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COMPENSATORY COMPETENCE ACROSS LINGUODIDACTIC TRADITIONS: IMPLICATIONS FOR ENGLISH TEACHER EDUCATION IN UZBEKISTAN

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Abstract

The intensification of multilingual and intercultural communication has increased the relevance of compensatory competence as a core component of foreign language education. This expanded article provides a deeper comparative analysis of Western, postSoviet, and East Asian linguodidactic traditions, highlighting how each conceptualizes compensation, strategic behaviour, and the learner's role. The study further examines Uzbek and CIS scholarship to establish a local theoretical foundation. A revised fourcomponent framework is proposed, integrating strategic activity, sensitivity and reflection, strategic diversity, and pragmatic adequacy. The expanded analysis clarifies pedagogical implications for English teacher education in Uzbekistan, where future teachers must manage classroom interaction, mediate meaning, and respond flexibly to communicative difficulties.

Keywords: *compensatory competence; communication strategies; strategic competence; linguodidactics; EFL teacher education; Uzbekistan*

Introduction

The global spread of English has transformed the aims of foreign language education. Communicative success today depends not only on linguistic accuracy or lexical range but also on the ability to manage gaps, misunderstandings, and intercultural differences. In multilingual environments, speakers frequently interact with interlocutors who differ in linguistic background, proficiency, and communicative norms. Under such conditions, compensatory competence becomes essential

for maintaining interaction and achieving communicative goals.

Compensatory competence is broadly defined as the ability to identify a communicative difficulty, select an appropriate strategy, and restore or maintain interaction despite insufficient linguistic or sociocultural resources. It includes circumlocution, approximation, paraphrase, simplification, clarification requests, selfrepair, nonverbal support, and adaptation of speech to the interlocutor's needs. Importantly, compensation is not a sign of linguistic weakness; it

reflects communicative flexibility and strategic awareness.

For Uzbekistan, the issue is particularly relevant. Future English teachers must manage classroom discourse, explain complex concepts, adapt speech to learners of different proficiency levels, and mediate meaning. These tasks require more than linguistic knowledge – they demand strategic behaviour, pragmatic sensitivity, and the ability to respond to unexpected communicative challenges.

This expanded article deepens the comparative analysis of linguodidactic traditions and strengthens the theoretical justification for an integrative framework tailored to Uzbek teacher education.

Methodology

The study employs a comparative conceptual review enriched with integrative synthesis. Sources were selected based on conceptual relevance and influence within their respective traditions. Western, postSoviet, and East Asian perspectives were analyzed through five dimensions: definition of compensation, communicative objectives, learner role, emphasized strategies, and pedagogical implications. Uzbek and CIS scholarship was incorporated to contextualize the proposed model.

The expanded version includes additional theoretical connections, more detailed interpretation of traditions, and extended pedagogical implications.

Western Perspectives: Compensation as Strategic Management

Western applied linguistics conceptualizes compensation through the evolution of strategic competence. Canale and Swain (1980) emphasized strategies used to overcome breakdowns, shifting focus from linguistic mastery to communicative effectiveness. Bachman (1990) described strategic competence as a regulatory mechanism linking goals with available resources.

Dörnyei and Scott (1997) systematized communication strategies, distinguishing direct, interactional, and indirect strategies. Western scholarship highlights learner autonomy, negotiation of meaning, and realtime problem solving. This tradition's strength lies

in its dynamic view of communication and its recognition of learner agency.

However, the expanded analysis notes a limitation: strategic behaviour does not always develop spontaneously. Learners may rely on narrow repertoires or avoid complex content. For teacher education, explicit modelling and reflective practice are essential.

Post Soviet Perspectives: Compensation as a Systematic Competence

The postSoviet tradition treats compensatory competence as a deliberately formed component of communicative competence. Bim (2011), Safonova (1996), and Solovova (2002) emphasize structured development, staged formation of skills, and explicit instruction.

This tradition distinguishes linguistic, extralinguistic, and sociocultural compensation. Strategies include synonymic substitution, descriptive definition, contextual inference, gesture, and culturally accessible explanation.

The expanded analysis highlights the methodological strength of this tradition: systematization, sequencing, and assessability. For teacher education, this provides a clear pedagogical foundation. The risk lies in excessive regulation; therefore, flexibility must be preserved.

Local and CIS Foundations

Uzbek linguodidactics provides important conceptual resources. Jalolov (2012) discusses language experience, inference, and sensitivity – key elements of compensation. Sattarov (2003) connects compensatory competence with methodological preparation of teachers. Safarov (2008) contributes pragmatic interpretation, emphasizing communicative intention and speech acts.

Makhkamova's work on intercultural competence and pedagogical discourse (2010; 2019) supports the view that compensation involves adapting language to context and overcoming sociocultural interference.

CIS scholarship (Papikyan, 2011; Goranskaya, 2011) further examines compensatory competence as a structured ability relevant to professional communication. The

expanded section integrates these perspectives into a unified theoretical basis for Uzbekistan.

East Asian Perspectives: Context, Agency, and Affect

East Asian EFL research emphasizes contextual and affective factors. Oxford (1990) influenced early strategy research, while Gao (2010) demonstrated that strategy use is mediated by identity, institutional conditions, and examinations.

Nakatani (2006) developed the Oral Communication Strategy Inventory, highlighting socialaffective strategies, negotiation, and message reduction. Takeuchi (2003) showed that strategy preferences depend on learning context.

The expanded analysis stresses that strategic behaviour is socially situated. Anxiety, face concerns, and classroom hierarchy influence whether learners activate strategies. For teacher education, psychological safety is essential.

Comparative Analysis

The traditions converge in recognizing the need for compensatory resources but differ in emphasis: autonomy (Western), systematicity (postSoviet), and context sensitivity (East Asian). The expanded comparison clarifies that compensation is cognitive, linguistic, interactional, sociocultural, and affective.

An integrative approach is necessary for Uzbekistan, where teacher education requires both systematic instruction and flexible, contextaware strategy use.

Compensatory Competence in ELF, Mediation, and Digital Contexts

English as a lingua franca (ELF) foregrounds negotiation, accommodation, and collaborative meaningmaking (Seidlhofer, 2011). The CEFR Companion Volume (2020) expands descriptors for mediation and plurilingual competence, aligning with compensatory behaviour.

Digital tools support language users but cannot replace strategic thinking. Teachers must balance technological assistance with unaided compensatory practice. The expanded section adds examples of classroom mediation and digitalage challenges.

Integrative Framework for Uzbekistan

The revised framework conceptualizes compensatory competence through four components:

- 1. Strategic Activity.** Ability to recognize a difficulty and initiate an appropriate response.
- 2. Sensitivity and Reflection.** Awareness of interlocutor needs, cultural cues, and pragmatic appropriateness.
- 3. Strategic Diversity.** Use of varied verbal, nonverbal, linguistic, and sociocultural strategies.
- 4. Pragmatic Adequacy.** Ensuring that compensation preserves meaning, intention, and interpersonal harmony. The expanded version includes detailed pedagogical recommendations for teacher education programs.

Conclusion

Compensatory competence is essential for future English teachers in Uzbekistan. The expanded comparative analysis demonstrates that Western, postSoviet, and East Asian traditions offer complementary insights. The proposed framework integrates these perspectives and provides a foundation for systematic, contextsensitive development of compensatory competence in teacher education.

For English teacher education in Uzbekistan, these insights can be integrated into a four-component framework consisting of strategic activity, sensitivity and reflection, strategic diversity, and pragmatic adequacy. Such a framework can inform curriculum design, classroom tasks, and assessment. Its central principle is that successful communication should be evaluated not only by the absence of errors but also by the learner's ability to overcome difficulties appropriately and achieve a communicative purpose. The next stage of research should move from conceptual synthesis to empirical validation. Intervention studies can examine how explicit strategy instruction influences speaking performance, mediation, language anxiety, and classroom communication among first- and second-year pre-service English teachers.

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