
This fact may suggest the need for different standards in different departments or for different purposes.

## Appendix E

### SAMPLE TSE TEST\*

The TSE test is designed to measure proficiency in spoken English. Because spoken language proficiency can be achieved only after a relatively long period of study and much practice, an attempt to study English for the first time shortly before taking the test will not be very helpful.

To help you become familiar with the TSE test, several practice questions are provided below.

### ON THE DAY OF THE TEST

On the day of the test, you will be given a test book and asked to listen to and read the general directions before you begin. It is a good idea to become familiar with the directions before the day of the test. The practice questions below are similar but not identical to questions you will find in the actual test. Therefore, responses to these practice questions may not be acceptable on an actual test. During the TSE test your responses will be recorded on tape. It might be helpful to record your practice responses on tape, then listen to hear how your speech actually sounds.

### GENERAL DIRECTIONS

In the Test of Spoken English, you will be able to demonstrate how well you speak English. The test will last approximately 20 minutes. You will be asked questions by an interviewer on tape. The questions are printed in parentheses after each question. You are encouraged to answer the questions as completely as possible in the time allowed. While most of the questions on the test may not appear to be directly related to your academic or professional field, each question is designed to tell the raters about your oral language ability. The raters will evaluate how well you communicate in English.

As you speak, your voice will be recorded. Your score for the test will be based on your speech sample. Be sure to speak loudly enough for the machine to record clearly what you say. Do not stop your tape recorder at any time during the test unless you are told to do so by the test supervisor. If you have a problem with your tape recorder, notify the test supervisor immediately.

### TSE PRACTICE QUESTIONS\*\*

First, the interviewer will ask you three questions. These questions are for practice and will not be scored, but it is important that you answer them.

Sample questions:

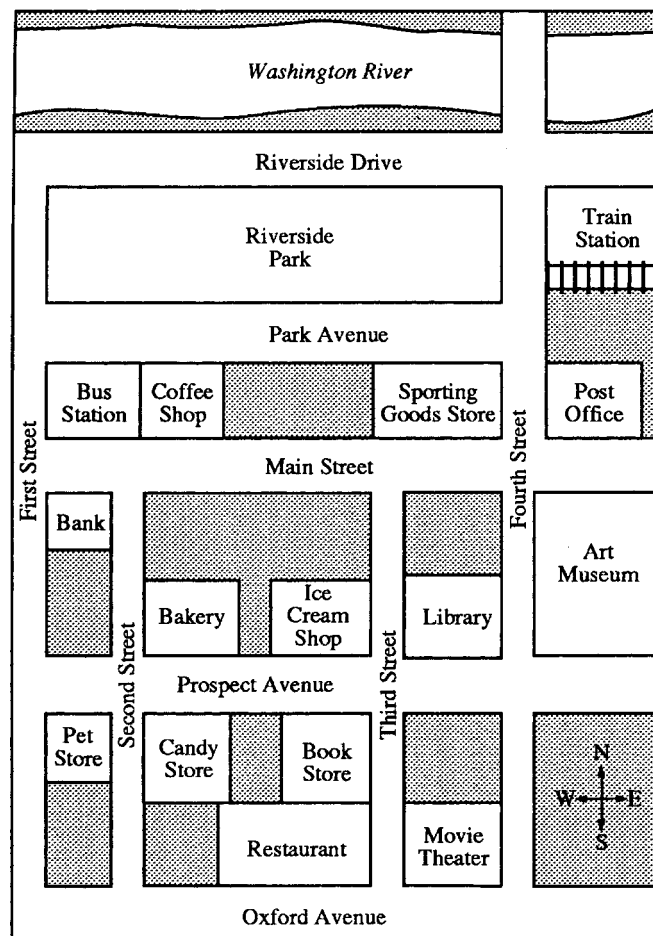
What is the ID number on the cover of your test book? (10 seconds)

What is the weather like today? (10 seconds)

What are your plans for the rest of the day? (10 seconds)

Then the test will begin. Be sure to speak clearly and say as much as you can in responding to each question.

Imagine that we are colleagues. The map below is of a neighboring town that you have suggested I visit. You will have 30 seconds to study the map. Then I'll ask you some questions about it.

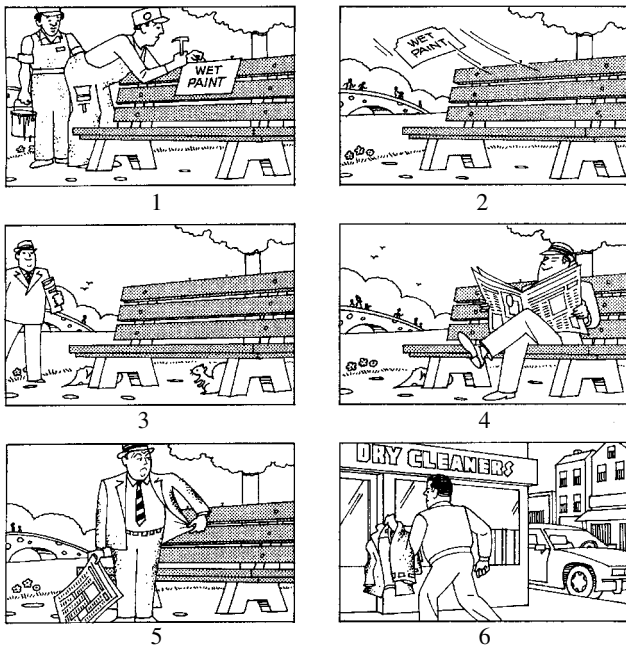


1. Choose one place on the map that you think I should visit and give me some reasons why you recommend this place. (30 seconds)
2. I'd like to see a movie. Please give me directions from the bus station to the movie theater. (30 seconds)
3. One of your favorite movies is playing at the theater. Please tell me about the movie and why you like it. (60 seconds)

\* Copies of this sample test are available at <http://www.toefl.org>, or by contacting the TSE program.

\*\* Please note that the graphics used in the TSE practice questions are not the same size as those found in an actual test book.

Now please look at the six pictures below. I'd like you to tell me the story that the pictures show, starting with picture number 1 and going through picture number 6. Please take one minute to look at the pictures and think about the story. Do not begin the story until you are told to do so.

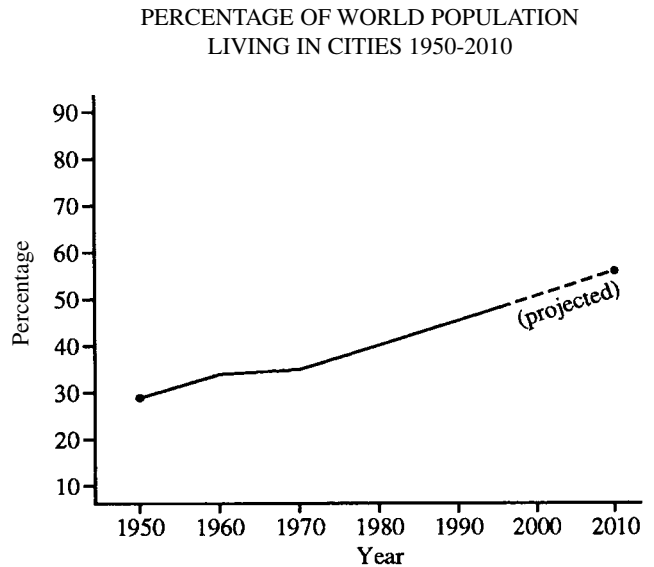


4. Tell me the story that the pictures show. (60 seconds)
5. What could the painters have done to prevent this? (30 seconds)
6. Imagine that this happens to you. After you have taken the suit to the dry cleaners, you find out that you need to wear the suit the next morning. The dry cleaning service usually takes two days. Call the dry cleaners and try to persuade them to have the suit ready later today. (45 seconds)
7. The man in the pictures is reading a newspaper. Both newspapers and television news programs can be good sources of information about current events. What do you think are the advantages and disadvantages of each of these sources? (60 seconds)

Now I'd like to hear your ideas about a variety of topics. Be sure to say as much as you can in responding to each question. After I ask each question, you may take a few seconds to prepare your answer, and then begin speaking when you're ready.

8. Many people enjoy visiting zoos and seeing the animals. Other people believe that animals should not be taken from their natural surroundings and put into zoos. I'd like to know what you think about this issue. (60 seconds)
9. I'm not familiar with your field of study. Select a term used frequently in your field and define it for me. (60 seconds)

10. The graph below presents the actual and projected percentage of the world population living in cities from 1950 to 2010. Tell me about the information given in the graph. (60 seconds)



11. What might this information mean for the future? (45 seconds)
12. Now imagine that you are the president of the Forest City Historical Society. A trip to Washington, D.C. has been organized for the members of the society. At the last meeting you gave out a schedule for the trip, but there have been some changes. You must remind the members about the details of the trip and tell them about the changes indicated on the schedule. In your presentation do not just read the information printed, but present it as if you were talking to a group of people. You will have one minute to plan your presentation. Do not begin speaking until you are told to do so.

**FOREST CITY HISTORICAL SOCIETY  
TRIP TO WASHINGTON, D.C.**

**Date:** Saturday, April 12

**Transportation:** Chartered Bus

**Depart:** 8:00 ~~8:30~~ a.m. — Community Center parking lot

**Itinerary:** 10:30 a.m. — Guided Tour of White House  
12:30 p.m. — Lunch\* - Rock Creek Park  
3:00 p.m. — National Museum of History and Technology (lecture - 4:00 p.m.)  
6:30 p.m. — Dinner - ~~Embassy~~ <sup>Capital Inn</sup> Restaurant Georgetown

**Return:** 10:00 p.m. (approximately)

**Cost:** ~~\$20.00~~ (excluding admissions and dinner)  
**\$25.00**

\* Bring your own

(90 seconds)

# Where to Get TSE Bulletins

**Bulletins are usually available from local colleges and universities.** In addition, *Bulletins* are available at many of the locations listed below; at United States educational commissions and foundations, United States Information Service (USIS) offices, binational centers, and private organizations; and directly from Educational Testing Service.

## ALGERIA, OMAN, QATAR, SAUDI ARABIA, AND SUDAN

AMIDEAST  
Testing Programs  
1730 M Street, NW, Suite 1100  
Washington, DC 20036-4505, USA  
Telephone: 202-776-9649  
[www.amideast.org](http://www.amideast.org)

## EGYPT

AMIDEAST/CAIRO  
23, Mossadak Street  
Dokki, Cairo, Egypt  
Telephone: 20-2-337-8265  
[www.amideast.org](http://www.amideast.org)

or

AMIDEAST  
American Cultural Center  
3 Pharaana Street  
Azarita, Alexandria, Egypt  
Telephone: 20-3-482-9091  
[www.amideast.org](http://www.amideast.org)

## EUROPE, East/West

Citogroup-TOEFL  
P.O. Box 1203  
6801 BE Arnhem  
Netherlands  
Email: [registration@citogroep.nl](mailto:registration@citogroep.nl)  
Telephone: 31-26-352-1577  
Fax: 31-26-352-1200  
[www.citogroep.nl](http://www.citogroep.nl)

## GAZA

AMIDEAST  
Ahamad Abd al-Aziz Street  
Behind Al-Karmel Secondary School  
Remal Quarter  
Gaza City  
Telephone: 972-8-286-9338  
[www.amideast.org](http://www.amideast.org)

## HONG KONG

Hong Kong Examinations  
Authority  
San Po Kong Sub-Office  
17 Tseuk Luk Street  
San Po Kong  
Kowloon, Hong Kong  
Telephone: 852-2328-0061, ext. 365  
[www.hkea.edu.hk](http://www.hkea.edu.hk)

## INDIA/BHUTAN

Institute of Psychological and  
Educational Measurement  
119/25-A Mahatma Gandhi Marg  
Allahabad, 211001, U.P. India  
Telephone: 91-532-624881  
or 624988  
[www.ipem.org](http://www.ipem.org)

## INDONESIA

International Education Foundation (IEF)  
Menara Imperium, 28th Floor, Suite B  
Metropolitan Kuningan  
Superblok, Kav. 1  
Jalan H.R. Rasuna Said  
Jakarta 12980  
Indonesia  
Telephone: 62-21-8317330  
[www.iie.org/iie/ief/](http://www.iie.org/iie/ief/)

## JAPAN

Council on International Educa-  
tional Exchange  
TOEFL Division  
Cosmos Aoyama B1  
5-53-67 Jingumae, Shibuya-ku  
Tokyo 150-8355, Japan  
Telephone: (813) 5467-5520  
[www.cieej.or.jp](http://www.cieej.or.jp)

## JERUSALEM

AMIDEAST/West Bank  
Al-Watanieh Towers, 1st Floor  
34 El-Bireh Municipality Street  
El-Bireh, Palestinian National Authority  
East Jerusalem 91193  
Telephone: 972 or 970-2-240-8023  
[www.amideast.org](http://www.amideast.org)

## JORDAN

AMIDEAST  
1 Akram Rashid, Um As-Summaq  
P.O. Box 1249  
Amman, 11118 Jordan  
Telephone: 962-6-581-0930  
[www.amideast.org](http://www.amideast.org)

## KOREA

Korean-American Educational  
Commission (KAEC)  
M.P.O. Box 112  
Seoul 121-600, Korea  
Telephone: 82-2-3275-4000  
[www.fulbright.or.kr](http://www.fulbright.or.kr)

## KUWAIT

AMIDEAST  
Yousef Al-Qenai Street  
Bldg. 15, First Floor  
Salmiya, Kuwait  
Mail: P.O. Box 44818  
Hawalli 32063, Kuwait  
Telephone: 965-575-0670  
[www.amideast.org](http://www.amideast.org)

## LEBANON

AMIDEAST  
Bazerkan Bldg., Nejme Square  
1st Floor  
Riad El Solh  
Beirut, 2011 3302 Lebanon  
Telephone: 961-1-989901  
[www.amideast.org](http://www.amideast.org)

## MALAYSIA/SINGAPORE

MACCEE  
Testing Services  
8th Floor Menara John Hancock  
Jalan Gelenggang  
Damansara Heights  
50490 Kuala Lumpur, Malaysia  
Telephone: 6-03-253-8107  
[www.macee.org.my/](http://www.macee.org.my/)

## MEXICO

Institute of International Education  
Londres 16, 2nd Floor  
Colonia Juarez, D.F., Mexico  
Telephone: 525-209-9100,  
ext. 3500, 3510, 4511  
[www.iie.org/latinamerica/](http://www.iie.org/latinamerica/)

## MOROCCO

AMIDEAST  
15, rue Jabal El Ayachi, Agdal  
Rabat, Morocco  
Telephone: 212-3-767-5081  
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