

TOWARDS A SOCIOCULTURAL FRAMEWORK FOR INTERACTIONAL WRITTEN COMPETENCE IN HIGHER EDUCATION: A CONCEPTUAL PERSPECTIVE

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ABSTRACT

Academic writing has an important place in higher education because students are expected to express their ideas, develop arguments, analyse information, and communicate their knowledge in an academic manner. Traditionally, writing has often been understood as an individual activity mainly connected with language ability, grammar, vocabulary, organisation, and thinking skills. However, the nature of academic writing has gradually changed. In contemporary higher education, students do not develop their writing skills completely alone. They discuss ideas with teachers and classmates, participate in seminars, receive feedback, work on collaborative projects, revise their writing, and communicate with different academic audiences. Therefore, academic writing can also be understood as a social and interactive process.

Although many studies have examined writing competence, collaborative learning, communicative competence, peer interaction, and Sociocultural Theory, these areas are often studied separately. There is still a need for a broader framework that explains how interaction and social learning together contribute to the development of academic writing. This paper addresses this need by proposing the concept of **Interactional Written Competence (IWC)**. Interactional Written Competence refers to the ability of learners to develop, communicate, negotiate, revise, and improve academic knowledge through interaction with teachers, peers, academic communities, and other learning resources.

The paper is mainly based on Vygotsky's Sociocultural Theory and brings together ideas from academic writing, collaborative learning, classroom interaction, teacher mediation, scaffolding, peer collaboration, and writing self-efficacy. The proposed framework explains that Interactional Written Competence develops through seven interconnected factors: teacher mediation, classroom interaction, peer collaboration, scaffolding, collaborative writing practices, sociocultural learning environment, and writing self-efficacy. The paper argues that these factors do not work separately but support one another in helping students become more confident, reflective, collaborative, and independent academic writers. The framework has important implications for writing pedagogy, curriculum design, assessment, teacher education, and future research in higher education.

Keywords: Sociocultural Theory; Interactional Written Competence; Academic Writing; Collaborative Writing; Higher Education; Teacher Mediation; Writing Pedagogy.

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INTRODUCTION

Academic writing is one of the important areas of learning in higher education. Students are expected to write essays, assignments, research papers, literature reviews, dissertations, reports, reflective journals, and other forms of academic work. Through writing, students communicate their ideas, present arguments, analyse evidence, and participate in the academic activities of their disciplines. Therefore, writing is not simply a language skill. It is also connected with critical thinking, disciplinary knowledge, communication, and academic development.

Traditionally, academic writing has been understood mainly as an individual activity. Earlier approaches to writing gave importance to grammar, vocabulary, sentence structure, coherence, cohesion, rhetorical organisation, and the quality of the final written product. Later, process-oriented approaches gave more attention to the stages involved in writing, such as planning, drafting, revising, and editing. These approaches have made important contributions to writing pedagogy. However, they have often given less attention to the social and interactive conditions through which students develop their writing abilities.

In contemporary higher education, students rarely develop academic writing completely in isolation. Before writing a research paper or an academic assignment, students may discuss their ideas with teachers and peers, read and interpret academic materials, participate in classroom discussions, attend seminars, receive feedback, revise their drafts, and communicate their ideas to different audiences. Group projects and collaborative learning have also become common features of university education. These experiences show that writing development is closely connected with interaction and participation.

During the past few decades, educational research has increasingly challenged the idea that learning is only an individual cognitive process. Vygotsky's Sociocultural Theory has played an important role in this development. According to this perspective, learning takes place first through interaction with other people and the social environment and is later internalised by the individual. Teachers, peers, language, cultural tools, and educational environments all contribute to the development of knowledge. From this point of view, academic writing cannot be understood only as the production of correct sentences or well-organised texts. It can also be understood as a socially mediated activity through which learners discuss, negotiate, construct, revise, and communicate knowledge.

At the same time, research on communicative competence and interactional competence has shown that successful communication requires more than grammatical knowledge. Learners need to understand context, respond to others, negotiate meaning, and participate in social interaction. However, interactional competence has been discussed more extensively in relation to spoken communication than academic writing. Similarly, research on writing competence, collaborative writing, peer feedback, teacher mediation, classroom interaction, scaffolding, and writing self-efficacy has developed in different areas. These concepts share several common sociocultural foundations, but they are often examined separately. This creates an important theoretical gap. Contemporary academic writing is increasingly interactive and collaborative, but there is still no widely accepted framework that brings together the different social and educational processes that contribute to writing development. Students develop their ideas through discussion, work with others, receive and respond to feedback, revise their writing, and gradually learn how to participate in academic communities. These activities suggest that effective academic writing requires more than linguistic ability. Students also need the ability to interact, collaborate, negotiate meaning, reflect on their writing, and participate in shared knowledge construction.

The present paper addresses this gap by introducing

the concept of **Interactional Written Competence (IWC)**. Interactional Written Competence refers to the ability of learners to develop and use academic writing through meaningful interaction with teachers, peers, disciplinary communities, and learning resources. It includes the ability to work with others, develop and negotiate ideas, respond to feedback, revise writing, understand the needs of different audiences, and gradually become an independent academic writer. The purpose of this paper is to bring together different theoretical perspectives and develop a sociocultural framework for understanding Interactional Written Competence in higher education. The paper examines the sociocultural foundations of academic writing, discusses the role of interaction and collaboration in writing development, proposes a conceptual framework for IWC, and considers its implications for teaching, curriculum development, assessment, and future research.

The significance of the paper lies in its attempt to bring together ideas that are often studied separately. Teacher mediation, classroom interaction, peer collaboration, scaffolding, collaborative writing, sociocultural learning environments, and writing self-efficacy are treated as connected processes rather than independent factors. By integrating these elements, the paper offers a broader understanding of how academic writing develops through social participation and educational interaction.

2. Sociocultural Theory and the Social Nature of Academic Writing

2.1 Theoretical Gap

Research on academic writing has grown considerably over the years. Scholars have studied linguistic accuracy, text organisation, cognitive processes, writing strategies, collaborative writing, feedback, and other aspects of writing development. Similarly, Sociocultural Theory has been widely used to explain how learning develops through mediation, interaction, scaffolding, and collaboration. However, many of these areas continue to be treated separately. Some studies focus mainly on individual writing ability, while others examine peer interaction or collaborative learning. Research on interactional competence has generally focused more on speaking and oral communication. Studies on teacher support, classroom interaction, scaffolding, and writing self-efficacy have also developed as separate areas of investigation.

Although these perspectives have contributed greatly to our understanding of learning and writing, there is still a need for a framework that explains how these different factors work together. Academic writing in higher education is not limited to an individual student sitting alone and producing a final text. Students participate in discussions, receive guidance, share ideas, review one another's work, revise their writing, and gradually develop confidence and independence. The concept of

Interactional Written Competence becomes important in this context. It provides a way of understanding writing as a process that develops through interaction and participation. The present paper therefore proposes an integrated sociocultural framework in which different educational processes work together to support the development of academic writing.

2.2 Reconsidering Academic Writing in Higher Education

Academic writing has traditionally been considered an individual activity that reflects a student's language ability, reasoning skills, and disciplinary knowledge. As a result, writing instruction has often concentrated on grammar, vocabulary, sentence construction, coherence, cohesion, organisation, and accuracy. Product-oriented approaches mainly focused on the quality of the final written text. Process-oriented approaches later shifted attention towards planning, drafting, revising, and editing. These approaches remain valuable because language accuracy and effective organisation are important parts of academic writing. However, they do not fully explain the conditions through which students develop their writing abilities. Writing takes place within particular educational, social, and disciplinary contexts.

In higher education, students frequently discuss topics before writing, consult teachers, participate in group activities, analyse research materials, receive feedback, revise drafts, and write for different audiences. These experiences influence both the process and the quality of writing. Therefore, writing should not be viewed only as the production of a text. It is also a process through which learners construct and communicate knowledge. The increasing importance of collaborative learning, inquiry-based learning, interdisciplinary education, and digital communication has further changed the nature of academic writing. Students are expected not only to produce grammatically correct texts but also to communicate ideas, work with others, evaluate evidence, respond to feedback, and participate in academic discussions. Therefore, there is a need to understand academic writing as a broader educational activity involving linguistic, cognitive, social, and cultural dimensions.

2.3 Sociocultural Theory as a Foundation for Academic Writing

Vygotsky's Sociocultural Theory provides an important foundation for understanding learning as a social process. According to Vygotsky, higher mental functions first develop through interaction with other people and are later internalised by the individual. Knowledge is therefore not developed only through individual effort. It is shaped through participation in socially and culturally organised activities. Language plays a central role in this process. It helps learners communicate, organise their thoughts, solve problems, understand ideas,

and develop knowledge. In academic writing, language is not simply a tool for recording information. It is also a means through which students develop arguments, negotiate meaning, communicate with others, and participate in academic communities.

Several concepts from Sociocultural Theory are especially relevant to academic writing.

Mediation refers to the support that learners receive through teachers, peers, language, technology, and educational resources. Teachers may support writing development through explanation, questioning, modelling, examples, and feedback. Peers may contribute through discussion, review, and shared learning.

The **Zone of Proximal Development (ZPD)** explains that learners can perform at a higher level when they receive appropriate support from more knowledgeable individuals or through collaborative interaction. In academic writing, students may be able to develop more complex ideas and arguments when they receive guidance from teachers or support from peers.

Scaffolding refers to temporary support provided to learners while they are developing new abilities. In writing, scaffolding may include writing models, structured activities, guiding questions, feedback, outlines, and examples. As learners become more capable, this support can gradually be reduced.

Collaborative learning also has an important role in writing development. Through discussion, peer review, joint planning, shared drafting, and revision, students can learn from different perspectives and develop a deeper understanding of academic communication. These ideas show that academic writing develops not only through individual practice but also through continuous interaction and participation in supportive learning environments.

2.4 Academic Writing as Social Participation

Academic writing can also be understood as a form of participation in academic discourse communities. University students write not only to demonstrate what they have learned but also to communicate ideas, construct arguments, evaluate evidence, and participate in disciplinary discussions. Every academic discipline has particular conventions, expectations, and ways of communicating knowledge. Students gradually learn these practices through participation. They attend classes, read academic texts, discuss ideas, interact with teachers, receive feedback, and observe how knowledge is communicated within their fields.

This perspective shifts attention from the final written product to the social processes that support writing development. Brainstorming sessions, classroom discussions, seminars, peer-review activities, meetings with supervisors, collaborative projects, and academic conversations can all contribute to the development of writing.

Participation also helps students develop academic

identity. As students become more familiar with the language and practices of their disciplines, they gradually develop confidence and independence. Therefore, writing is not only a linguistic or cognitive activity. It is also connected with social participation, identity formation, and professional development.

2.5 Beyond Individual Writing Competence

Traditional measures of writing competence often focus on grammar, vocabulary, organisation, coherence, and textual accuracy. These elements are important, but they do not represent the entire process of academic writing. Students in higher education also need to develop other abilities. They need to discuss ideas with others, negotiate meaning, understand feedback, revise their work, communicate with different audiences, participate in group writing activities, and combine different perspectives into meaningful academic arguments. These abilities are especially important in contemporary educational environments where collaborative projects, peer learning, research discussions, and digital communication are common. Traditional models of writing competence do not always fully explain these interactional processes.

Research on collaborative writing also often concentrates on whether collaboration improves the quality of writing. While this is important, there is also a need to understand how collaboration contributes to the development of learners themselves. Similarly, teacher feedback, peer interaction, classroom participation, and writing self-efficacy are often examined independently. An integrated approach can therefore provide a broader understanding of academic writing development.

2.6 The Need for an Integrated Sociocultural Perspective

The different areas of research discussed above show the need for a broader framework. Such a framework should explain not only what students produce in writing but also how they develop their writing abilities through educational interaction. An integrated sociocultural perspective understands academic writing as the result of several connected processes. Instructional support, interaction with teachers and peers, collaborative participation, reflective dialogue, supportive learning environments, and learner confidence all contribute to writing development.

From this perspective, academic writing can be understood as:

- a cognitive process involving thinking, planning, analysis, and reflection;
- a linguistic process involving the effective use of language;
- a social process involving interaction with teachers and peers;
- a cultural process shaped by academic conventions and disciplinary practices; and

- a developmental process supported through mediation, scaffolding, and participation.

This broader understanding provides the theoretical basis for the concept of Interactional Written Competence.

3. Towards Interactional Written Competence: A Conceptual Framework

3.1 Why a New Framework Is Necessary

Research on writing has developed significantly over the past several decades. Different theories have explained important aspects of writing, including linguistic competence, cognitive processes, communicative competence, collaborative learning, and sociocultural development. However, these perspectives often focus on particular aspects of writing rather than explaining how different processes work together. Traditional writing models mainly focus on students' ability to produce clear, coherent, grammatically accurate, and well-organised texts. Process-oriented approaches add planning, drafting, revising, and editing to this understanding. More recent research has examined peer feedback, collaborative writing, classroom interaction, and writing self-efficacy. These areas are important, but they are still often treated as separate concepts.

This becomes a limitation in contemporary higher education because writing increasingly develops through interaction. Students participate in seminars, group projects, peer-review activities, research discussions, supervisory meetings, and online communication. They are required to share ideas, respond to feedback, negotiate meaning, and communicate with different audiences. Therefore, academic writing requires more than the ability to produce a good individual text. It also involves the ability to participate effectively in the social processes that support knowledge construction and communication. The proposed framework responds to this need by introducing Interactional Written Competence as a broader way of understanding academic writing development.

3.2 Defining Interactional Written Competence

Based on the discussion presented in the previous sections, **Interactional Written Competence (IWC)** can be defined as:

The multidimensional ability of learners to construct, communicate, negotiate, revise, and improve academic knowledge through socially mediated writing processes involving interaction with teachers, peers, academic communities, and cultural or technological tools.

This definition extends beyond the traditional understanding of writing as the production of a final text. Interactional Written Competence views writing as participation in academic activities where learners develop ideas through dialogue, collaboration, feedback, reflection, and shared knowledge construction.

IWC is both a capability and a developmental

process. Students gradually develop writing expertise through repeated participation in socially organised writing activities. Through interaction, they learn from others, reflect on their own ideas, revise their work, and gradually become more independent writers. This understanding is closely connected with the sociocultural view that learning develops through social participation before becoming internalised as individual competence.

3.3 Dimensions of Interactional Written Competence

Interactional Written Competence can be understood through six interconnected dimensions.

3.3.1 Collaborative Knowledge Construction

Academic writing is not simply the transfer of information from one person to another. Writers develop knowledge by reading, discussing, questioning, comparing perspectives, and constructing arguments. Through collaborative activities, students can encounter different viewpoints and improve their understanding. Discussions with teachers and peers may help them clarify ideas and develop stronger arguments. Therefore, collaborative knowledge construction is an important part of interactional writing.

3.3.2 Negotiation of Meaning

Academic writing requires students to explain, justify, clarify, and sometimes reconsider their ideas. Meaning is not always fixed at the beginning of the writing process. It can develop through discussion, feedback, and revision. Students negotiate meaning with teachers, peers, readers, and the conventions of their disciplines. Through this process, they learn how to make their ideas clearer and more meaningful within particular academic contexts.

3.3.3 Reflective Revision

Revision is more than correcting grammatical mistakes. It involves reflecting on ideas, reconsidering arguments, reorganising information, strengthening evidence, and responding to feedback. Reflective revision allows students to examine their writing critically. Through repeated revision, learners can develop a deeper understanding of both the subject and the process of academic communication.

3.3.4 Audience-Oriented Communication

Academic writers need to consider the people for whom they are writing. Different audiences may have different expectations regarding language, organisation, evidence, and style. Students therefore need to develop an awareness of disciplinary and communicative expectations. Audience awareness helps writers make appropriate decisions about how ideas should be presented.

3.3.5 Socially Mediated Learning

Writing development takes place through different forms of mediation. Teachers, peers, supervisors, digital technologies, and educational institutions can all support learners. Through these sources of

support, students may be able to perform tasks that they cannot yet complete independently. Over time, they gradually develop the knowledge and confidence required to become more independent writers.

3.3.6 Learner Agency

The ultimate aim of educational support is not permanent dependence. Students should gradually become capable of planning, evaluating, revising, and communicating their ideas independently. Learner agency develops when students take increasing responsibility for their writing. Through repeated interaction and participation, they can internalise strategies and gradually become more confident and autonomous academic writers.

3.4 The Proposed Sociocultural Interaction Model

The proposed framework explains that Interactional Written Competence develops through seven connected sociocultural mechanisms. The first mechanism is **Teacher Mediation**. Teachers support students through guidance, explanation, modelling, questioning, and formative feedback. Instead of functioning only as evaluators of final written work, teachers can help students understand the process of developing academic ideas.

The second mechanism is **Classroom Interaction**. Classroom discussions provide opportunities for students to share ideas, ask questions, clarify concepts, and learn from different perspectives. Such interaction can support both knowledge development and writing development.

The third mechanism is **Peer Collaboration**. Students can learn from one another through discussion, shared activities, peer review, and mutual feedback. Peer collaboration creates opportunities for learners to compare ideas and develop their understanding.

The fourth mechanism is **Scaffolding**. Students may require temporary support when completing difficult writing tasks. Structured activities, examples, writing models, outlines, and guided feedback can help them perform more complex tasks. As they develop confidence, the support can gradually be reduced.

The fifth mechanism is **Collaborative Writing Practices**. When students plan, draft, revise, and edit together, they participate directly in the interactional processes of writing. Collaborative writing provides an opportunity to experience writing as shared knowledge construction.

The sixth mechanism is the **Sociocultural Learning Environment**. A positive and supportive environment encourages students to share ideas, ask questions, make mistakes, receive feedback, and take intellectual risks. Psychological safety and mutual respect are important for meaningful participation.

The seventh mechanism is **Writing Self-Efficacy**. Students need confidence in their ability to

write and improve. Confidence can develop through successful experiences, constructive feedback, collaboration, and continuous participation in writing activities. These seven mechanisms should not be understood as completely separate stages. They are interconnected and may influence one another. Teacher support can improve confidence. Classroom interaction can encourage peer

collaboration. Scaffolding can help students participate more effectively in collaborative writing. A supportive learning environment can make students more willing to accept feedback and revise their work.

Together, these processes contribute to the development of Interactional Written Competence.

Figure 1. Proposed Sociocultural Framework for Interactional Written Competence



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3.5 Theoretical Contributions of the Framework

The proposed framework contributes to the understanding of academic writing in several ways.

First, it views academic writing as a socially mediated process rather than only as an individual linguistic activity. This shifts attention from the final written product to the interactions and experiences through which students develop their writing.

Second, the framework brings together different theoretical perspectives. Sociocultural Theory, collaborative learning, writing pedagogy, interactional competence, and writing self-efficacy are treated as connected areas.

Third, the framework introduces Interactional Written Competence as a broader and multidimensional concept. It includes collaboration, negotiation of meaning, reflective revision, audience awareness, socially mediated learning, and learner agency. Finally, the framework provides a basis for future research. The proposed factors can be studied through quantitative, qualitative, and mixed-methods research in different educational settings.

4. Discussion

The main purpose of this paper is to develop a sociocultural framework for understanding how Interactional Written Competence develops in higher education. Existing research has made important contributions to the study of writing competence, collaborative learning, interactional competence, and sociocultural learning. However, these areas have often developed separately.

The proposed framework brings these areas together and views academic writing as a process that develops through interaction, collaboration, mediation, feedback, reflection, and participation. This perspective does not reject the importance of grammar, vocabulary, organisation, or textual quality. Instead, it argues that these elements represent only part of the larger process of writing development.

Academic writing in higher education increasingly involves peer review, collaborative projects, discussions with supervisors, digital communication, interdisciplinary activities, and repeated revision. Students are required to communicate with others and respond to different ideas. Therefore, writing competence should also include the ability to participate effectively in these interactional processes.

One of the important contributions of the framework is its connection between Sociocultural Theory and interactional competence. Interactional competence has often been discussed in relation to spoken communication. However, interaction is also important in writing. Students negotiate ideas, respond to comments, discuss arguments, revise drafts, and communicate with particular audiences. Writing therefore contains important interactional dimensions.

The framework also gives a broader meaning to collaborative writing. Collaborative writing should not be understood only as a classroom technique used to improve the quality of a final text. It can also be understood as a developmental process through which students learn how

academic knowledge is discussed, negotiated, and communicated.

Teacher mediation, classroom interaction, and scaffolding are also closely connected. Teachers provide guidance and feedback, classroom interaction creates opportunities for discussion, and scaffolding helps students complete more difficult tasks. Together, these processes can help students gradually move from dependence towards greater independence. The inclusion of writing self-efficacy is another important aspect of the framework. Confidence in writing is often understood as an individual psychological characteristic. However, students' confidence may also develop through social experiences. Positive feedback, successful collaboration, supportive teachers, and meaningful participation can help students develop confidence.

The framework is also relevant to contemporary higher education because universities increasingly emphasise collaboration, interdisciplinary learning, digital communication, and authentic assessment. Students are expected to communicate effectively in different academic and professional contexts. At the same time, the framework has certain limitations. It is a conceptual framework and has not yet been tested empirically. Therefore, future studies are necessary to examine the relationships among the proposed factors. The framework has also been developed mainly in relation to higher education. Its application to other educational levels may require modification.

In addition, other factors such as disciplinary differences, multilingualism, digital literacy, institutional policies, and technological access may also influence writing development. These factors can be included in future versions of the framework.

Despite these limitations, the proposed model provides a broader understanding of academic writing as a developing capability shaped by continuous participation in social and educational practices.

5. Educational Implications

The proposed framework has important implications for writing pedagogy, curriculum development, assessment, teacher education, and future research. From a theoretical perspective, the framework provides a way of connecting Sociocultural Theory, collaborative learning, interactional competence, and writing pedagogy. Instead of studying these areas independently, researchers can examine how they work together in the development of academic writing.

In terms of teaching, the framework suggests that writing instruction should not focus only on the final written product. Students should also be given opportunities to discuss ideas, work with peers, receive feedback, revise drafts, and reflect on their writing process. Teachers can function as mediators who guide students through different stages of writing. They can provide models, examples, guiding questions, feedback, and structured support. The aim should be to gradually help students become more independent.

Curriculum designers can include collaborative writing projects, peer-review activities, group discussions,

scaffolded writing tasks, and interdisciplinary communication activities. Such experiences may help students understand that writing is connected with participation and knowledge construction. Assessment practices can also be broadened. In addition to evaluating the final written product, assessment may consider the student's participation in planning, collaboration, revision, and response to feedback. This can provide a more complete understanding of writing development.

The framework may also have implications for teacher education. Teachers need to understand not only how to correct students' writing but also how to create interactional learning environments that encourage discussion, reflection, collaboration, and confidence.

6. Future Research Directions

The framework presented in this paper should be understood as a starting point for further research rather than a final explanation of academic writing development. First, future research should empirically test the relationships among teacher mediation, classroom interaction, peer collaboration, scaffolding, collaborative writing, sociocultural learning environments, writing self-efficacy, and Interactional Written Competence. Quantitative, qualitative, and mixed-methods approaches can be used for this purpose.

Second, the framework can be examined across different academic disciplines. Writing practices vary between the humanities, social sciences, natural sciences, engineering, business, and other fields. Future research can investigate whether Interactional Written Competence develops in similar ways across these disciplines.

Third, more research is needed in multilingual and multicultural educational environments. Students from different linguistic and cultural backgrounds may bring different writing experiences and communication practices to academic settings. These differences may influence interaction and collaboration.

Fourth, longitudinal research can examine how Interactional Written Competence develops over time. Researchers can study students at different stages of undergraduate and postgraduate education to understand which experiences contribute most strongly to long-term writing development.

Fifth, digital technologies provide another important area for research. Online collaborative platforms, learning management systems, virtual classrooms, and AI-assisted writing tools are changing the ways students communicate and write. Future studies can examine how these technologies influence interaction, collaboration, mediation, and learner independence.

Researchers can also investigate other factors that may influence the proposed framework, including motivation, academic identity, digital literacy, emotional engagement, resilience, metacognitive awareness, and institutional support.

Finally, there is a need to develop assessment tools capable of measuring Interactional Written Competence. Traditional writing assessments mainly focus on grammar, vocabulary, organisation, and the quality of the

final text. Future assessment instruments may also consider collaboration, negotiation of meaning, response to feedback, reflective revision, audience awareness, and socially mediated learning.

These research directions can help test, improve, and expand the proposed framework.

7. Conclusion

Academic writing is an important part of higher education, but it has often been understood mainly as an individual activity related to language ability and cognitive skills. Although grammar, vocabulary, organisation, and critical thinking remain important, they do not provide a complete explanation of how students develop as academic writers. This paper has argued that academic writing should also be understood as a socially mediated educational process. Drawing on Vygotsky's Sociocultural Theory, the paper has brought together ideas from academic writing, collaborative learning, interactional competence, teacher mediation, classroom interaction, scaffolding, peer collaboration, and writing self-efficacy.

Based on this theoretical integration, the paper proposes the concept of **Interactional Written Competence**. IWC refers to the ability of learners to develop, communicate, negotiate, revise, and improve academic knowledge through interaction with teachers, peers, academic communities, and learning tools.

The framework identifies seven important sociocultural mechanisms: teacher mediation, classroom interaction, peer collaboration, scaffolding, collaborative writing practices, sociocultural learning environment, and writing self-efficacy. These mechanisms are interconnected and together contribute to the development of more confident, reflective, collaborative, and independent academic writers.

The framework also has practical implications. It suggests that writing instruction should move beyond an exclusive focus on the final written product. Students should be given opportunities to discuss ideas, collaborate with others, receive meaningful feedback, revise their work, and participate actively in academic communities. Although the proposed framework is conceptual and requires empirical testing, it provides a useful foundation for future research. Its different dimensions can be examined across disciplines, cultures, educational settings, and technological environments.

In conclusion, **Interactional Written Competence** provides a broader way of understanding academic writing in higher education. It views writing not simply as an individual linguistic product but as a dynamic process that develops through interaction, collaboration, reflection, feedback, and participation. By recognising the social nature of academic writing, the framework offers possibilities for improving writing pedagogy, curriculum design, assessment, and future research.

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