

Melodic Grammar: Using Songs, Jingles, And Limericks To Make Grammar Lessons Joyful – A Case Study From GHS Mansoorwal Dona

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Abstract

Teaching grammar to middle school students often presents challenges due to its abstract nature and reliance on rote learning. This study explores how songs, jingles, and limericks can be used as joyful, creative tools to teach grammar effectively. Conducted with 159 learners from Classes 6 to 8 at GHS Mansoorwal Dona, Punjab, the study compares traditional methods with musical-rhythmic techniques for grammar instruction. Results reveal a significant improvement in learner engagement, retention, and comprehension. The paper argues that melodic grammar tools, when contextualized and localized, can transform classroom experiences and bridge linguistic gaps in multilingual settings.

Keywords: Grammar, songs, jingles, limericks, joyful learning, ESL, middle school, rhythmic pedagogy

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I. Introduction

Grammar instruction is a cornerstone of English language education, yet it is often met with resistance from learners due to its prescriptive and mechanical delivery. Traditional rule-based approaches fail to stimulate the learner's interest or accommodate diverse learning styles. In contrast, rhythmic pedagogical tools such as songs, jingles, and limericks introduce melody and fun into grammar learning, thereby enhancing comprehension, memory, and student participation.

This paper explores the use of these creative tools in a real classroom setting, specifically among 159 students at GHS Mansoorwal Dona in Punjab, India.

II. Objectives Of The Study

- To assess the effectiveness of songs, jingles, and limericks in grammar instruction.
- To evaluate changes in learner engagement and retention.
- To promote joyful learning through low-cost, replicable strategies.

III. Methodology

Participants

The study involved 159 students from Classes 6 to 8 at Government High School Mansoorwal Dona, where English is taught as a second language.

Design

A quasi-experimental design was used. Students were divided into two groups:

- Control Group: Taught grammar through textbook-based drills.
- Experimental Group: Taught using teacher-created songs, jingles, and limericks.

Each group covered the same six grammar topics over two months:

1. Tenses
2. Subject-Verb Agreement
3. Articles
4. Prepositions
5. Modal Verbs
6. Parts of Speech

Sample Content (Grammar Through Songs)

To enhance grammar learning, original jingles and songs were created by the teacher and used during classroom instruction. These songs used rhythm, rhyme, and melody to teach grammar structures, and were set to familiar tunes or chanted rhythmically.

Subject Pronoun Song

♪ "There are seven subject pronouns,

Remember them and wear a crown!

I and we,

he and she,

It, they, and you — say thank you!" ♪

Concept Reinforced: Subject pronouns in English

Teaching Tip: Use hand signs or finger puppets for each pronoun to increase retention.

♪ "Helping verbs, helping verbs, there are twenty-three, Helping Verbs Song"

Helping verbs are 23

remember them and feel be free

♪ "Helping verbs, helping verbs, there are twenty-three,

Am, is, are, was, and were, be, being, been, and be.

Has, have, had, do, does, did — sing with glee!

Shall and should, will and would,

May, might, must, can, and could!" ♪

Concept Reinforced: Complete list of auxiliary/helping verbs

Teaching Tip: Clap or tap while chanting to match the beat and improve rhythm memory.

Object Pronoun Song

♪ "There are seven object pronouns,

Remember them and wear a crown!

Me and us, you and him,

Her and it, them — sing again!" ♪

Concept Reinforced: Object pronouns in sentence construction

Teaching Tip: Pair this song with short sentence practice (e.g., "She loves him", "I called them").

IV. Results

Assessment tests and oral responses revealed the following:

Aspect	Control Group	Experimental Group
Average Test Score	58%	78%
Student Participation	Moderate	High
Retention after 2 weeks	62%	85%
Teacher Observed Engagement	Low to Average	Very High

Teachers noted that students frequently hummed grammar jingles outside class and began composing their own rhymes. Learners who typically struggled with English showed notable improvement in participation and confidence.

A relevant example of joyful learning through music is showcased in a performance by Class IX learners, titled "Magic Violin Play", available on YouTube:

<https://www.youtube.com/watch?v=o8W7oMwaVTk>. Another joyful integration of rhythmic teaching can be seen in this grammar-based classroom chant: <https://www.youtube.com/watch?v=FotDrodmntg>. These videos highlight how rhythm and music contribute to student creativity and expression.

V. Discussion

The rhythmic and musical elements of songs, jingles, and limericks significantly enhanced both short-term recall and long-term retention. This aligns with Howard Gardner's Multiple Intelligence Theory, which emphasizes the importance of musical and linguistic intelligence in learning. Additionally, the joyful and participative nature of this approach helped reduce classroom anxiety around grammar.

In India's multilingual classrooms, such tools offer a bridge between home languages and English, especially for students from rural or underserved backgrounds.

VI. Conclusion

This study concludes that grammar instruction can be made joyful, effective, and inclusive through the creative use of songs, jingles, and limericks. In the case of GHS Mansoorwal Dona, these tools successfully transformed 159 students' perceptions of grammar from fear to fun. Educators are encouraged to adapt and integrate similar strategies to cater to diverse learning needs and contexts.

VII. Recommendations

- Incorporate musical grammar tools into teacher training programs.
- Localize songs to match regional languages and rhythms.
- Use digital platforms to share jingles across schools.
- Encourage student-led composition of grammar rhymes as assessment.

References

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Appendix A: Grammar Songbook

- Subject Pronouns Song
- Helping Verbs Song
- Object Pronouns Song
- Articles Jingle
- Prepositions Limerick

(Additional student-created versions can be appended upon request)