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Speed of Script: A Comparative Study between English and Nepali Medium School Students

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Abstract

Writing speed is one of the most essential requirements for higher academic purposes for the quality and quantity of student's writing. It plays an important and significant role in every one' life. This research utilized a cross-sectional survey design to compare writing speeds in English and Nepali among students in the District of Banke, focusing on three English Medium School(s) (EMS) and three Nepali Medium School(s) (NMS). The researcher employed purposive sampling technique to select the sample of 30 students from each school. The sample included an equal number of boys and girls from both schools resulting in a total of 60 students. Data collection involved administering a standardized writing speed test under controlled conditions. The speeds were measured in words per minute (w/m) for both languages. Analysis of the data revealed that English writing speeds generally exceeded Nepali, with mode values of 29.07 w/m for English and 24.88 w/m for Nepali. The median for English was 27.20 w/m, and for Nepali, it was 20.72 w/m, while the arithmetic means were 24.36 w/m for English and 20.2 w/m for Nepali. The comparative analysis showed a higher proportion of students performing above average in English compared to Nepali.

Keywords: distribution, frequency, intervals, performance, writing speed

Introduction

Writing speed is a crucial aspect of academic performance, reflecting not only the fluency with which students produce written text but also their overall writing competence. Research on writing speed indicates that it is closely linked to writing fluency and proficiency. Faster writing speeds are often associated with better writing quality and the ability to generate coherent text more efficiently (Berninger & Amtmann, 2003; Peverly, 2007). This relationship is significant because writing fluency impacts academic performance and future professional skills, including the ability to complete tasks quickly and communicate ideas effectively (Graham, Harris, & Fink, 2000). Consequently, understanding the factors influencing writing speed is essential for enhancing educational practices and student outcomes.

The comparative aspect of this study is particularly significant. Students from EMS (EMS) are often immersed in an English-centric curriculum, which provides them with extensive practice and exposure to English, potentially affecting their writing speed and proficiency in this language (Heugh, 2006; Snow, 2010). On the other hand, NMS focus primarily on Nepali, which may influence students' English writing skills differently (Mohan, 2001). Studies have shown that students from EMS typically perform better in English due to the greater emphasis on English language learning and practice (Saito,

2010). This study extends these findings by comparing writing speeds in both languages among students from EMS and NMS. Educational research highlights how schooling systems impact student performance. For instance, students in EMS often show higher proficiency in English, which is attributed to the immersive nature of their education (Gage, 2004; Kumaravadivelu, 2008). This context provides EMS students with more opportunities to develop faster and more effective writing skills compared to their counterparts in NMS (Hinkel, 2005). This study investigates these performance differences to help educators and policymakers develop targeted strategies to improve writing instruction and support students across varying educational environments (Leki, 2006).

Gender differences in writing performance are also an important consideration. Previous research demonstrates that gender can affect writing speed and proficiency, with girls often outperforming boys in writing tasks (Hyde, 2005; McGill-Franzen & Allington, 2006). Understanding these gender-based performance differences within EMS and NMS provides a more comprehensive view of how educational context and gender interact to influence writing speed. The study employs statistical measures such as the mean, median, and mode to analyze writing performance. These measures capture central tendencies and variations in writing speeds, offering a detailed view of student performance across different class intervals and educational contexts (Field, 2013; Levine & Stephan, 2014). This approach facilitates an in-depth examination of writing proficiency and provides insights into performance trends and disparities.

In addition to examining writing speed, the study considers how various factors, including educational environment and gender, contribute to differences in writing proficiency. The comparative analysis of EMS and NMS students' writing speeds in both English and Nepali will reveal how these educational contexts influence writing performance. By utilizing statistical tools to evaluate these differences, the study aims to enhance understanding of the factors that impact writing speed and proficiency. The findings have the potential to inform educational strategies and contribute to improving writing instruction across diverse school settings.

Methodology

The research employed a cross-sectional survey design to compare writing speed in English and Nepali among students in the District of Banke. The study involved three secondary level EMS and three secondary level NMS. The researcher used purposive sampling to select the schools and respondents for the study. From each EMS, the researcher selected five boys and five girls, resulting in a total of 15 boys and 15 girls from each school type, amounting to 30 students from EMS. Similarly, from each NMS, the researcher selected five boys and five girls, totaling 15 boys and 15 girls per school type, which also amounted to 30 students from NMS. In total, the sample included 60 students, with an equal distribution of 15 boys and 15 girls from both EMS and NMS. Data collection involved administering a standardized writing speed test to the selected students, measuring their speed in words per minute (w/m) for both English and Nepali. The writing speed test was conducted under controlled conditions to ensure consistency and accuracy. The collected data were then analyzed to compare writing speed across different school types and genders. For data analysis, the writing speeds were organized into frequency distributions by class interval, and descriptive statistics such as mean, median, and mode were calculated to summarize the central tendencies. Comparative analyses were conducted to assess differences in writing speed between genders and school types, with students categorized into performance groups based on their writing speeds relative to the overall average. The results were presented

through detailed tables and descriptive summaries. Frequency distributions for writing speeds in English and Nepali were shown by class interval, including the percentage of students in each interval. Comparative performance tables illustrated differences between boys and girls and between EMS and NMS students. Statistical measures provided insights into central tendencies, while performance categorization highlighted the proportion of students above and below the average writing speed.

Results and Discussion

Holistic View of Frequency Distribution by Class Interval

This section provides a comprehensive analysis of the frequency distribution of student performance across various class intervals for both English and Nepali languages.

Table 1
Class Interval, Frequency and Percentage of Scores

Class Interval (W/M)	English Language		Nepali Language	
	Frequency	Percentage	Frequency	Percentage
06-08	01	1.66%	--	--
08-10	--	--	2	03.33%
10-12	01	1.66%	2	03.33%
12-14	03	05.0%	5	8.33%
14-16	2	03.30%	4	6.66%
16-18	05	08.33%	6	10.00%
18-20	05	08.33%	7	11.66%
20-22	03	05.00%	11	18.33%
22-24	04	06.66%	5	8.33%
24-26	03	05.00%	13	21.66%
26-28	05	8.33%	3	05.00%
28-30	20	33.33%	1	01.33%
30-32	07	11.66%	1	01.33%
32-34	01	01.66%	--	--
Total	60		60	--

One student out of sixty scored between 6-8 w/m in English. It is 1.66% of the total students. Out of six students, one boy was from NMS. On the other hand, no student was found between this class interval in Nepali writing both in English and NMS. There were two students who scored between the class intervals of 8-10 w/m in Nepali writing. The students in this class interval hold 3.33% of the total students. In this group, there were two students from NMS but no one was found from EMS in the area of English writing. The number of students scoring between the class intervals of 10-12 w/m was only one in English while two had this score in Nepali. It was 1.66% in English and 3.33% in Nepali of total students respectively. 5% percentage of the total students in English writing test had scored between the class interval of 12-14 words per minute where as 8.33% percent of the total students had scored this class interval in Nepali writing test. Out of three students in English, one boy and two girls were from NMS. In the same way out of five students in Nepali writing test, one boy was from EMS, three boys were from NMS and one girl was also from NMS.

Two students in English and four students in Nepali test writing had speed of 14-16 w/m with their percentage 3.33% and 6.66% respectively. There were five students scoring between the class interval of 16-18 w/m in English writing test who were one boy and four girls from NMS. In the same way, six students scored between this class interval consisting three girls and three boys all from NMS which represents 8.33% and 10% respectively in English and Nepali writing test. Five students scored between the class interval of 18-20 w/m in English. Out of five students, three boys and three girls were from NMS occupying the 8.33% of the total students. In the same way, seven students were able to score this class interval in Nepali holding 11.66%of the total students out of which one girl was from EMS, two boys and four girls were from NMS. Similarly, there were three students scoring between the class interval 20-22 w/m in English and eleven students in Nepali representing 3.5% 18.33% of the total students respectively. Two girls and two boys from NMS had scored between the class interval of 22-24 words per minute in English in the same way two boys and a girl from EMS had scored this class interval in Nepali. This represents 6.66% and 8.33% in English and Nepali respectively. Likewise, three students from NMS scored between the class interval of 24-26 per minute words which consisted of two boys and a girl. In the same way, thirteen students had scored this class interval which consisted of five boys and eight girls of EMS. In this group, the students shared the scores of 5% and 21.66% respectively in English and d Nepali writing. Five students in English and three students in Nepali were found between the score group 26-28 w/m. Among them, one boy and three girls were from EMS and a boy alone was from NMS in English. In the same way, one boy and a girl from EMS as well as one boy and one girl from EMS were in Nepali sharing 8.33% and 5% respectively.

There were twenty students scoring the class interval of 28-30 w/m who were ten boys and eight girls from EMS where as one boy and a girl were from NMS in English writing representing 33.33% and 1.33% respectively in English and Nepali. Only one student (girl) from EMS was able to come between this class interval in Nepali. It was found that the seven students came between the class of interval 30-32 words per minute in English and only one student came between this class interval. Only one student (boy) from EMS was able to score between the class interval 32-34 words per minute which holds 1.66% of the total students. No student from both medium schools was found able to score between this class interval.

Gender and School Based Frequency Distribution by Class Interval

This section examines the frequency distribution of student performance categorized by gender and school type. It offers insights into how these factors influence student achievements across different class intervals, providing a clearer understanding of performance trends and disparities between genders and school environments.

Table 2

Frequency Distribution by Class Interval and Gender for EMS and NMS

Class Interval (w/m)	English Medium School				NMS			
	Boys English	Girls English	Boys Nepali	Girls Nepali	Boys English	Girls English	Boys Nepali	Girls Nepali
06-08	-	-	-	-	1	-	-	-
08-10	-	-	-	-	-	-	2	-
10-12	-	-	-	-	1	-	2	-
12-14	-	-	1	-	1	2	3	1
14-16	-	-	-	-	1	1	1	3
16-18	-	-	-	-	1	4	3	3
18-20	-	-	-	1	3	2	2	4
20-22	-	-	6	1	2	1	1	3
22-24	-	-	2	1	2	2	1	1
24-26	-	-	5	8	2	1	-	-
26-28	1	3	1	2	-	1	-	-
28-30	10	8	-	1	1	1	-	-
30-32	3	4	-	1	-	-	-	-
32-34	1	-	-	-	-	-	-	-
Total	15	15	15	15	15	15	15	15

The results revealed distinct patterns in writing speeds across class intervals for students from EMS and NMS. For English writing in EMS, the most frequent speeds were between 28-30 words per minute (w/m), with 18 students achieving this rate, predominantly boys (10) and girls (8). The next

highest interval was 30-32 w/m, where 7 students scored, with 3 boys and 4 girls. Lower intervals showed less activity, with no students scoring between 06-08 w/m, and minimal numbers in the 08-10 and 10-12 w/m ranges. In contrast, Nepali writing speeds at NMS showed a different distribution. The highest frequency was in the 24-26 w/m interval, with 13 students scoring, including 8 girls and 5 boys. The 18-20 w/m interval also had a notable number of students (7), consisting of 4 girls and 3 boys. The 28-30 w/m interval had the fewest, with only 1 student scoring, a girl. Other intervals, such as 08-10 and 10-12 w/m, had 2 students each, reflecting less concentration at the lower speeds.

Key Statistical Insights

This section summarizes the mean, median, and mode for student performance in English and Nepali, offering a snapshot of central tendencies and performance levels for each language.

Table 3

Comparison of Statistical Measures

Mode value in English	29.07
Mode value in Nepali	24.88
Median of the distribution in English	27.20
Median of the distribution in Nepali	20.72
Arithmetic Mean of distribution in English	24.36
Arithmetic Mean of distribution in Nepali	20.2

For English, the mode value was 29.07 words per minute (w/m), indicating the most frequently occurring writing speed. The median writing speed was 27.20 w/m, reflecting the middle value of the distribution, while the arithmetic mean was 24.36 w/m, representing the average writing speed across the sample. In Nepali, the mode value was 24.88 w/m, marking the most common writing speed among students. The median speed was 20.72 w/m, which is the middle value in the distribution, and the arithmetic mean was 20.2 w/m, representing the average writing speed for Nepali. These statistics suggest that students generally had higher writing speeds in English compared to Nepali, with the average English writing speed being notably higher than that for Nepali.

English Writing Speed of the Students

The following table summarizes the English writing speed of 60 students, showing the distribution into three categories: total average, above average, and below average, along with their respective percentages. It provides a snapshot of writing proficiency within the sample group.

Table 4

English Writing Speed of the Students

Total Sample	Total Average	Above Average		Below average	
		Of Students	Percentage	Of Students	Percentage
60	24.36	36	60%	24	40%

The total average writing speed in English was 24.36 words per minute (w/m). Out of the 60 students, 36 students (60%) achieved writing speeds above this average, indicating a higher level of proficiency. Conversely, 24 students (40%) had writing speeds below the average. This distribution highlights a notable proportion of students who performed above the mean, reflecting generally strong writing capabilities within the sample.

Nepali Writing Speed of the Students

The following table outlines the Nepali writing speed of 60 students, categorizing them into total average, above average, and below average groups. It includes the percentage of students in each category, offering a concise view of writing proficiency within the sample.

Table 5
Nepali writing Speed of the Students

Total Sample	Total Average	Above Average		Below average	
		Of Students	Percentage	Of Students	Percentage
60	20.2	34	56.67%	26	43.33%

The above table shows the Nepali Writing speed of the total students. The total average speed was 20.2 (words per minute). It can be seen from the table that 54 students were above the total average. That is to say 56.67 percent of the students had crossed above the total average (Mean) where as 43.33 % of the students were found below the total average. One can arrive at the conclusion that majority of the students had better performance in some extent

English Writing Speed of Boys from EMS and NMS

This following table compares the English writing speed of boys from EMS and NMS. It details the distribution of writing speeds in each school, categorizing students into total average, above average, and below average groups, and provides the percentage of students in each category. This comparison highlights differences in writing proficiency between the two schools.

Table 6
Comparison of English Writing Speed of Boys

Sample Type	Total Sample	Total Average	Above Average		Below average	
EMS boys	15	24.36	15	100%	-	-
NMS boys	15		3	20%	12	80%

The table 6 shows the comparison of English writing speed of the boy students from EMS and NMS schools with respect to the total average. It is obvious that 100% boys from EMS were found to cross the total average (Mean) i.e. 24.36 w/m. No students from EMS were found below the total average. On the other hand, 3 out of 15 boys, that is to say only 20 % of the total boys from NMS had crossed the total average where as 80% of them or 12 out of 15 remained below the average score. Therefore, it shows that the boys from EMS were far better in English writing speed than that of NMS.

Nepali Writing Speed of Boys from EMS and NMS

The following table compares the Nepali writing speed of boys from EMS and NMS. It categorizes the students into total average, above average, and below average groups, with corresponding percentages for each category. This analysis provides insights into the differences in writing proficiency between the two schools.

Table 7

Comparison of Nepali Writing Speed of Boys

Sample Type	Total Sample	Total Average	Above Average		Below average	
EMS boys	15	20.2	13	86.67%	2	13.33%
NMS boys	15		3	20%	12	80%

The table 7 shows the comparison of Nepali writing speed of boys from EMS and NMS schools with respect to the total average. It is obvious that 86.67% boys from EMS were found to cross the total average (Mean) i.e. 20.2 w/m whereas only 13.33% boys of same group were found below the total average. On the other hand, 3out of 15 boys that is to say only 20 % of the total boys from NMS had crossed the total average where as 80% of them or 12 out of 15 remained below the average score. Therefore, it shows that the boys from EMS had better speed in English writing than that of NMS boys.

English Writing Speed of Girls from EMS and NMS

The following table compares the English writing speed of girls from EMS and NMS. This comparison highlights the variations in writing proficiency between the two schools.

Table 8

Comparison of English Writing Speed of Girls

Sample Type	Total Sample	Total Average	Above Average		Below average	
EMS girls	15	24.36	15	100%	-	-
NMS girls	15		3	20%	12	80%

The table 8 shows the comparison of English writing speed of the girls from EMS and NMS schools with respect to the total average. It is obvious that 100% girls from EMS were found to cross the total average (Mean) i.e. 24.36 w/m. No girls from EMS were found below the total average.

On the other hand, out of 15 girls that is to say only 20 % of the total girls from NMS had crossed the total average where as 80% of them or 12 out of 15 remained below the average score. Therefore, it shows that the girls from the EMS were far better in English writing speed than that of NMS girls.

Nepali Writing Speed of Girls from EMS and NMS

The following table compares the Nepali writing speed of girls from EMS and NMS. It categorizes the students into total average, above average, and below average groups, and provides the

percentage of students in each category. This comparison offers insights into the differences in writing proficiency between the two schools.

Table 9

Comparison of Nepali Writing Speed of Girls

Sample Type	Total Sample	Total Average	Above Average		Below average	
EMS girls	15	20.2	14	93.33%	1	6.67%
NMS girls	15		3	20%	12	80%

The table 9 shows the comparison of Nepali writing speed of girls from EMS and NMS schools with respect to the total average. It is obvious that 93.33% boys from EMS were found to cross the total average (Mean) i.e. 20.2 w/m whereas only 6.67% girls of same group were found below the total average. On the other hand, 3out of 15 girls that is to say only 20 % of the total girls from NMS had crossed the total average where as 80% of them or 12 out of 15 remained below the average score. Therefore, it shows that the boys from EMS had better speed in English writing than that of NMS girls.

Conclusion

The study aimed to explore writing speeds in English and Nepali among students from different school types in the District of Banke, revealing significant insights into their proficiency levels. The research involved a sample of 60 students, evenly distributed between EMS and NMS with an equal number of boys and girls from each category. The results from the standardized writing speed test indicated that students from EMS generally exhibited superior writing speeds in both English and Nepali compared to their peers from NMS. Specifically, the mode value for English writing speed was 29.07 w/m, while for Nepali, it was 24.88 w/m. This suggests that English writing proficiency was more pronounced among the students. The median writing speeds further supported this finding, with English at 27.20 w/m and Nepali at 20.72 w/m. The arithmetic means of 24.36 w/m for English and 20.2 w/m for Nepali further highlight the overall better performance in English writing.

The study revealed that 60% of students performed above the average in English, whereas only 56.67% were above average in Nepali. This disparity indicates that while a significant portion of students excelled in English, fewer achieved above-average performance in Nepali. Gender-based analysis showed that boys and girls from EMS had uniformly higher writing speeds compared to those from NMS. Notably, 100% of boys and girls from EMS achieved above the average writing speed in English, contrasting sharply with only 20% of their NMS counterparts who surpassed the average. This stark difference underscores the impact of the medium of instruction on writing proficiency. For Nepali writing, a similar pattern was observed, though the performance gap was less pronounced. While 93.33% of girls from EMS exceeded the average in Nepali writing, only 20% of girls from NMS did so. This trend was consistent for boys as well, with 86.67% of EMS boys outperforming their NMS peers. These results suggest that EMS provide an environment conducive to higher writing speeds in both languages, potentially due to differences in instructional methods, resources, or educational emphasis. The study highlights significant differences in writing speeds based on school type and language, with EMS students generally outperforming their NMS counterparts. The findings emphasize the need for targeted interventions to enhance writing proficiency in Nepali and suggest that educational

strategies in EMS might offer valuable insights for improving performance across both languages. Future research could further investigate the underlying factors contributing to these differences and explore strategies to address them.

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