THE IMPACT OF MULTILINGUALISM ON STUDENTS' WRITING: ANALYSIS OF ORTHOGRAPHIC, MORPHOLOGICAL, SYNTACTIC, AND LEXICAL ERRORS IN STANDARD ALBANIAN

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Abstract

Multilingualism represents an important characteristic of contemporary educational environments and poses particular challenges for the development of writing competence in the language of schooling. This study aims to analyze the features of Standard Albanian usage in students' written work and to identify the types and frequency of errors that occur in a multilingual context. The research was conducted using a descriptive approach with elements of content analysis, with the purpose of identifying and classifying linguistic features that appear in students' writing within a multilingual setting. The study is based on the analysis of authentic written work from 25 primary school students, purposefully selected to include bilingual and multilingual learners with varying levels of academic achievement. The analyzed material consisted of written assignments, essays and free texts, language exercises, dictations, and Albanian language tests. The main unit of analysis was the sentence, while in specific cases the analysis was extended to the word and text level. The results show that orthographic errors constitute the most frequent category, with an average of 4.40 errors per student (SD = 2.38), followed by morphological errors (M = 2.28; SD = 1.02) and syntactic errors (M = 1.96; SD = 0.84). Direct influence from other languages was more limited (M = 0.84; SD = 0.62), while dialectal forms appeared with an average of 1.60 instances (SD = 0.82). The total number of errors ranged from 5 to 23, with a mean of 11.08 (SD = 4.97). The findings suggest that the development of competence in Standard Albanian requires pedagogical interventions particularly oriented toward orthography, grammatical structure, and the functional use of the standard, while simultaneously taking into account students' linguistic repertoires and the multilingual context.

Keywords: Multilingualism, Standard Albanian, writing, orthographic errors, language interference, linguistic competence, students

1. Introduction

The development of writing competence is one of the fundamental components of language education, as it involves not only mastery of orthographic and grammatical rules but also the ability to organize ideas, construct coherent texts, and use language appropriately in different contexts. In multilingual environments, this process becomes more complex, since students build and employ linguistic repertoires that may include the family language, the community language, the language of schooling, and dialectal varieties. For this reason, the analysis of multilingual students' writing requires an approach that simultaneously considers the norm of the standard language and the diverse linguistic resources that learners bring to the learning process.

Contemporary research on bilingual and multilingual writing has emphasized that the writing process cannot be understood solely through a monolingual model. Zetterholm and Lindström (2022), in their analysis of bilingual students' writing processes, demonstrate that spelling errors and revision practices must be viewed in relation to the overall development of writing ability. Their study is particularly relevant to the analysis of student writing, as it shows that bilingual learners may display different processes during text composition, while orthographic errors remain an important component in evaluating the final product.

In more recent literature, special attention has been given to the concept of translanguaging, which regards the use of diverse linguistic resources by students as part of their communicative repertoire rather than simply as deviations from the target language. Storheila and Iversen (2024) show that multilingual students employ various translanguaging strategies during the

writing process, including preparation in different languages, translation, problem-solving, and information-seeking. Their study, conducted with multilingual learners, also reveals that these strategies may develop spontaneously, without direct guidance from teachers.

This theoretical development is particularly important for how errors in student writing are interpreted. A characteristic of traditional writing analysis is the categorization of deviations from the norm as orthographic, grammatical, or lexical errors. However, recent research suggests that some of these forms may be linked to the influence of students' multilingual repertoires and, consequently, should not automatically be interpreted as a lack of competence. Mona and Hurst Harosh (2024), in their analysis of plurilingual students' writing, argue for a shift from an approach that labels all deviations as "errors" toward one that considers them also as forms of linguistic variation connected to learners' plurilingual experiences.

Similarly, research on language interference shows that the influence of the first language or other languages may appear in several dimensions of writing, including grammar, word choice, orthography, punctuation, and content. Al-Saggaf et al. (2022) highlight that first-language interference can affect the written product in different ways and that some of these forms are related to structural differences between languages.

1.1.Identification of the Problem

In the context of this study, Standard Albanian represents the normative objective of the teaching process, while students' linguistic repertoires also include dialectal forms and, in certain cases, influences from other languages. For this reason, the analysis of written work enables the identification of how students apply the standard norm in practice and which categories of errors appear with the highest frequency. In the empirical material analyzed in this study, various authentic student works were included, while the analysis was carried out with a focus on orthography, morphology, syntax, the influence of other languages, and the use of dialectal forms.

1.2.Purpose of the Study

Therefore, the purpose of this study is to analyze the types and frequency of errors identified in students' written work and to examine how multilingualism, dialectal forms, and influences from other languages may manifest in the use of Standard Albanian. More specifically, the study aims to identify the dominant category of errors, describe the differences among various linguistic categories, and draw implications for the teaching of writing in multilingual environments.

1.3.Research Questions

What are the most frequent categories of errors in students' written work?
To what extent do orthographic, morphological, and syntactic errors occur?
How often are dialectal forms and influences from other languages evident?
What implications do these findings have for the development of writing competence in Standard Albanian?

2.Literature Review

The standard language norm represents a fundamental element in the process of linguistic formation of the individual, particularly in the context of formal education. It encompasses a system of rules and linguistic conventions that determine the correct use of language at the

grammatical, orthographic, and stylistic levels. Within the educational system, the standard norm serves as a reference model for the development of students' linguistic competences and for the acquisition of communicative forms used in academic and institutional contexts (Curzan, Queen, VanEyk, & Weissler, 2023).

One of the main functions of the standard norm in education is the development of structured and accurate communication skills. Through learning the rules of the standard language, students acquire the ability to use language clearly and coherently in both speaking and writing. These skills are essential for effective participation in the learning process, for the development of academic competences, and for professional communication in the future (Cushing & Snell, 2023).

The standard norm also plays an important role in building students' linguistic and metalinguistic competence. When students learn the rules and structures of the standard language, they develop greater awareness of how language functions. This process helps improve linguistic analysis skills and understanding of the relationships among different language varieties, contributing to the development of more stable and conscious linguistic competence (Tishakov & Tsagari, 2022).

From a sociolinguistic perspective, the standard norm in education is also linked to the formation of students' linguistic and social identity. In many educational systems, the use of the standard language is considered an important element for social integration and active participation in public life. For this reason, schools often function as institutions that promote and transmit the norms of the standard language as part of the linguistic socialization process of the individual (Brea-Spahn & Bauler, 2023).

However, contemporary studies emphasize that the use of the standard norm in education must be understood in relation to students' linguistic diversity. In many educational contexts, students use dialects, regional varieties, or other languages that are part of their linguistic repertoire. For this reason, some scholars argue that teaching the standard norm should be accompanied by a pedagogical approach that respects and values this diversity, using it as a resource for the development of linguistic competences (Sah, 2024).

The standard language norm plays an important role in the linguistic formation of students by providing a common model for the use of language in academic and institutional contexts. Through formal education, students learn the rules and structures of the standard language, which contribute to the development of communicative competences, the improvement of linguistic analysis skills, and their integration into social and professional life.

In multilingual educational contexts, the acquisition of standard language norms often faces various challenges related to the interaction between dialects and other languages used by students in everyday life. In many societies, individuals employ a wide linguistic repertoire that includes regional dialects, non-standard varieties, and other languages. This linguistic diversity can influence the way students acquire and use the norms of the standard language in the school context (Kaiser, 2022).

One of the main challenges is linked to the phenomenon of linguistic interference. This occurs when phonological, grammatical, or lexical structures of a dialect or another language affect the use of the standard language. For example, students who regularly use regional dialects may transfer elements of these varieties into their speaking or writing in the standard language, which can create difficulties in mastering its norms (Repki, Fuad, Sumarti, & Rusminto, 2025).

Sociolinguistic studies also show that, in many cases, students growing up in bidialectal or multilingual environments must manage several linguistic varieties simultaneously. This process requires skills to control and select the appropriate variety depending on the communicative context. However, the continuous interaction among different varieties may lead to mixing of linguistic forms and the use of non-standard structures in situations where the standard language is required (Kirk, Declerck, & Kemp, 2022).

In the educational context, the influence of dialects and other languages may particularly appear in the development of reading and writing skills. Students who use dialectal varieties at home or in the community may face difficulties in adapting to the orthographic and grammatical norms of the standard language used in school. This situation is often related to differences between students' everyday language and the academic language employed in the learning process (Saiegh-Haddad, Laks, & McBride, 2022).

In the context of multilingualism and language acquisition, language interference represents an important phenomenon related to the influence of one language or linguistic variety on the use of another. This occurs when phonological, morphological, syntactic, or lexical structures of one language are unconsciously transferred into another during communication or language learning. In contemporary studies of applied linguistics, language interference is considered a form of cross-linguistic influence that frequently appears in multilingual situations (Otwinowska, 2024).

In multilingual environments, individuals often use several languages or linguistic varieties simultaneously. This situation creates conditions for the parallel activation of linguistic systems in the speaker's mind. As a result, elements of one language may influence the use of another, causing deviations from its standard norms. These deviations may appear in different forms, such as pronunciation, sentence structure, or vocabulary use (Bailey, Lockary, & Higby, 2024).

A common linguistic phenomenon in multilingual settings is code-mixing and code-switching, which refer to the use of two or more languages or linguistic varieties within the same communication. In contemporary sociolinguistic studies, these phenomena are considered part of the normal communicative practices in multilingual communities, where individuals use elements from different languages to express ideas, convey meanings, or adapt communication to the social context (Nazri & Kassim, 2023).

In educational contexts, code-mixing often appears among students who use more than one language in their daily lives. Students may alternate between languages in speaking or writing, incorporating words, grammatical structures, or expressions from different languages into the same text. This phenomenon is linked to the simultaneous activation of linguistic systems in the individual's mind and to the flexibility of the linguistic repertoire that characterizes multilingual speakers (Zhong & Ang, 2023).

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One of the key aspects discussed in the scholarly literature concerns the impact of code-mixing on the development of writing skills. In some cases, the use of elements from different languages may lead to deviations from the norms of the standard language, particularly in spelling, sentence structure, and vocabulary use. Students may transfer linguistic forms from one language to another, which can affect the accuracy and coherence of written texts in the standard language (Nteziyaremye, Ndizeye, & Nzabakirana, 2024).

In the context of contemporary education, teachers' perceptions and beliefs about multilingualism play an important role in how linguistic diversity is managed in the classroom. Researchers emphasize that teachers' attitudes and beliefs directly influence the pedagogical practices they employ and the ways in which they support students from multilingual backgrounds (Gallagher & Scrivner, 2025). For this reason, teachers' perceptions are considered a key factor in the development and implementation of effective approaches to multilingual education. Studies show that teachers may hold different attitudes toward multilingualism, often shaped by their professional experience, academic training, and the

educational context in which they work. In some cases, multilingualism is perceived as a valuable resource for students' cognitive and linguistic development, since the use of multiple languages can contribute to the development of linguistic flexibility and metalinguistic skills. In this sense, some teachers view linguistic diversity as an opportunity to enrich the learning process and to develop more inclusive teaching strategies (Kim, Park, & Zhao, 2024).

However, other studies show that in some educational contexts multilingualism may also be perceived as a challenge for the learning process. Some teachers may express concerns regarding the impact of using different languages in the classroom on the acquisition of the standard language or on the development of students' academic competences. These perceptions are often linked to the lack of specific training for managing multilingual classrooms or to the absence of appropriate pedagogical strategies for incorporating linguistic diversity into the teaching process (Burner & Carlsen, 2023).

Kosovo presents a complex sociolinguistic context, characterized by the coexistence of several languages and ethnic communities. This multilingual situation is the result of historical, political, and social developments that have shaped the country's linguistic identity. Institutionally, the Constitution of the Republic of Kosovo designates Albanian and Serbian as official languages, while other languages such as Turkish, Bosnian, and Romani have the status of official use in certain municipalities where these communities are present (Shala, 2025). This linguistic structure reflects a social reality in which multiple languages coexist and are used in different spheres of public and private life.

From a sociolinguistic perspective, the linguistic reality in Kosovo is characterized by social multilingualism, where individuals and communities use more than one language in everyday communication. In many cases, Albanian is used as the dominant language in most institutions and in the educational system for the Albanian community, while the Serbian community primarily uses Serbian in educational and administrative institutions functioning within their system. This situation creates a complex sociolinguistic environment in which languages function not only as tools of communication but also as important elements of ethnic and cultural identity (Demaj, 2023).

According to De Angelis (2021), multilingual experience can significantly influence the language learning process by developing students' ability to transfer linguistic knowledge from one language to another. The author emphasizes that students who master several languages often employ cross-linguistic transfer strategies to more easily understand and acquire grammatical and lexical structures of the language they are learning.

However, some scholars highlight that the use of multiple languages in the writing process may also create specific challenges for students. Polio and Friedman (2021) argue that the interaction between languages can lead to language interference, particularly when students transfer grammatical or lexical structures from one language to another during the writing process. They emphasize that, in order to support the development of writing skills in multilingual contexts, the teaching process must provide clear guidance on the use of the standard language in academic texts.

Thus, international studies show that multilingualism can significantly influence the development of students' writing and communication skills. Experience with multiple languages may contribute to the development of linguistic flexibility, the improvement of communicative competence, and the use of more effective writing strategies. However, the impact of multilingualism on these skills depends on various pedagogical and individual factors, which must be taken into account in the teaching process.

3.Methodology

3.1. Research Design

This study was conducted using a descriptive approach with elements of content analysis, with the aim of identifying and classifying the linguistic features that appear in students' writing within a multilingual context. The choice of this design was aligned with the nature of the research problem, since the main objective of the study was not the experimental measurement of the impact of an intervention, but rather the systematic description of linguistic forms identified in students' authentic written products.
The analysis focused on five main categories: (1) orthographic errors, (2) morphological errors, (3) syntactic errors, (4) influence from other languages, and (5) use of dialectal forms. These categories were predetermined based on the purpose and research questions of the study. In addition to identifying the categories, the total number of errors for each student was calculated, allowing for a quantitative description of their distribution.
The methodological approach is based on the principle that the analysis of multilingual students' writing must take into account both the norm of the standard language and the students' linguistic repertoire. For this reason, forms that deviate from the standard norm were analyzed in context and, whenever possible, distinguished from forms that may be related to dialectal or cross-linguistic influence.

3.2.Participants and Sample Selection

The study sample consists of 25 primary school students, selected through purposive sampling. The participants were drawn from grades I–V, with the aim of including students with diverse linguistic characteristics and varying levels of academic achievement.
Purposive sampling was employed because the study required cases directly relevant to the research objective, particularly students who learn and use Albanian in an environment where standard forms, dialectal varieties, and, in certain cases, other languages coexist. The selection sought to include both bilingual and multilingual students, as well as learners with different levels of academic performance.
For each grade, a limited number of students were selected, allowing for a detailed analysis of their written products. Identifying information about the students was not included in the analytical database; each participant was identified through an anonymous code, such as Student 1, Student 2, …, Student 25.

3.3.Materials and Data Sources

The primary source of data consists of students' authentic written work. The material was collected in collaboration with teachers and was selected to represent different forms of Albanian language use in instructional settings.
The analyzed corpus included:
written assignments from students' notebooks;
essays and free texts;
language and grammar exercises;
dictations;
albanian language tests.
The use of multiple types of materials made it possible to evaluate linguistic performance not only through a single type of task but across different situations of written production. The

works were selected with priority given to original versions or those with minimal teacher intervention, in order to preserve the real characteristics of students' writing.

3.4.Unit of Analysis

The main unit of analysis was the sentence, while in specific cases the analysis was carried out at the word level and at the level of the complete text.
The sentence was used as the basic unit because it allows for the simultaneous identification of orthographic, morphological, and syntactic errors. At the word level, particular attention was given to written forms that deviated from the standard norm, whereas at the text level, cases of dialectal forms, influence from other languages, and code-mixing were examined.
For example, a sentence such as: "Une kam shku ne shkolle edhe kom msu"
This can be analyzed across several dimensions simultaneously. The form "Une" is classified as an orthographic deviation (Unë), while "kom" and "msu" are identified as dialectal forms; meanwhile, "shku" is analyzed in terms of its conformity with the standard norm and its morphological structure.

3.5.Procedures of Data Collection

Data collection was carried out in several stages. First, the inclusion criteria for students and the types of materials to be analyzed were determined. Next, teachers were informed about the purpose of the research and were asked to provide student work that met the defined criteria.
After collection, the written products were organized and coded. Names and other identifying information were removed from the analytical material. Each work was assigned a unique code to enable the connection between the data and the student without revealing their identity.
In a subsequent stage, the works were systematically reviewed to identify linguistic units that deviated from the standard norm or that displayed characteristics related to the use of dialects or other languages.

3.6.Coding Scheme and Data Categorization

To ensure a structured analysis, all identified cases were classified into five categories:

Table 1. Coding Scheme and Data Categorization

Category	Operational Definition
Orthographic errors	Violations of spelling norms, including the use of letters, word writing, and punctuation marks.
Morphological errors	Incorrect use of grammatical forms, such as noun declension, verb conjugation, and use of grammatical forms..
Syntactic errors	Deviations in the construction and organization of sentences and in the relationships between syntactic elements.

Influence from another language	Forms that may be interpreted as the result of cross-linguistic influence in the use of Albanian.
Dialectal forms	Usages belonging to a dialectal variety and differing from the form of Standard Albanian.

A linguistic case was recorded in the relevant category only after examining the context in which it was used. This is particularly important for distinguishing between a common spelling error and a form that may be explained through dialectal or cross-linguistic influence.
The categorization was designed in accordance with contemporary approaches to multilingual writing, which emphasize that non-standard forms should not automatically be interpreted as a lack of competence, but should instead be examined in relation to the student's linguistic repertoire and experience.

3.7.Data Analysis

The coded data were organized into a statistical matrix, where for each student the number of cases in each error category was recorded.
For the quantitative analysis, descriptive statistics were used, specifically:
percentages;
minimum;
maximum;
arithmetic mean (M);
standard deviation (SD).
In addition, the total number of errors for each student was calculated by summing the frequencies of the five categories of analysis.
For interpretive purposes, the total number of errors was grouped into three levels:
low level: 5–9 errors;
medium level: 10–14 errors;
high level: 15–23 errors.
These intervals were used solely for descriptive purposes and were not interpreted as standardized levels of linguistic competence.

3.8.Reliability and Validity of the Analysis

To enhance the reliability of the analysis, the categorization criteria were defined prior to the full examination and applied consistently across all written products. The use of multiple types of written materials also enabled triangulation of data sources, avoiding reliance on a single type of task.
The clearly defined unit of analysis and systematic categorization made it possible to identify recurring patterns in language use. In particular, the distinction between orthographic, morphological, and syntactic errors, dialectal forms, and cross-linguistic influence was crucial for the interpretation of results.
However, given that the sample is small and was purposefully selected, the findings should be interpreted as descriptive results for the studied group rather than as generalizable outcomes for all primary school students in Kosovo.
3.9.Ethical Considerations

At all stages of the research, the principles of confidentiality and anonymity were respected. The written products were coded, and no student names or other identifying information were used in the analysis. The materials were employed solely for research purposes and were treated as anonymized data.
The primary document also established the preservation of student anonymity as one of the criteria for the selection and administration of materials

4.Results

4.1. Findings from the Observation and Analysis of Students' Written Work

An important source of data in this study was the systematic observation and analysis of students' written work. This method made it possible to identify how the norms of Standard Albanian are reflected in writing practices and to what extent the influence of multilingualism, dialects, and other languages appears in students' linguistic products. The analysis of written work provided direct evidence of students' linguistic competence, complementing and verifying the results obtained through other research instruments.
In this section, the written work of primary school students was analyzed, with a focus on the use of orthographic, grammatical, and lexical norms of Standard Albanian, as well as on the identification of elements related to dialectal forms, interference from other languages, and code-mixing. Special attention was devoted to the most frequent types of errors, their characteristics, and their connection to the multilingual context in which the learning process takes place.
The results presented in this subsection aim to provide a clear overview of the level of acquisition of Standard Albanian by students, while simultaneously highlighting the main challenges that appear in writing and the impact that the multilingual environment may have on the development of their linguistic competence. In this way, the analysis of students' written work serves as an essential component for the triangulation of data and for a more comprehensive interpretation of the overall findings of the study.

4.2. Selection of the Student Sample

The selection of the student sample in this study was carried out purposefully, with the aim of ensuring as comprehensive a representation as possible of the multilingual reality in primary school classrooms. In this context, teachers were asked to select a limited number of students from grades I–V, taking into account linguistic diversity and the level of academic achievement.
The selection focused on including bilingual and multilingual students, as well as balancing different levels of performance (students with high, average, and low achievement), in order for the analysis to reflect a realistic and multifaceted picture of language use in practice. This approach made it possible to secure a representative sample, which serves as a reliable basis for the further analysis of students' linguistic competence.
The selection of the sample was carried out based on the following checklist:

Table 2. Checklist for the Selection of the Sample

No.	Selection Criterion	Yes (✓)	No (✗)	Remarks
1	Students selected from grades I–V	✓	☐	
2	Inclusion of multilingual/bilingual students	✓	☐	

3	Inclusion of different academic levels	✓	☐	
4	Sample represents classroom reality	✓	☐	
5	Number of students is manageable (3–5)	✓	☐	
6	Selection carried out purposefully	✓	☐	
7	Student anonymity preserved	✓	☐	

The table presents the criteria used for the selection of the student sample included in the analysis of written work. The results show that all methodologically defined criteria were met, ensuring a structured and reliable process of sample selection.

First, the sample included students from all grades of the primary cycle (I–V), which made it possible to analyze the gradual development of linguistic competence at different stages of primary education. In addition, bilingual and multilingual students were included, ensuring that the analysis reflected the characteristics of the multilingual environment in which the research was conducted.

An important element of the selection was the inclusion of students with different levels of academic achievement. This made it possible to identify differences in the use of Standard Albanian and to highlight linguistic challenges depending on students' performance levels. Furthermore, the sample was constructed to represent as faithfully as possible the reality of the classrooms involved in the study, avoiding the selection of a homogeneous group of students.

The limited number of students selected for each grade (3–5 students) was appropriate for conducting a detailed qualitative analysis of their written work, while the use of purposive sampling enabled the identification of cases directly related to the objectives of the study. At the same time, the principle of anonymity was respected throughout the process, ensuring the protection of students' identities and adherence to the ethical standards of research.

Overall, the results presented in the above table demonstrate that the sample selection was carried out systematically and in accordance with the methodological criteria of the study. This increases the reliability of the analysis of students' written work and strengthens the validity of the findings regarding the acquisition of Standard Albanian norms in a multilingual context.

4.3. Collection of Students' Written Work

The collection of students' written work in this study was carried out in an organized manner and coordinated with the teachers involved in the research, with the aim of securing authentic materials that reflect the real use of language by students in multilingual environments.

In the initial phase, teachers were informed about the purpose of this process and the importance of obtaining original student work. They were asked to select and provide samples of the written work of the students included in the study, based on the predefined criteria.

In this context, various types of written materials were collected, including:

written assignments from students' notebooks

essays or free texts written during class

linguistic and grammatical exercises

dictations and Albanian language tests

These works were selected to represent language use in different learning situations, providing a comprehensive overview of students' linguistic competence.

To preserve the authenticity of the data, teachers were asked to submit student work with minimal corrections, so that it would reflect the actual use of language. In cases where corrections were present, the original versions or those with minimal teacher intervention were preferred.

The collection of materials was carried out in physical form, through copies of students' notebooks and assignments. During this process, student anonymity was respected by avoiding

the use of names and coding the materials for analytical purposes (e.g., Student 1, Student 2, etc.).
At the conclusion of this phase, a sufficient and diverse base of student work was secured, which served as the main material for the subsequent analysis of competence in Standard Albanian and the influence of multilingualism on writing.

Table 3. Checklist for the Collection of Students' Written Work

No.	Collection Element	Yes (✓)	No (✗)	Remarks
1	Written assignments collected	✓	☐	
2	Essays/free texts collected	✓	☐	
3	Linguistic exercises included	✓	☐	
4	Works are authentic (minimal corrections)	✓	☐	
5	Documents in physical/digital form	✓	☐	
6	Anonymity preserved	✓	☐	

The table presents the results of the checklist used during the process of collecting students' written work, demonstrating that all methodological criteria defined in the study were fulfilled. The full compliance with these criteria ensures the quality and reliability of the empirical material used for the analysis of students' linguistic competence.

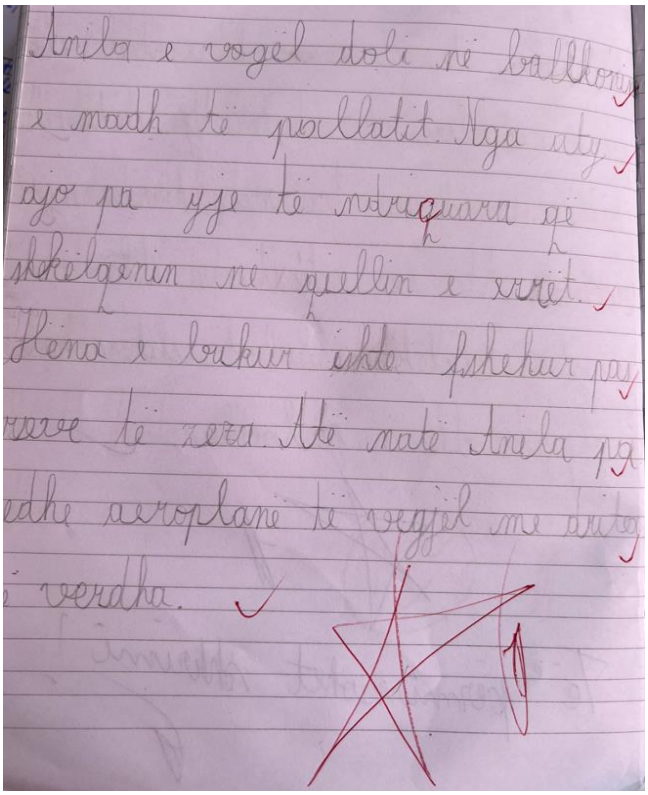
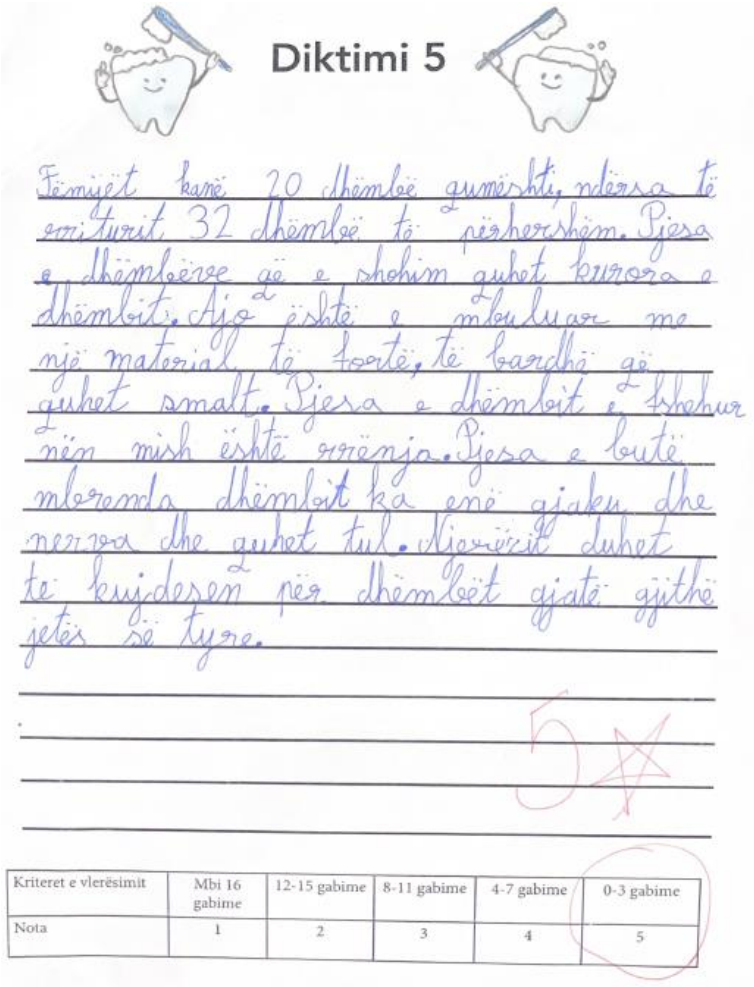


Figure 1. Free Texts

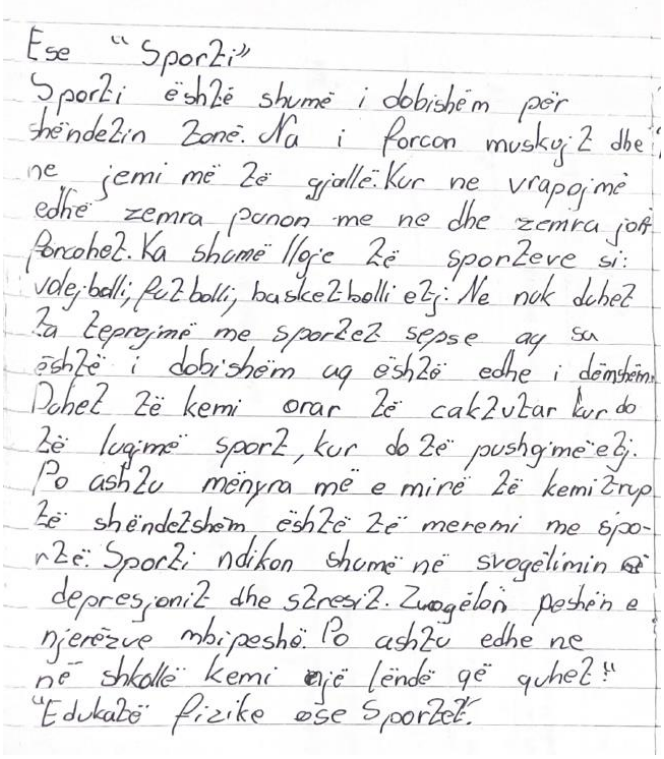


Diktimi 5

Fëmijët kanë 20 dhëmbë qumështi, ndërsa të rriturit 32 dhëmbë të përhershëm. Pjesa e dhëmbëzës që e shohim quhet kurora e dhëmbit. Ajo është e mbuluar me një material të fortë, të bardhë që quhet smalt. Pjesa e dhëmbit e fshehur në mish është rrënja. Pjesa e butë mbrenda dhëmbit ka enë gjaku dhe nerva dhe quhet tul. Nervërit duhet të kujdesen për dhëmbët gjatë gjithë jetës së tyre.

Kriteret e vlerësimit	Mbi 16 gabime	12-15 gabime	8-11 gabime	4-7 gabime	0-3 gabime
Nota	1	2	3	4	5

Figure 2. Dictation



Ese "Sporti"

Sporti është shumë i dobishëm për shëndetin tonë. Na i forcon muskujt dhe ne jemi më të gjallë. Kur ne vrapojmë edhe zemra punon me ne dhe zemra jon forcohet. Ka shumë lloje të sporteve si: volejbolli, futbolli, basketbolli etj. Ne nuk duhet ta lëshojmë me sportet sepse aq sa është i dobishëm aq është edhe i dëmshëm. Duhet të kemi orar të caktuar kur do të luajmë sport, kur do të pushojmë etj. Po asht mënyra më e mirë të kemi trup të shëndetshëm është të merremi me sporte. Sporti ndikon shumë në shqetësimin depresionit dhe stresit. Zvogëlon peshën e njerëzve mbipeshë. Po asht edhe ne në shkollë kemi një lëndë që quhet "Edukatë fizike ose Sportet.

Figure 3. Essay

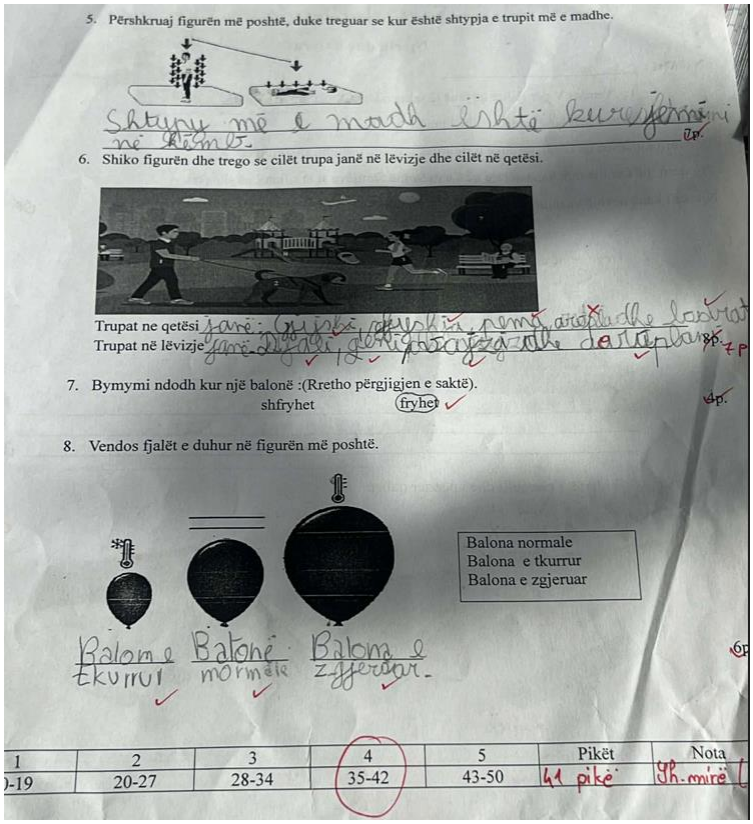


Figure 4. Albanian Language Tests

The results show that different types of written work were collected, including written assignments, essays and free texts, linguistic exercises, as well as dictations and Albanian language tests. This variety of materials enabled the analysis of the use of Standard Albanian in different learning situations and in various forms of written expression. It is evident in the inclusion of works that assess not only grammatical knowledge but also students' abilities to construct texts, organize ideas, and communicate in writing.

An important aspect of the process was the preservation of the authenticity of the works. The analysis relied on materials with minimal teacher corrections, making it possible to identify the real characteristics of students' language use. This is reflected in the selection of original or minimally corrected works, which allowed the identification of orthographic, grammatical, and lexical errors as produced by the students themselves.

The table also shows that the documents were collected and administered in an organized manner in physical form, ensuring their preservation and systematization for further analysis. At the same time, the principle of anonymity of participants was respected throughout the process, by coding the works and avoiding the use of identifying information. This guarantees compliance with the ethical standards of research and the protection of students' privacy.

Overall, the results presented demonstrate that the process of collecting written work was carried out systematically, in a standardized manner, and in accordance with the methodological criteria of the study. This ensured a rich and reliable empirical data base, which underpins the analysis of competence in Standard Albanian and the assessment of the impact of multilingualism on students' writing.

4.4. Unit of Analysis

In this study, the determination of the unit of analysis was a crucial step in ensuring a structured and consistent analytical process. The unit of analysis refers to the basic element on which the evaluation of students' linguistic competence and the identification of writing errors was focused.

Within this research, the main unit of analysis was the sentence and the linguistic structures within it, since the sentence constitutes a complete semantic and grammatical unit that allows for the clear identification of orthographic, morphological, and syntactic errors. In addition, in certain cases, the analysis was extended to the word level and the full text, particularly when assessing the influence of dialects and other languages on students' expression.

This multi-level approach enabled a deeper and more accurate analysis of linguistic competence, identifying not only individual errors but also recurring patterns in language use. The clear determination of the unit of analysis helped standardize the coding process and increased the reliability of the study's results.

Practical Example In one analyzed work, the sentence:

"Une kam shku ne shkolle edhe kom msu"

was treated as a unit of analysis, where the following were identified:

orthographic error (Une → Unë)

dialectal usage (kom, msu)

deviation from the standard norm (shku)

This example illustrates how the unit of analysis (the sentence

) served to identify several different categories of errors within the same linguistic context.

Table 4. Descriptive Statistics of Errors Identified in Students' Written Work

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Orthographic errors	25	1	10	4.40	2.38
Morphological errors	25	1	5	2.28	1.02
Syntactic errors	25	1	4	1.96	0.84
Influence from other language	25	0	2	0.84	0.62
Use of dialectal forms	25	1	4	1.60	0.82
Total number of errors	25	5	23	11.08	4.97

The results of the table present the descriptive statistics of the errors identified in the written work of the 25 students included in the study, providing an overview of the distribution of different types of linguistic errors. The results show that orthographic errors are the most frequent in students' work, with an average of 4.40 errors per student (SD = 2.38), ranging from 1 to 10 errors. This is evident in the inconsistent application of spelling rules, such as the use of capital letters, punctuation marks, and the spelling of words according to the standard norm. This result suggests that spelling remains the main challenge in the development of writing competence.

Morphological errors appear with an average of 2.28 errors (SD = 1.02), ranging from 1 to 5 errors. This is reflected in the incorrect use of grammatical forms, such as noun declension, verb conjugation, or the use of grammatical cases. Compared to orthographic errors, morphological errors are less frequent, indicating that students have a relatively better grasp of basic grammatical structures.

Regarding syntactic errors, the average is 1.96 errors (SD = 0.84), with a minimum of 1 and a maximum of 4 errors. This is illustrated in sentence construction and the ordering of syntactic

elements, showing that most students manage to construct understandable sentences, although difficulties in organizing their structure persist.

The analysis also shows that the influence of other languages is relatively low, with an average of 0.84 cases (SD = 0.62). Values range from 0 to 2 cases, indicating that interference from other languages in writing is present but does not constitute the dominant characteristic of the analyzed works. This suggests that most students manage to use Standard Albanian without significant influence from their multilingual repertoire, although in some cases elements of language interference are evident.

In relation to the use of dialectal forms, the results show an average of 1.60 cases (SD = 0.82), ranging from 1 to 4 cases. This appears in the sporadic use of dialectal forms in writing, demonstrating that the influence of local varieties exists but remains more limited compared to orthographic and morphological errors.

Overall, the total number of errors ranges from 5 to 23, with an average of 11.08 errors per student (SD = 4.97). The relatively high standard deviation indicates considerable differences among students in their level of writing competence. Some students show a small number of errors and a better mastery of the standard norm, while others present more pronounced difficulties in the correct use of the language.

Therefore, the results presented indicate that the main challenges in students' written work are related to spelling and the correct use of the standard norm, while errors related to the influence of other languages and the use of dialectal forms appear less frequently. These findings support the conclusion that students' linguistic competence is in gradual development but requires continuous pedagogical support, particularly in strengthening spelling, grammar, and the accurate use of Standard Albanian in the context of a multilingual environment.

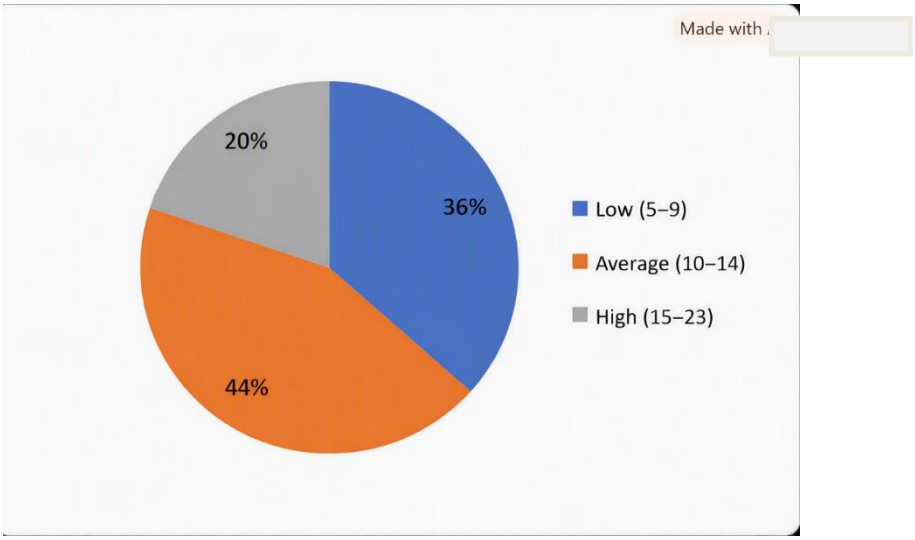


Diagram 1. Distribution of Error Levels

The diagram illustrates the distribution of students according to the level of errors identified in their written work. The results show that the largest group consists of students with an average level of errors (44%), indicating that most students have achieved a satisfactory level of competence in using Standard Albanian but still face difficulties in fully applying orthographic and grammatical norms.

A percentage of 36% of students are classified at the low error level, reflecting a better mastery of standard language rules and more developed writing skills. Meanwhile, 20% of students display a high level of errors, suggesting that this group requires more individualized pedagogical support and additional activities to improve spelling, grammar, and text structuring.

The diagram demonstrates that, although most students reach an acceptable level of linguistic competence, it remains necessary to strengthen didactic practices that support the development of accurate and functional writing, particularly within the context of a multilingual educational environment.

5. Discussion

The aim of this study was to identify and describe the types and frequency of linguistic deviations in students' written work in a multilingual context, with a particular focus on orthographic, morphological, and syntactic errors, as well as the use of dialectal forms and cases of influence from other languages. The analysis of 25 students' work shows that orthographic errors constitute the most frequent category, while direct influence from other languages appears with lower frequency. This makes it necessary to interpret the results by distinguishing between general difficulties in acquiring writing skills and phenomena that may be specifically related to students' multilingual repertoires.

The most important finding of the study is that orthographic errors have the highest frequency among the analyzed categories, with a mean of M = 4.40 (SD = 2.38) and a range from 1 to 10 cases per student. This indicates that the main difficulty of the students included in the study lies in the consistent application of the norms of Standard Albanian spelling.

This result is significant because it shows that the presence of multilingualism should not automatically be considered the main explanation for all writing difficulties. In fact, the study by Zetterholm and Lindström (2022) with young bilingual students shows that spelling errors may be similar to those found in monolingual students in the early stages of writing development.

This finding is particularly relevant to the results of the present study. Since the students analyzed are in primary education, part of the orthographic errors may be related to the normal process of developing writing competence and not necessarily to the influence of another language. Therefore, it is methodologically more appropriate to interpret these results as difficulties in acquiring and automatizing orthographic norms, while multilingual influence should be analyzed as a possible factor only in cases where there is concrete evidence of language transfer.

Morphological errors appear with M = 2.28 (SD = 1.02), while syntactic errors with M = 1.96 (SD = 0.84). These values are significantly lower than those of orthographic errors. The result suggests that students, in general, have achieved a more stable level in the use of basic morphological and syntactic structures than in spelling. However, the presence of these errors shows that the acquisition of the standard norm is a gradual process and that knowledge of grammatical rules does not necessarily translate into accurate and automatized use during text production.

This distinction is important from a pedagogical perspective. Language teaching should not be limited to isolated grammar exercises but should create opportunities for students to use learned structures in authentic texts. In this way, the student moves from declarative knowledge of the rule to its functional use in writing.

The findings are also consistent with research that views multilingual writing as a complex process, where planning, formulation, word choice, and revision interact during text production. Zetterholm and Lindström (2022) argue that the writing process of bilingual students involves changes at both the surface and meaning levels, showing that writing development cannot be reduced merely to counting errors.

One of the most interesting results is that the influence from other languages has a mean of M = 0.84 (SD = 0.62), with a minimum of 0 and a maximum of 2 cases. Thus, in the analyzed

corpus, cross-linguistic influence is relatively limited compared to orthographic, morphological, and syntactic errors.

This result is important because it does not support a simplified interpretation according to which multilingualism is the main source of writing errors. On the contrary, the results show that students are able to use Standard Albanian in most cases, even though they display other difficulties in spelling and grammar.

Nevertheless, low frequency does not imply lack of importance of the phenomenon. Recent research shows that multilingual students may actively use their full linguistic repertoire during the writing process. Storheila and Iversen (2024), for example, found that multilingual students employed translanguaging strategies during writing, including translation, cross-linguistic problem-solving, and searching for information in different languages.

In this sense, the cases identified in this study should not be interpreted solely as "errors," but also as signals that the student may mobilize different linguistic resources during the writing process. However, since the present study was based on final written products and not on the observation of the writing process, it cannot be determined with certainty whether each identified deviation is the direct result of transfer from another language. This is an important methodological distinction.

The use of dialectal forms shows M = 1.60 (SD = 0.82), with values ranging from 1 to 4 cases per student. This finding indicates that, alongside the standard taught at school, students' writing also displays forms related to the use of local varieties. In an environment where students interact in family and community with different forms of Albanian, the coexistence between the standard and local varieties is to be expected.

Therefore, the use of a dialectal form should not automatically be considered a lack of linguistic competence. On the contrary, it may indicate that the student possesses and uses different linguistic repertoires but has not yet fully automatized the selection of the appropriate form for the formal writing context.

This perspective aligns with contemporary developments in research on plurilingual students, where scholars argue that it is necessary to distinguish between "error" and "linguistic variation." Such an approach helps ensure that the student is not assessed solely on the basis of deviation from the norm, but also on the linguistic resources they possess.

The total number of errors in the analyzed works ranges from 5 to 23, with a mean of M = 11.08 (SD = 4.97). The relatively high standard deviation indicates considerable differences among students. This is also evident in their classification: 36% of students are at the low error level, 44% at the average level, and 20% at the high level.

These individual differences are important because they show that the multilingual context does not produce a uniform model of linguistic performance. Students with similar linguistic repertoires may have different levels of writing competence due to varying experiences with reading, writing, the language of schooling, family support, and teaching practices. This suggests the need for individual assessment and differentiated pedagogical intervention, rather than a single approach for all multilingual students.

Overall, the results show that the main challenge in the writing of the analyzed students is spelling, while morphological and syntactic errors occur less frequently. Influence from other languages and the use of dialectal forms are present but do not constitute the dominant characteristic of the corpus.

Thus, the findings do not support a deterministic interpretation of multilingualism as the source of writing difficulties. On the contrary, they suggest that the development of competence in Standard Albanian is the result of the interaction between general writing development, school experience, linguistic repertoire, and the student's ability to adapt language use according to context.

From a pedagogical perspective, this implies that the teaching of Standard Albanian should combine systematic work on spelling and grammar with authentic writing, revision, and self-correction activities, treating multilingualism not only as a challenge but also as a potential resource for the development of linguistic and writing competence. This is consistent with contemporary research arguing that the multilingual repertoire can be productively mobilized during the writing process.

6. Conclusions

This study focused on analyzing the use of Standard Albanian in students' writing within a multilingual context, with particular emphasis on identifying and classifying orthographic, morphological, and syntactic errors, as well as highlighting dialectal forms and the influence of other languages. The analysis of the written work of 25 students enabled the identification of several important conclusions regarding the development of writing competence:
Orthographic errors as the most frequent category: With a mean of M = 4.40 (SD = 2.38), orthographic errors appear significantly more often than other categories. This shows that the consistent application of spelling norms remains one of the main challenges for students in developing writing skills in Standard Albanian.
Morphological and syntactic errors at lower frequency: With means of M = 2.28 (SD = 1.02) and M = 1.96 (SD = 0.84), respectively, these errors occur less frequently. The results suggest that students have a relatively more stable level in using morphological and syntactic structures, although difficulties persist that require continuous pedagogical support.
Influence from other languages at a relatively low frequency: With M = 0.84 (SD = 0.62), this finding is important because it shows that multilingualism cannot be considered the sole or main explanation for students' writing difficulties. Nevertheless, its presence indicates that students' linguistic repertoires may affect how they produce text in Standard Albanian.
Dialectal forms identified with moderate frequency: With a mean of M = 1.60 (SD = 0.82), their presence demonstrates the coexistence of Standard Albanian with local varieties. These forms should not automatically be interpreted as a lack of linguistic competence but rather understood in relation to the linguistic environment in which students develop everyday communication.
Considerable individual differences among students: The total number of errors ranges from 5 to 23, with a mean of M = 11.08 (SD = 4.97). Based on the classification used, 36% of students fall into the low error level, 44% into the average level, and 20% into the high level. These results show that students do not present a uniform linguistic profile and that their pedagogical support needs vary.

6.1Pedagogical Implications

The findings have several direct implications for the teaching of Standard Albanian: Orthographic focus through authentic practice: Since orthographic errors are the most frequent, teaching should devote continuous attention to spelling, not only through mechanical drills but by engaging students in processes of writing, revising, and self-correcting texts.
Differentiating between error types: Teachers should distinguish between a common developmental error in writing and a form that may be linked to dialectal usage or influence from another language. This distinction helps avoid stigmatizing students' linguistic repertoires and fosters a more supportive environment for developing competence in the standard norm.
Leveraging multilingual repertoires as pedagogical resources: Recent studies on translanguaging show that students can use the languages they know for planning, translation,

problem-solving, and idea development during writing. This suggests that multilingual repertoires should not be eliminated but harnessed as tools for learning.
Contextual awareness in language choice: The goal of teaching should be to develop students' ability to select the appropriate linguistic form according to context. In the case of Standard Albanian, this means helping students understand when and why the standard form is used in school texts, without treating dialects or other languages they know as obstacles in themselves.

6.2. Limitations of the Study

The results should be interpreted with several limitations in mind: Sample size: The study was conducted with only 25 students, which restricts the possibility of generalizing the findings to a wider population.
Sampling method: The purposeful selection of participants does not allow for claims of statistical representativeness of all primary school students.
Focus on written products: The analysis was based primarily on final written texts, which means the exact source of a linguistic form cannot always be determined. For example, a deviation may result from an orthographic difficulty, dialectal influence, cross-linguistic transfer, or simply a slip. To identify the precise mechanism behind such forms, additional data would be needed, such as student interviews, observation of the writing process, or analysis of drafts and revisions.
Process-oriented insights: This limitation is particularly important in light of recent research showing that analyzing the writing process can provide information not available from the final text alone. Zetterholm and Lindström (2022), for instance, examined revision processes and spelling errors in bilingual students, while other studies have used screen recordings, think-aloud protocols, and interviews to identify how students mobilize their multilingual repertoires during writing.

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