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## ACADEMIC WRITING DEVELOPMENT THROUGH SOCIAL INTERACTION

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### Abstract

Master's students who learn English language as second language in academic writing and sociocognitive experience are analyzed according Okuda and Anderson research in 2018. The research helps to identify not only correction of grammar and linguistic mistakes but also the principles of academic community, social condition and some important elements of language learning process. The core idea of the research is to develop academic identification, socialize academic environment among Masters degree students. In this article, both practical and theoretical sides of second language learning is analyzed in detail in order to comprehend the main aim of the research.

**Keywords:** academic writing, academic evironment, sociocognitive approach

### INTRODUCTION

Academic writing development is one of the most crucial parts of academic process among university students in order to achieve success. Particularly, Masters degree students spend too much time to learn academic writing principles, ways in both theoretical and practical way. Therefore, second language learners, especially masters students, should learn the language not only individual language skill, also the important process of social and cultural development.

According to Okuda and Anderson, academic writing process is analyzed in social way of second language learning without any grammar or linguistic principles. It is very beneficial to recognize academic environment and set academic position after comprehension of academic requirement.

Furthermore, Bankier can also contribute to continue the development of socioeconomic process. According to this, individual practise, social relationships and different communication networks can also improve the learning process.

## DISCUSSION

Dwight Atkinson studied the notion of alignment and sociocognitive way in second language learners and it can cause to improve of socialization among language learners. According to Atkinson, it is a fundamental tenet of the sociocognitive approach to second language acquisition. Dwight Atkinson briefly suggested the performing of social action in a dense sociocognitive ecology in which named combined activity is crucial among two young learners in their research. Similarly, Bankier found significantly that outside the classroom for English foreign language learners can face relatively few barriers while they are learning whereas Tomoyo Okuda and Tim Anderson show “Second language socialization, as a guiding theoretical framework, therefore provides a valuable lens through which to evaluate the usefulness of the writing center as a means of effective academic support for international L2 students”. Although socialization in academic writing in two articles are based on more case approach for higher students both undergraduate and graduated language learners, Dwight Atkinson may demonstrate the theoretical way to change positively the language barrier and influence of teachers and tutors for improvement of their knowledge. From Dwight Atkinson, Eton Churchill, Takako Nishino, Hanako Okada “A common assumption in mainstream SLA research—common partly because it seems to be true—is that cognition is invisible”. Dwight Atkinson, the oldest research, mainly focuses theory of cognition in social life. However, the newest research was showed the vital factor of socialization is both people and their feedback or attitude via researching Japanese learners. Moreover, they strongly established mind–body–world continuum terms for elements of development of language. Feedback is one of the most vital sections among all three articles despite both theoretical and practical approach. Besides, Dwight Atkinson cannot deny social influences of language learning, and also the more improvement of alignment the more increase of strong effect for learning languages. Apart from that, John Bankier undoubtedly proves “The existing research shows that social interactions outside the classroom have the potential to shape newcomers’ socialization trajectories in diverse ways”. Finally, socialization and sociocognitive approaches can help to attract the active participation of academic writing practice. This can be very beneficial to improve self-confidence among university students after working with tutors, professors and also students in academic environment.

## CONCLUSION

The researches are one of the most important practical and theoretical sides to learn and comprehend academic writing process. Both studies can help to understand the development of the experience in academic writing in writing research centers and also individual needs.

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