

SPECIAL (WH-) QUESTIONS IN ENGLISH GRAMMAR: A COMPARATIVE ANALYTICAL STUDY**Ahmedov Azimjon***teacher of Andijan State Institute of Foreign Languages.*

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Annotation: *This article presents a comparative and analytical study of English special (Wh-) questions based on the perspectives of major pedagogical grammarians, including Raymond Murphy, Betty Schramper Azar, Michael Swan, as well as Oxford and Cambridge grammar traditions. The paper examines how special questions are conceptualized in terms of structure, meaning, and use, with particular attention to interrogative words (who, what, where, when, why, how), subject-auxiliary inversion, and pedagogical presentation. By analyzing these approaches sequentially, the study identifies both shared principles and methodological differences. The findings emphasize the importance of integrating grammatical accuracy with semantic and communicative interpretation in teaching and learning English special questions. The article concludes with generalizations relevant to grammar instruction and applied linguistics research.*

Keywords: *Special questions, Wh-questions, interrogative sentences, subject-auxiliary inversion, English grammar, pedagogical grammar, Murphy, Azar, Swan, Oxford, Cambridge.*

Annotatsiya: *Ushbu maqola ingliz tilidagi maxsus so‘roq gaplarni (Wh-questions) yetakchi pedagogik grammatika olimlari — Raymond Murphy, Betty Schramper Azar, Michael Swan hamda Oxford va Cambridge grammatika an‘analari qarashlari asosida qiyosiy va tahliliy tarzda o‘rganadi. Maqolada maxsus so‘roq gaplarning shakli, ma‘nosi va qo‘llanilishi, xususan so‘roq so‘zlari (who, what, where, when, why, how), sub‘ekt-va yordamchi fe‘l o‘rni o‘zgarishi va pedagogik taqdim etish usullari tahlil qilinadi. Yondashuvlarni ketma-ket tahlil qilish orqali umumiy tamoyillar va metodologik farqlar aniqlanadi. Natijalar maxsus so‘roq gaplarni o‘qitishda grammatik aniqlikni semantik va kommunikativ talqin bilan uyg‘unlashtirish zarurligini ko‘rsatadi. Maqola grammatika o‘qitish va amaliy tilshunoslik tadqiqotlari uchun dolzarb bo‘lgan umumiy xulosalar bilan yakunlanadi.*

Kalit so‘zlar: *Maxsus so‘roq gaplar, Wh-questions, so‘roq gaplar, sub‘ekt-va yordamchi fe‘l o‘rni o‘zgarishi, ingliz tili grammatikasi, pedagogik grammatika, Murphy, Azar, Swan, Oxford, Cambridge.*

Аннотация: *В статье представлено сравнительно-аналитическое исследование английских специальных (Wh-) вопросов на основе взглядов ведущих специалистов по педагогической грамматике, включая Реймонда Мёрфи, Бетти Шрампфер Азар, Майкла Свона, а также грамматические традиции Oxford и Cambridge. В работе рассматриваются структура, значение и употребление специальных вопросов, с особым вниманием к вопросительным словам (who, what, where, when, why, how), инверсии подлежащего и вспомогательного глагола, а также педагогической подаче материала. Последовательный анализ данных подходов позволяет выявить общие принципы и методологические различия. Полученные результаты подчеркивают важность сочетания грамматической точности с семантической и коммуникативной интерпретацией при обучении и изучении английских специальных вопросов. Статья завершается обобщениями, имеющими значение для преподавания грамматики и исследований в области прикладной лингвистики.*

Ключевые слова: *Специальные вопросы, Wh-вопросы, вопросительные предложения, инверсия подлежащего и вспомогательного глагола, грамматика английского языка, педагогическая грамматика, Murphy, Azar, Swan, Oxford, Cambridge.*

Special or Wh-questions constitute a central part of English interrogative constructions. Unlike yes/no questions, these questions require specific information about a person, object, time, reason, manner, or place, and they are formed using interrogative words such as who, what, where, when, why, and how. Mastery of Wh-questions is essential for communicative competence, yet learners often encounter difficulties with word order, subject-auxiliary inversion, tense, and appropriate use of question words. This article provides a comparative and analytical study of how leading pedagogical grammarians conceptualize and teach Wh-questions, focusing on structural, semantic, and pedagogical aspects.

Murphy’s Rule-Based and Learner-Oriented Approach

In *English Grammar in Use*, Raymond Murphy introduces Wh-questions by focusing on clarity of structure and practical examples. Murphy emphasizes that Wh-questions consist of an interrogative word, followed by subject-auxiliary inversion, as in *Where is she going?* Or *What did he say?*. He also explains that questions about the subject do not require inversion, e.g., *Who called you?*.

Murphy provides systematic practice exercises to help learners differentiate between subject and object questions, reinforcing common patterns. His approach prioritizes simplicity, error prevention, and communicative usefulness, making it particularly suitable for intermediate learners.

Azar’s Meaning-Centered and Instructional Framework

Betty Schramper Azar, in *Fundamentals of English Grammar*, presents Wh-questions from a meaning-focused perspective. She emphasizes the functional role of each interrogative word in eliciting specific information. Azar systematically contrasts subject and object questions and introduces variations with different tenses and auxiliaries.

Azar also provides pedagogical tools such as charts and controlled exercises to help learners recognize patterns and internalize rules. She emphasizes that understanding the semantic function of Wh-questions is as important as mastering their grammatical structure, enabling learners to formulate contextually appropriate questions in authentic communication.

Swan’s Analytical and Usage-Oriented Perspective

Michael Swan’s *Practical English Usage* offers a descriptive and analytical treatment of Wh-questions. Swan highlights areas where learners frequently make mistakes, such as confusion between subject and object questions, inappropriate inversion, and incorrect placement of question words.

Swan also discusses pragmatic considerations, including register and politeness strategies, e.g., the difference between *Why did you do that?* and *Could you tell me why you did that?*. He stresses that question formation depends not only on grammar rules but also on discourse context and communicative purpose, making his insights particularly useful for advanced learners and teachers.

Oxford and Cambridge Grammar Traditions

Oxford and Cambridge grammar materials present Wh-questions within functional and communicative contexts. They frequently introduce Wh-questions through dialogues, texts, and real-life situations, emphasizing authentic usage rather than isolated forms.

Oxford resources highlight the role of Wh-questions in classroom interaction, social communication, and information gathering. Cambridge materials often draw on corpus-based data to illustrate the frequency and natural patterns of Wh-question usage. Both traditions stress the importance of subject-auxiliary inversion, tense agreement, and correct placement of interrogative words to ensure both grammatical and communicative competence.

Comparative Analysis of Pedagogical Approaches

A comparative examination reveals strong agreement among the scholars regarding the core structure and function of Wh-questions. All sources recognize the importance of interrogative words, subject-auxiliary inversion, and word order. Differences arise in pedagogical focus: Murphy emphasizes rule-based clarity and error prevention, Azar prioritizes semantic understanding and structured exercises, Swan highlights pragmatic and stylistic nuances, while Oxford and Cambridge emphasize communicative competence and exposure to authentic input.

These approaches collectively provide a comprehensive understanding of Wh-questions, balancing grammatical precision with functional use and contextual interpretation.

Pedagogical Implications

Effective teaching of Wh-questions requires an integrated methodology. Learners benefit from explicit instruction on grammatical structure, semantic function, and communicative purpose. Drills and controlled practice help reinforce rules, while contextualized exercises and dialogues support pragmatic competence. Teachers should pay attention to common learner difficulties, such as inversion errors and confusion between subject and object questions, providing corrective feedback and meaningful practice opportunities.

In conclusion, special (Wh-) questions are essential for English communicative competence and information exchange. The comparative analysis of Murphy, Azar, Swan, and Oxford and Cambridge grammar traditions demonstrates that mastering Wh-questions involves understanding form, meaning, and discourse context. An integrated pedagogical approach that combines grammatical accuracy, semantic interpretation, and communicative relevance provides the most effective framework for teaching and learning Wh-questions. This study contributes to applied linguistics and pedagogy by highlighting the importance of multidimensional analysis in grammar instruction.

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