

**WISH CONSTRUCTIONS IN ENGLISH GRAMMAR: A COMPARATIVE ANALYTICAL STUDY OF MAJOR LINGUISTIC APPROACHES****Ahmedov Azimjon***teacher of Andijan State Institute of Foreign Languages.*

ORCID: 0009-0007-3405-3150

[Azimjonahmedov1203@gmail.com](mailto:Azimjonahmedov1203@gmail.com)**Abduhakimov Saidjon Ravshanjon o‘g‘li***the second grade student of Andijan State Institute of Foreign Languages.*

**Annotation:** *This article offers a comparative and analytical study of wish constructions in English grammar based on the perspectives of leading linguists and pedagogical grammarians, including Raymond Murphy, Betty Schramper Azar, Michael Swan, and Oxford and Cambridge grammar traditions. The study examines how each scholar conceptualizes the structure, meaning, and pedagogical presentation of wish clauses, focusing on their relationship with tense, modality, and conditional meaning. By analyzing these approaches sequentially, the paper identifies both shared principles and methodological differences. The findings highlight the importance of integrating structural accuracy with semantic interpretation in teaching and learning wish constructions. The article concludes with generalizations relevant to grammar instruction and applied linguistics research.*

**Keywords:** *Wish constructions, wish clauses, unreal meaning, English grammar, pedagogical grammar, Murphy, Azar, Swan, Oxford, Cambridge.*

**Annotatsiya:** *Ushbu maqola ingliz tili grammatikasidagi wish konstruksiyalarini yetakchi tilshunoslar va pedagogik grammatika mutaxassisleri — Raymond Murphy, Betty Schramper Azar, Michael Swan hamda Oxford va Cambridge grammatika an‘analari qarashlari asosida qiyosiy va tahliliy tarzda o‘rganadi. Tadqiqotda har bir olim wish gaplarining tuzilishi, ma‘nosi va pedagogik taqdim etilishini qanday tushuntirishi, ularning zamon, modalitet va shartli ma‘no bilan bog‘liqligi nuqtayi nazaridan tahlil qilinadi. Ushbu yondashuvlarni ketma-ket tahlil qilish orqali umumiy tamoyillar va metodologik farqlar aniqlanadi. Natijalar wish konstruksiyalarini o‘qitish va o‘rganishda grammatik aniqlikni semantik talqin bilan uyg‘unlashtirish muhimligini ko‘rsatadi. Maqola grammatika o‘qitish va amaliy tilshunoslik tadqiqotlari uchun dolzarb bo‘lgan umumiy xulosalar bilan yakunlanadi.*

**Kalit so‘zlar:** *Wish konstruksiyalari, wish gaplari, noreal ma‘no, ingliz tili grammatikasi, pedagogik grammatika, Murphy, Azar, Swan, Oxford, Cambridge.*

**Аннотация:** В статье представлено сравнительно-аналитическое исследование конструкций с *wish* в английской грамматике на основе взглядов ведущих лингвистов и специалистов по педагогической грамматике, включая Реймонда Мёрфи, Бетти Шрампфер Азар, Майкла Свона, а также грамматические традиции Oxford и Cambridge. В работе анализируется, как каждый автор интерпретирует структуру, значение и педагогическое представление предложений с *wish*, с акцентом на их связь с временными формами, модальностью и условным значением. Последовательный анализ данных подходов позволяет выявить как общие принципы, так и методологические различия. Полученные результаты подчеркивают важность интеграции структурной точности и семантической интерпретации в процессе обучения и изучения конструкций с *wish*. Статья завершается обобщениями, имеющими значение для преподавания грамматики и исследований в области прикладной лингвистики.

**Ключевые слова:** Конструкции с *wish*, предложения с *wish*, нереальное значение, грамматика английского языка, педагогическая грамматика, Murphy, Azar, Swan, Oxford, Cambridge.

Wish constructions represent one of the most complex areas of English grammar due to the discrepancy between grammatical tense and semantic time reference. Learners frequently struggle with sentences such as I wish I knew or I wish I had studied harder, as these forms challenge the conventional understanding of tense usage. For this reason, wish clauses have attracted considerable attention in pedagogical grammar. This article aims to analyze and compare how major grammar authorities interpret and present wish constructions, revealing both theoretical foundations and practical teaching implications.

### **Murphy’s Structural and Learner-Oriented Perspective**

Raymond Murphy’s English Grammar in Use approaches wish constructions from a highly practical and learner-centered perspective. Murphy presents wish clauses as closely related to conditional sentences, particularly second and third conditionals. According to Murphy, the core principle underlying wish constructions is unreality: grammatical past forms are employed to indicate that the situation is not true at the present moment.

Murphy systematically distinguishes three main patterns: wish + past simple for present unreal situations, wish + past perfect for past regrets, and wish + would for expressing dissatisfaction with external circumstances. His explanations are deliberately concise, supported by minimal but clear examples. From Murphy’s perspective, the pedagogical priority lies in helping learners recognize patterns rather than engage in theoretical discussions of mood or modality.

### **Azar’s Time-Based and Pedagogical Framework**

In contrast to Murphy’s concise style, Betty Schramper Azar offers a more explicit pedagogical framework in *Fundamentals of English Grammar*. Azar emphasizes the concept of time reference, making a clear distinction between grammatical form and intended meaning. She categorizes wish constructions into present unreal and past unreal situations, highlighting that the past form does not necessarily indicate past time.

Azar’s contribution lies in her systematic use of charts and timelines, which visually demonstrate the relationship between wish clauses and conditional meaning. She explicitly links wish + past simple to the second conditional and wish + past perfect to the third conditional. Unlike Murphy, Azar devotes more attention to learner awareness, encouraging students to consciously analyze why a particular tense is used. This approach reflects a more instructional and classroom-oriented methodology.

### **Swan’s Analytical and Normative Approach**

Michael Swan’s *Practical English Usage* provides a more analytical and normative treatment of wish constructions. Swan is less concerned with step-by-step teaching and more focused on clarifying usage constraints and common errors. He highlights that wish clauses belong to a broader system of unreal expressions in English, closely related to the subjunctive mood.

Swan places particular emphasis on the misuse of *would* after wish. He clearly states that wish + *would* should generally not be used to describe the speaker’s own behavior, a point often overlooked by learners. By identifying incorrect forms and explaining why they are unacceptable, Swan’s approach contributes to linguistic accuracy and advanced proficiency. His analysis is especially valuable for teachers and advanced learners seeking deeper grammatical insight.

### **Oxford and Cambridge: Communicative and Descriptive Integration**

Oxford and Cambridge grammar traditions integrate both descriptive and communicative perspectives. Their treatment of wish constructions combines structural explanation with authentic usage examples drawn from real discourse. These resources tend to emphasize how wish clauses function in spoken and written English, rather than isolating them as purely grammatical phenomena.

Oxford grammar sources frequently present *if* only as an emotionally intensified alternative to wish, while Cambridge materials focus on the conceptual link between wish constructions and unreal conditionals. Both traditions underscore the importance of contextual understanding, reinforcing the idea that wish clauses are best learned through meaningful communication rather than rote memorization.

### **Comparative Analysis**

A comparative analysis of these approaches reveals both convergence and divergence. All scholars agree that wish constructions express unreality and rely on past forms to distance meaning from fact. However, their pedagogical priorities differ. Murphy prioritizes simplicity and pattern recognition, Azar emphasizes cognitive awareness through time reference, Swan focuses on precision and error avoidance, while Oxford and Cambridge promote communicative competence.

These differences reflect broader trends in applied linguistics, ranging from form-focused instruction to usage-based learning. Together, they form a comprehensive framework for understanding wish constructions.

### **General Conclusions**

Based on the analysis, several general conclusions can be drawn. First, wish constructions should be taught and analyzed as part of the system of unreal and hypothetical expressions in English rather than as isolated structures. Second, effective instruction requires a balance between structural clarity, semantic interpretation, and communicative context. Finally, the integration of multiple pedagogical perspectives—structural, analytical, and communicative—offers the most effective approach for both teaching and research.

Wish constructions, therefore, are not merely grammatical forms but reflections of how English encodes emotion, regret, and imagined reality. Their study contributes significantly to both theoretical grammar and practical language pedagogy.

### **References**

1. Murphy, R. *English Grammar in Use*. Cambridge University Press.
2. Azar, B. S. *Fundamentals of English Grammar*. Pearson Education.
3. Swan, M. *Practical English Usage*. Oxford University Press.
4. *Oxford Learner’s Grammar*. Oxford University Press.
5. *Cambridge Grammar in Use Series*. Cambridge University Press.