A STUDY OF PLAGIARISM

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Annotation: *The purpose of writing a summative assessment is to create a ready material to the students relied on specific topics such as plagiarism prevention and the types of citation and how to use them in a sentence. In addition, it provides with information about reporting verbs and the meaning of the stance and voice theory. Finally, reflection informs what a student learned from the course and effective ways of teaching as well as how to avoid the mistakes students do and helping them in their learning process.*

Keywords*: L1 Influence/Transfer, Individual Differences (IDs), Longitudinal Study, Written and Oral Proficiency, Cognitive Processing, L2 Aptitude, Variance Explained, Predictive Validity, Spanish Instruction.*

Introduction: Summary is a text that is written in person's own words. It should contain only the ideas of the original text. An article or a text is read carefully to fully understand it. In order to remember key points and taking notes is one of the best ways of supporting ideas that is thought that it should be included in the summary.

Plagiarism is using another person's idea or a part of their work and pretend that it is your own work. There are different types of Plagiarism such as "Clone" Plagiarism, "Remix" Plagiarism, "Ctrl+C" Plagiarism: Hybrid" Plagiarism, "Find-Replace" Plagiarism and "Mashup" Plagiarism.
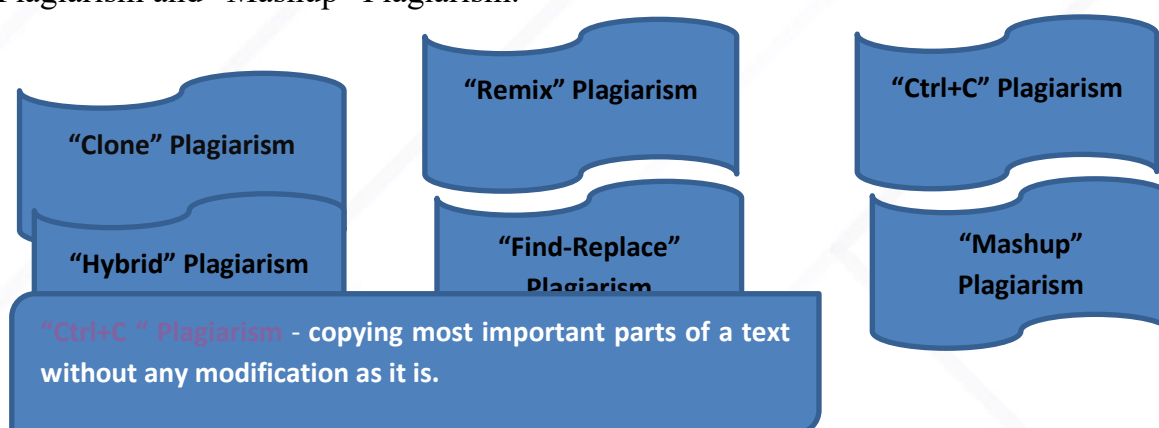
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The Journal entitled "The modern Language Journal" showed the changes on people's first Language (L1) to second language (L2). Although majority of young learners learn to communicate in their first language (L1), there is typical and anticipated variety in their rate of acquisition across all components of the language

system. Up to now, most second language acquisition and second language (L2) scholars have researched that individual differences (IDs) in L1 acquisition are small and irrelevant to IDs in L2 acquisition. However, there is found strong connection between L1 attainment and ultimate L2 success. In this longitudinal study, US secondary students were administered measures of L1 written and oral achievement, L1 cognitive processing, and L2 aptitude, then followed over 3 years of Spanish instruction and administered standardized measures of L2 literacy and oral proficiency at the end of each year. Hierarchical regressions followed by regression commonality analysis showed that IDs in L1 achievement alone (reading, writing, vocabulary, and print exposure) accounted for substantial unique variance in L2 reading, writing, listening comprehension, and oral proficiency, while L2 aptitude accounted for additional unique variance at the end of each year. A last finding appeared that the change accounted for by L1 skills developed from to begin with to moment to third year. Coming about loan extra back to the decision of solidL1–L2 relationships between IDs in L1 attainment and IDs in L2 achievement. More recently, Kidd et al. (2018) reviewed a large body of evidence from psycholinguistics and made a similar argument for focusing on IDs in language improvement.

> "Find-replace "Plagiarism- copying a text with the alteration of the key words and phrases but remaining the main parts of the information.

Finding -replace

The colleagues of Sparks himself compared L1 to L2 and they found high achieving L2 learners indicated noticiable strong results on L1 speaking and written language skills, particularly in L1 literacy, average-and low-achieving L2 learners. The study on this field considers that early L1 abilities, particularly those related to L1 education, are solid indicators of L2 accomplishment. Factor analysis studies have revealed that L2 aptitude is componential; the language skills measured by the MLAT load with similar L1 skills (e.g., phonetic coding on the MLAT and L1 phonetic word decoding), and L1 skills combined with the MLAT explain 67%−76% of the variance in overall L2 achievement. There's presently a significant body of investigate prove that there are IDs in L1procurement and fulfillment in ordinarily creating children that can be recognized earlier to and after school passage. In addition, these contrasts are prescient of IDs in L2 fitness and L2 accomplishment, and IDs in L2 fitness are too a solid indicator of L2 accomplishment. These differences are predictive of IDs in L2 aptitude and L2 achievement, and IDs in L2 aptitude are also a strong predictor of L2 achievement. There has been little direct examination of the relation between L1-based prediction and L2 aptitude-based prediction, specifically the question of the extent to which they are the same or cumulative. Advance, L2 accomplishment has by

and large been inspected at one instructive level as it were, in spite of the probability of formative alter. Nowadays, uniquely longitudinal study of US high school L2 Spanish learners, the authors administered a large battery of L1 achievement (reading, writing, vocabulary, and oral language), L1 cognitive preparing memory, phonological working memory, and metalinguistic information), and L1 reading-related measures (print introduction and perusing demeanors), in conjunction with an L2 inclination degree (the MLAT), and after that taken after understudies through up to 3 a long time of L2 courses.

Initial conclusion: Inherently, when students learn to communicate in their first language, it is common situation to see changes in their rate of accusion over the language system. There is a connection between individual differences in L1 requirement and L2 achievement. The improvement of oral language skills in IDs showed the proof and much attention on commonalities among children. The research indicated there are two regularities in the language process and first one happens when children are young and essential variations among them that means, language process started to develop when they are too young. It is found that the former children's vocabularies size develops at 24 months. Further information showed 297 words are the median vocabulary size. When researchers learned IDs the similarities, they any not have accepted the changes in the development of the child language. Instead, the ponder of variety and IDs has been dispatched to uncommon teachers and the discore pathologists who managed to agree extent with dialect variations from the norm. One researcher described findings that major changes in the development happens in word comprehension combinations of the first word and the first stages grammar of normal children. The purpose of the study was providing with information that there are IDs in L1 acquisition in typically growing children that can be found before and after school entry. In addition, the differences can be predictive of IDs in L2 aptitude and L2 achievement and L2 aptitude is more powerful that L2 achievement. Testing instruments of L1 skills divided into 9 categories including word decoding, reading comprehension, vocabulary, language analysis, memory, writing, metalinguistic knowledge and reading attitudes, print exposure.

Integral and Non-Integral Citation

There are 2 types of citations integral citation and Non-integral citation. In the integral citation, the author(s)' name(s) is an integral part of the sentences and should be at the beginning of the paragraph. For example: Sparks (2012) emphasized when L2 is being learned it should be compared with humans' L1 and it helps to use the language accurately and fast. In the Non-integral citation that includes all of the citation elements are placed within brackets namely, authors' family names, page numbers and the year of the publication. For example: Studies have indicated that "air pollution is bad for a person's health" (Smith,2012, p. 12.)

Summative of two Articles

The previous chosen article titled "Individual differences in L1 attainment and language aptitude predict L2 achievement in instructed language learners" (Richard L. Sparks, 2023) and the second chosen article named "Implications for Developmental Changes in Second Language Word Recognition Processes" (Virginia M. Scott, 2009) discussed the variations and similarities between learners' L1 and L2. Current interest of the differences between people's L1 and L2 and changes in the field urged the scholars search out on this topic. In my latter article Virginia (2009) mentioned that when teachers are in the class, both teachers and students should use L2. Because atmosphere may affect to the students positively or negatively. Using L2 language while learning helps individuals to come in to the language and speak fluently while the authors of my former article consider that the linguistic coding differences hypothesis (LCDH) for L2 learning, which postulates a connection between IDs in L1 skills and L2 aptitude and achievement, challenges the notion that IDs in L1 attainment are irrelevant when studying IDs in L2 attainment. It is impossible to learn L2 without the help of L1. Sparks (2023) said "Admittedly it may be challenging to compare everything L1 to L2 but L1 is the fundamental part while learning any L2" said. In the second article it was a problem of L2 learners' use of the L1 during consciousness-raising and form-focused tasks is distinct from the issue of individual differences in L1 attainment and language aptitude predicting L2 achievement in instructed language learners namely, the problem focuses on the specific issue of L2 learners relying on their L1 while engaging in language learning tasks. (Virginia M. Scott, 2009) . On the other hand, the second issue addresses the broader concept of individual differences among L2 learners and how these differences can predict their overall achievement in the L2. It suggests that factors such as the level of proficiency in the L1 and language aptitude can influence L2 learning outcomes.

The method of my first article began with 307 Spanish participants at high school district in the Midwest near a metropolitan US city. All participants were monolingual who have not known English. Different methods were conducted with them such as word decoding, reading comprehension and vocabulary, language analysis. The score of participants L1 and their L2 aptitude were average. The differences between minimum and maximum scores showed in L1 memory 3.87 standard deviations through 4.13 standard deviations in word decoding and 4.33 standard deviations in L1 vocabulary, to 4.8 standard deviations in L1 reading comprehension. In my second article there was a method which research questions, procedures, data collection and data analysis procedures were included. There were 24 participants whose L1 was English and L2 was French. The results of the study on participants showed that even when learners appear to be using the L2 solely, they are actually using the L1. According to the students' reflections from the stimulated recall sessions, they talk to

themselves in the L1 as they translate the text, review the task, recall grammar rules, and plan what to say in the L2 when they are required to do so during a collaborative consciousness-raising, form-focused task.

Examples of the citations in articles: In the former article only one type of citation is used in order to express the author' belief. "Admittedly it may be challenging to compare everything L1 to L2 but L1 is the fundamental part while learning any L2" said Sparks (2023). In the latter article both types of citation can be seen, in my latter article Virginia (2009) mentioned that when teachers are in the class, both teachers and students should use L2. In the second article it was a problem of L2 learners' use of the L1 during consciousness-raising and form-focused tasks is distinct from the issue of individual differences in L1 attainment and language aptitude predicting L2 achievement in instructed language learners namely, the problem focuses on the specific issue of L2 learners relying on their L1 while engaging in language learning tasks. (Virginia M. Scott, 2009).

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