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Research 2

A Grammatical- Semantic Study of All Major Parts of Speech in Selected English Children's Rhymes

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Abstract:

This study aims to explore the way of using all major parts of speech, except interjections, in selected English children's rhymes used in primary schools in Iraq from a grammatical and semantic viewpoint to identify patterns of word choice, syntactic structure, and semantic features. The descriptive qualitative method is used to examine nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners as they take place in an intentionally selected corpus of English children's rhymes used in primary-level instruction. Interjections and marginal categories are excluded because of their limited grammatical complexity in children's rhymes. This study analyzes lexical and functional items through their grammatical functions within clause structures and their semantic meanings in context. It is indicated via the findings that the rhymes exhibit simplified grammatical patterns, tangible semantic references and repetitive form-meaning relationships across parts of speech. The combination of grammatical simplicity and semantic expressiveness makes rhymes highly effective for developing vocabulary and comprehension skills. It is hypothesized that these rhymes may be useful to make it easy for children to learn the parts of speech and how they are used in various contexts. Because rhymes are attractive, easy to implement, and characterized by musicality and repetition, they can support children's learning of English grammar. They provide children with accessible linguistic input that may facilitate their implied comprehending of English grammatical categories in addition to semantic relations. The vocabulary used in these rhymes is usually related to children's daily experiences, which reinforces comprehension and retention. It is concluded that children's rhymes are of an amusing and energetic merit because they create a distinctive educational medium to integrate grammatical structure with meaningful expression to promote both cognitive and linguistic growth for children and enable them to develop their linguistic abilities.

Keywords: parts of speech, primary schools, children's rhymes

Introduction

In Iraq, English children's rhymes are commonly incorporated into primary school curricula as supplementary materials for introducing basic vocabulary and grammatical structures. Rhythm, repetition, and musicality are amalgamated in rhymes making them attractive, unforgettable, and effortlessly capable of being implemented in classroom settings. In particular, in the context second language learning, these properties contribute to reinforcing comprehension and retention of linguistic components. The vocabulary used in these rhymes is usually immediately connected to the child's everyday practical knowledges, while the repetitive and musical structures supply obvious form-meaning conformities. Rhymes with these properties are not just interesting but pedagogically worthy as well for presenting the structure and function of English parts of speech to young learners. To comprehend the way by which nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners function grammatically and transfer meaning semantically is helpful to supply worthy visions into the possibilities of rhymes as a linguistic input for young learners. The present study examines the way various parts of speech are realized and the way their grammatical and semantic characteristics contribute to meaning construction. Finally, this study seeks to highlight the pedagogical relevance of children's rhymes as an origin for initial English language instruction. Semantic definitions may be given to various "parts of speech" by traditional grammar. A noun is described, for instance, as "the name of a person, place or thing" and a verb as a "doing word". When adopting some criteria, ten parts of speech come into present, and they can be classified into "two broad categories", major parts of speech and minor ones (Chalker, 1984: 20–21). The five major elements of sentence "subject, verb, object, complement, adverbial" can be realized by the parts of speech (ibid: 22). Actually, the parts of speech have a propensity to be miscellaneous to some extent and also may be "problematic categories" even though they are of "deceptively specific labels." The traditional classification of parts of speech may rather be swerved from tradition to modern English. So, the article traditional category "the, a, an" may be classified under determiners including the demonstratives "this, that" (Quirk et al, 1985: 73). Principal generalizations concerning the relation between parts of speech and their meaning should be taken into account even though they are of no absolute "reliability". In general, nouns are normally distinguished as "stative" because referring to stable entities can be achieved by them, whether these nouns are "concrete" such as "house, table, etc." or abstract such as "hope, botany, etc." On the opposite, it is possible to distinguish verbs, to a great extent, as "dynamic" because they are suitable to point to "action, activity, and temporary conditions" by means of their ability to reveal "tense" and "aspect". As adjectives ascribe "stable properties" to the noun referents, so they are related to them in conveying "stative meaning".

As adverbs provide the “dynamic implication” of the verb with a specific state of “time, place, manner, etc.”, so they are dynamic like verbs (ibid: 74). For English language students, it is a difficult task to master parts of speech because this process of learning is in need of a lot of practice and “intelligent reading with the idiomatic eye open” (Mansour, 2011: 281). This paper focuses on the function of nursery rhymes in teaching English grammar to kids. Through combining verbs into memorable and repetitive rhymes. The aim is to make teaching grammar fun and attainable. These rhymes give kids different verbs forms and tenses throughout, encouraging active participation during music and action. The research looks at how this engaging way could aid kids in improving their grammar skills from an early age.

Ayu and Pusparini (2023: 281) state that using rhymes as a means to learn grammar is deemed successful in enhancing “students' learning motivation.” Besides, when using a popular rhyme, it is possible to motivate students to take part in the process of learning in an effective way. As added by Ahmed (2014: 11), to change onomatopoeia words into verbs is considered one of the main techniques to make distinction between onomatopoeia and other words. According to Habeeb (2011: 4), the base form of the verb may be utilized in the imperative mood to express commands, appeals and requests. Lewis and Mol (2009: 22, 28) state that diurnal procedures, for young learners, are an interesting and reachable theme. “We often talk with people about the things we regularly do: about hobbies, habits, chores, and routines.” This can be done by means of forms of present simple verb in company with adverbs of frequency or time indicators. Discussing regular activities also strengthens the matter of making style, some object that is extremely helpful in learning a language. Children are familiar with time very well. The actual reality that children were born provides them with a direct link in the past. From a conceptual point of view, introducing the simple past to children in the language classes is very easy. The forms of past tense is usually chosen by children throughout their rhymes. Jadhav (2015: 78) states that rhymes are helpful for students to improve their competence in reading, writing, listening and speaking skills. It is also possible to use rhymes in teaching secondary language skills such as “grammar, vocabulary and pronunciation.” According to Yuliana (2003: 63) children can make use of music to improve “cognitive skills”, in addition to promoting language skills, when a rhyme is sung, it will be possible for children to pick up “language appreciation, vocabulary and rhyme.”

As stated by Noori et al (2023: 9) it is possible to use rhymes and games to produce multimedia contexts in order to motivate children to get involved with learning vocabulary. Consequently, they are promoted to communicate with further schoolfellows and obtain additional comprehension and details with regard to English grammar. Children can get similar possibility to participate in various actions by means of using games and rhymes in the classroom. In particular, it is possible for shy and weak students in the English language to turn into energetic components in their involvement and reciprocal action through the use of games and rhymes.

A nursery rhyme can be defined as a classic piece of poetry or rhyme mainly those produced for youthful children in countries such as Britain and many other to assist them pick up vocals, acquire a beginning in music or merely produce information with reference to their culture. Various sorts of rhymes are available such as "lullabies" sung by parents to their children at bedtime in order to hush and tranquillize infants, a group of narrative rhymes is available "for a little grown up children such as riddles or rhymed fables, clapping rhymes, finger and toe games and so on" (Kelsy, 2016: 3).

When using rhymes in English language teaching, the most significant point to be taken into account is that they are exceedingly successful being an amalgamated component of the course of study, chosen owing to their connection to each one of the vocabulary and actions during a course time and not considered "as an add-on or time-filler" (Prosic-Santovac, 2015: 40).

Method

Research Design

This study adopts a descriptive qualitative research design based upon a grammatical-semantic framework. The qualitative approach is suitable for this study because it aims to supply an in-depth analysis of the way parts of speech function grammatically and semantically in children's rhymes instead of measuring their frequency quantitatively.

Data Source and Corpus Selection

The data include an intentionally selected corpus of English children's rhymes usually utilized in teaching English in the primary school in Iraq. The rhymes are selected depending on their pedagogical relevance, simplicity of language, and recurrent utilization in classroom settings at the primary stage.

Analytical Framework

A grammatical-semantic framework is used to guide the analysis where parts of speech are categorized in accordance with their syntactic functions and semantic roles. The study investigates all major lexical and functional classes, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners.

Procedure of Analysis

The analysis is based on the following:

1. To identify and assign every lexical item to a particular part of speech depended upon its grammatical function in context.
2. To analyze, then, the identified parts of speech semantically to specify the way they contribute to meaning construction, especially with regard to action, concreteness, relational meaning, and description.

Reliability of the Analysis

For the sake of boosting the credibility of the qualitative analysis, grammatical classifications were examined by means of utilizing references of standard English grammar.

Data Analysis

There are several English children's rhymes (nursery rhymes) that can be created or modified in teaching in childhood education (Kindergarten) to be used as a medium for introducing English to children. These rhymes include:

1. Title: Reem's day

“It's morning!
Wake up, get dressed,
Eat breakfast and go on the school bus.
It's afternoon!
Read books, say rhymes,
Eat lunch and play games.
It's night-time!
Brush teeth, wash face,
close eyes and go to sleep.”

(Etherton and MacBurnie, 2023: 31)

The nouns “Reem, morning, breakfast, school bus, afternoon, books, rhymes, lunch, games” help children to learn new vocabulary in terms of the names of people, objects, times of the day, and activities directly related to their daily lives. The nouns used here also assist children to improve their cognitive awareness by associating these nouns with real, tangible things. Additionally, the time markers “morning, afternoon” provide the children with an awareness of the concept of daily time and also clarify the time in which actions take place, thus helping them to organize and arrange events. The conjunction “and” is used to teach children how to connect between two verbs “eat, go” or two ideas. Conjunctions teach children how to organize and arrange events and actions which are sequential. The preposition “on” is employed to make a connection between the verb “go” and the spatial noun phrase “the school bus” and this assists children to understand spatial relationships. The use of the definite article “the” is helpful for children to distinguish a specific and well-known thing, which is “the school bus” and not any other type of bus, i.e. to pay attention to a certain object. This rhyme enables children to learn fundamental and daily verbs which they need to describe their day. This rhyme shows verbs (read, say, eat, play) in a real time context (the present), which helps the child understand the appropriate tense to use these verbs. The verbs “read”, “eat”, “say”, and “play” are utilized in the context of well-known everyday activities. This step assists children comprehend the time and the way

these activities take place. The rhyme deals with a foreseeable routine “It’s afternoon...” and saying again these usual actions assists kids accompany English verbs with the routines of their real life. In every line of this rhyme the structure “verb+ object”, for example “say rhymes” is used which establishes basic grammar without being inordinate. It is possible for parents or teachers to act out the verbs or encourage children to carry out the actions “read, say, eat, play” while singing. This procedure will reinforce understanding by means of motion, i.e. using “Total Physical Response method”. Children can listen to the rhyme and articulate the verbs used in a clear way. For example, “say rhymes” leads to a frisky and unforgettable sound. Semantically, the parts of speech used here make language a tool for constructing concrete life meaning. For example, nouns represent objects and times, verbs represent activities, adverbs organize events in time, and conjunctions contribute to the formation of a coherent text. Thus, children learn that language describes and organizes the real world, developing, developing their semantic understanding of everyday language.

2. Title: Bigger and smaller

“A ruler is longer than a pen,
 And number 12 is bigger than 10.
 A giraffe is taller than a bee,
 And my mum and dad are older than me.
 So I’m younger than them, you see!
 A car is smaller than a van,
 And I’m shorter than that man.
 Let’s say these words together, again:
 Longer, shorter, older, younger, bigger, smaller, taller, shorter.”

First of all, the nouns “ruler, pen, number, giraffe, bee, mum, dad, car, van, man” give children real, recognizable examples to build comparison on. The verbs “is, are, say, see” are used to link the nominal sentence consisting of “subject+ verb+ adjective” such as “A giraffe is taller than a bee”. The adjectives “longer, bigger, taller, older, younger, smaller, shorter” are utilized to teach children the comparative form, which often ends in -er. Semantically, the text teaches children the relationships between things (length, size, age) and shows them how an adjective can change with the subject. Thus, establishing the concept of contrast between things and people in children, for example, this verse “My mum and dad are older than me” is used to show the contrast between people in age comparison relationship. Linguistically, this text enriches children with everyday vocabulary close to their real lives such as “pen, mum, dad, car, van”. Also, this text introduces children to a connected set of contrasting adjectives such as “longer vs. shorter”, “older vs. younger”, “bigger vs. smaller”, etc. and fix them in their memory through repetition and poetic rhythm. The conjunctions “and, so” are used to teach children how to link sentences and ideas together to make different relationships, i.e., “and” used to express “addition” and “so” to refer to “result”.

(MacBurnie and Etherton, 2024: 15)

3. Title: This is the way...

“This is the way
I brush my teeth.

This is the way
I wash my face.

This is the way
I comb my hair.

This is the way I go to sleep.”

(Etherton and MacBurnie, 2023, 42)

As pronouns are one of the first things a learner should learn because they are used frequently in conversation, therefore the first-person singular pronoun “I” is used repeatedly to teach children to express themselves in matters related to their immediate daily lives and also enable them to build simple sentences “I brush my teeth, etc.”. In addition, the possessive pronoun “my” is used here over and over to enhance the social and language skills related to the self-thinking. Moreover, the demonstrative pronoun “this” is used here to teach children how to use it as a determiner to refer to a specific thing or concept that is close on known in the context. The nouns “way, teeth, face, hair” are used here to expand the child’s vocabulary in direct way and enable him to connect language to his body, i.e. concrete reality. These nouns also help children to name objects in their daily life and understand the instructions.

Through this rhyme, the children may learn daily and common verbs such as “brush”, “wash”, and “comb”. These verbs are related to the children’s life and they are used by children every day which makes it easier to memorize them and link them to their behaviors. These verbs enable children to learn present simple tense to express or describe everyday routine. Singing can be combined with actions. When saying “brush my teeth”, the child will imitate the movement of brushing teeth. This connection between the verb and the movement strengthens understanding and memorization. The child can connect the verbs used in this rhyme to his daily life through the daily routine. When the child washes his face in the morning, the parents or teacher can repeat it with him “This is the way we wash our face”. Thus, the child understands that the language is used in his real life and not only in the classroom or the rhyme. The child can also connect the verbs used in this rhyme to his daily life through playing and acting. Scenes from the daily routine can be acted out and the child can say the verbs he heard in the rhyme, such as acting out washing the face, combing the hair, brushing the teeth, etc. Semantically, the parts of speech used in this text have an educational and semantic purpose, which is to link language to children’s daily behavior and build self-awareness in them through verbs and nouns associated with them personally within a recurring linguistic pattern that fixes meaning in their minds.

4. Title: Zack's goodbye

“You like the park
And you like the zoo.
You like the big wheel!
And the market, too.
We're your friends.
So please don't go.
Zack, Zack, Zack
Zack says No.
I like your family
And I like to play.
You're my friends
But I can't stay.
I'm going home.
So please don't cry.
Zack, Zack, Zack
Zack says Goodbye.”

(Quintana et al, 2014: 75)

This rhyme uses the present simple and the present progressive tenses such as “I like”, “I'm going” to help children distinguish between an event happening now and an event happening in general. All the verbs used in this rhyme are familiar and connected to the child's daily experience. The present progressive “I'm going” is used to express a plan “a future happening anticipated in the present”. The present progressive is mainly regularly with “dynamic transitional verbs” like “go”. This reinforces learning through meaning and context, not just memorization. The rhyme shows the negation of verbs such as “can't stay”, “don't cry” and the auxiliary verb “to be” in its different forms. The construction “please don't cry” is used to refer to a hope and it is used to express a negative imperative in a polite way. The verbs used here develop the child's ability to build skills of expressing feelings such as “cry” or intentions such as “going home”, which helps the child's understanding of how verbs can be used to express emotions and desires. Most of the verbs used in this rhyme are in the simple present tense, which give it a direct and simple feel. Using some verbs like “I'm going home”, “can't cry” to express parting in a nice but sad way. The nouns used here are useful to teach children how to refer to persons such as “Zack”, places such as “home”, and concrete things such as “family, friends”. The use of these nouns gives children new vocabulary and assists them associate sentences with reality and tangible concepts. The use of pronouns “I, my, you” helps children how to express themselves “I”, address others “you” and referring to possession using possessive pronouns “my”. However, the conjunctions used here “and, but, so” are useful for children to make a relationship between sentences and ideas and enable them to understand the relationship between sentences, whether it is addition “and”, result “so” or contrast “but”.

The noun “goodbye” is used to teach children to express their feelings, especially goodbyes and develop their emotional intelligence. Semantically, this rhyme reflects an important emotional experience, which is farewell and holding on to a friend, and this develops the social and emotional awareness in children. The use of pronouns teaches children the difference between the pronoun "you" which is used here as a second person pronoun and the pronoun "we" used as plural first person pronoun. Moreover, children learn the role of a noun as a subject such as "market" or a direct object such as “park, zoo, wheel, etc.”

5. Title: Clean up the park!

“On Saturday Ali and his friends
clean up the park.

They pick up the litter.

They empty the bins.

They cut the grass.

They sweep up the glass bottles.

They water the flowers.”

(Etherton and MacBurnie, 2023: 59)

The use of verbs in this direct and simple rhyme may be effective for children to learn English language because of several educational and linguistic reasons. This rhyme introduces children to a set of practical verbs used in everyday life such as “clean up”, “pick up”, “empty”, “cut”, “sweep up”, and “water”. This increases their vocabulary and makes more prepared to comprehend and utilize this vocabulary in daily situations. By singing the rhyme, children practice pronouncing verbs correctly, which improves their clarity of speech and confidence when speaking English. The rhyme links every verb to a context in the real life, such as “cleaning up the park”. This procedure supports the child’s comprehension of the practical meaning of the verbs rather than only theoretical memorization. The use of verbs in the present simple tense such as “They pick up”, “They empty”, etc. enables children to learn how these verbs can be used with pronouns such as “they” correctly, which supports his understanding of grammar in a natural way. After listening to the rhyme, the parents or teacher can ask “What do they do in the park?”, “What do they water?”, etc. thus encouraging the child to make use of verbs in sentences from his personal life. The repeated use of the plural third person pronoun “They” help children identifying the subject of the sentence and how it is related to the verb to produce complete sentences expressing many actions or events. This teaches children to construct correct grammatical sentences (subject+ verb+ object/complement) such as “They pick up the litter”, which enhances their language skills. The use of the preposition “on” teaches children that this preposition is exclusively required with days of the week “Saturday” and this helps them to understand temporal relations. The definite article “the” is utilized here to refer to

specific or known objects such as “park, litter, bins, grass, etc.” and this teaches children to distinguish between definite and indefinite nouns, and understand the subtle differences between general and specific meanings. The function of object of the sentences given here is achieved by means of nouns such as “park, litter, flowers, etc.”, so that children will learn in turn how to connect verbs to their nouns, i.e. objects, to build grammatical sentences correctly. The use of nouns here “park, litter, bin, grass, bottle, flower” assists children understand the intended activity and connect between language and the real world around them. From a semantic point of view, the parts of speech instil in children the value of cooperation and the value of preserving the environment through verbs of cleanliness and caring for nature such as “clean, empty, sweep, etc.”. Consequently, these parts of speech serve an educational purpose, both morally and semantically, by teaching children language and reinforcing their positive behaviour toward the environment.

6. Title: On a school trip

“We’re on a school trip,
And we’re having fun!
I’m drawing, she’s sleeping,
They’re writing, he’s reading.
We’re on a big train,
And we’re having fun!
I’m singing, she’s talking,
They’re eating, he’s drinking.
We’re on a school trip,
And we’re having fun!”

(MacBurnie and Etherton, 2024: 63)

This rhyme contains a collection of simple and familiar verbs such as “drawing, sleeping, writing, reading, singing, talking, eating, drinking”. These verbs have great educational benefits for children, especially when used in a fun context such as this rhyme. These verbs are used in the present progressive tense, which helps the child understand this tense well and use it to describe ongoing activities. For example, “I’m drawing” teaches the child how to express what he is doing now. This rhyme introduces common verbs in the child’s daily life, which helps him connect the language to real life such as “eating, drinking, reading, etc.”. This rhyme presents simple and correct grammatical structures, which helps the child learn to construct sentences correctly. Through this rhyme, the child learns how to express what he does “I am drawing” and what others do “she is sleeping; they are writing”, which supports social communication skills. The child learns how to use different and appropriate pronouns “I, she, they, he, we” with verbs, which helps him distinguish between the speaker, the addressee, and the absent person. Children learn to make an agreement between the subject as a singular or plural pronoun and the verb which comes with it.

Focus on the present continuous tense using "am/is/are+ v-ing" , which develops children's understanding of time. The nouns " school trip, train, fun" lead children to know that they are used here as objects or as genitives to specify the place and time of the event. Semantically, children learn that progressive verbs reflect the diverse activities undertaken by individuals, indicating the diversity of interests during the trip. On the other hand, the nouns " school trip, train, fun" define the spatial and semantic framework and thus establish the meaning of the event and the pleasure. The pronouns "I, she, they, he, we" reinforce the concept of the group and the individual, and thus develop children's awareness of the distinction between the singular and the plural.

7. Title: When I grow up

“Some day, one day when I grow up,
I'll have a job to do.
I'll write a book or be a cook,
Or work in a zoo.
I think I could drive a bus, "
Or be a busy nurse.
I'll fly a plane or drive a train,
Or be a doctor and help people again.
I think I could be a teacher,
And help children to read.
Or I could be a farmer,
And grow some vegetables seed.
There are so many jobs I could choose,
But I'm not sure what I'll be.
So now I'll work and learn,
Until it's my turn
To find the best job for me!”

(MacBurnie, 2018: 109)

Parts of speech are useful for children to comprehend sentence structure, for example, "I'll have a job" consists of a subject: I'll+ verb: have+ direct object: job. This rhyme teaches children and helps them to recognize verbal sentences such as "I think I could drive a bus".

This rhyme contains many important verbs such as “write’ be, work, drive, fly, help, learn, etc.” that provide significant educational benefits for children. These verbs help to expand vocabulary by introducing children to new vocabulary related to real life and professions, helping them comprehend the world around them. This rhyme teaches children to use the verb in the appropriate time, as it uses verbs in the simple present and simple future tenses. Some verbs are used in the simple present “I think I could be...” , allowing the child to comprehend the different uses of tenses in the language.

Using the future “I’ll write, I’ll be, I’ll work” gives an “idea of future dreams and ambitions. Each verb “write, cook, drive, fly, teach” is associated with a specific profession, which assists the child to imagine various parts he is able to attain in the future, and consequently developing imagination and self-confidence. This rhyme provides simple, easy-to-remember sentence models that help children learn to form English sentences correctly by using the appropriate verb. In short, the benefit of the verbs in this rhyme lies in enhancing language skills, expanding the child’s imagination, and teaching him how to use verbs to express ambitions and future dreams. From a language viewpoint, children learn new vocabulary and its categories, for example, all the nouns used here “book, cook, zoo, bus, nurse, plane, train, doctor, teacher and farmer” refer to jobs or tools, which assist children to create a relationship between the new vocabulary and their real world. Additionally, children learn about conjunctions utilized here such as “or, and, so, until, when” and chronological order. Finally, the prepositions “in, until, for” are used here to refer to a spatial singular noun “zoo”, refer to a time “until it’s my turn”, or refer to a purpose “for me”.

8. Title: Grapes and apples

“Grapes and apples,
Salad and soup,
Dates and pears,
Bread and cherries,
Chicken and cheese,
Meat and rice...
All these things are very nice!
Are there any lemons for my tea?
Are there any cakes just for me?
Is there any ice cream? It’s so hot!
If there is, I would like a lot!
Are there any eggs?
Is there any fish?
Please put these things in a dish!”

(MacBurnie et al, 2024: 72)

First of all, the advantage of using nouns here such as “grapes, apples, salad, soup, dates, pears, cherries, cheese, cakes, eggs, fish, etc.” is to help children expanding their vocabulary related to food, which enhances their awareness of the things around them. Secondly, the use of these nouns helps children to distinguish between countable “apples” and uncountable nouns “meat” and between plural “cakes” and singular nouns. In addition, children learn to link words and ideas using the conjunction “and”, which is a simple but important tool in building sentences (addition). The benefit of using pronouns by children is to consolidate the use of personal pronouns such as “my, me, I” and pronouns that indicate place and existence such as “there”.

The use of verbs here is to introduce children to simple, everyday verbs such as “are, is, put” and to teach them the polite form of requests “I would like”. From a semantic point of view, the use of parts of speech here encourages children to express their wishes and needs in simple language. Also, the use of parts of speech indirectly inculcates the concept of nutrition and food diversity in children.

9. Title: The Challenge Cup

“How do we win the Challenge Cup?

We have to clean the room.

What do we need to win the Cup?

We need a bucket, bin and broom.

How do we win the Challenge Cup?

We have to make a cake.

What do we need to win the Cup?

We need sugar, flour and egg.

How do we win the Challenge Cup?

We have to write a letter.

What do we need to win the Cup?

We need a pencil, pen and rubber.

How do we win the Challenge Cup?

We have to sing this rhyme.

What do we need to win the Cup?

We need friends to sing along!”

(MacBurnie and Etherton, 2024: 103)

The verbs used here such as "clean, make, write, sing" teach children the function of each verb whether it is action or activity and show that each task has a different verb. On the one hand, the nouns employed here such as " bucket, bin, broom" show children the role of the noun as a tool, while the nouns such as " sugar, flour, egg" show children a physical thing they need. On the other hand, pronouns such as "we" encourage children to develop a sense of community and teach them the concept of subject plural pronouns. From a vocabulary point of view, children will learn vocabulary related to everyday life, such as cleaning tools, cooking ingredients, and writing utensils. Repletion in each verse of the rhyme reinforces new words and makes them easier to memorize. Diversifying between different contexts such as " home, kitchen, school, singing" enriches children’s personal vocabulary. The use of parts of speech helps children connect words to a real-life context, so they don’t remain isolated from reality. Symantically, each verse in the rhyme teaches the child how to link the required verb with the necessary tools. This enhances children’s understanding of the relationship between purpose, activity, and means. Closing the rhyme with this verse “We need friends to sing along!” expands the meaning for children to include social values such as cooperation and friendship. Consequently, this will teach children

that language is not just words, but a means of thinking, problem-solving, and communication. In short, the use of parts of speech here develops in children a grammatical awareness of how sentences are formed and a rich vocabulary related to the variety of things and actions.

Conclusion

This study aimed to investigate the grammatical and semantic realization of all major parts of speech in selected English children's rhymes utilized in primary schools in Iraq. Using a qualitative grammatical-semantic analysis, the study showed the way both lexical and functional categories are systematically stood for in rhymes and the way they contribute to meaning construction within repetitive and simplified linguistic structures. It is demonstrated through close textual analysis that children's rhymes make use of understandable and accessible grammatical patterns in which nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners function in semantically clear processes. Children's rhymes are particularly appropriate to introduce basic features of English grammar in an attractive and accessible method because of their simplicity, contextualized vocabulary, and patterned structures. In the Iraqi EFL context, where there may be limitations to use and learn English outside the classroom, rhymes are able to supply meaningful and interesting input to back up recognition of initial English grammar. The analysis revealed that nouns and verbs are the most dominant parts of speech and they are used to reflect children's everyday activities, routines, and social environments. Adjectives, including comparative forms, are utilized to describe size, age, and quantity, while pronouns, prepositions, conjunctions, and adverbs contributed to sentence cohesion and clarity. Semantically, the rhymes take care of tangible and accustomed meanings connected to school life, family, food, hygiene, community responsibility, and future aspirations, which reinforce vocabulary development and comprehension. Accordingly, these rhymes serve not only as attractive literary texts but as a worthy pedagogical device as well for presenting and enhancing major parts of speech in early English language instruction. The descriptive qualitative analysis emphasizes that the selected English children's rhymes successfully combine grammatical form with semantic content, reinforcing their instructional usefulness in the Iraqi primary school context. The rhymes selected in teaching children in primary schools in Iraq are supportive for modern goals in childhood education. When a foreign language like English be introduced to small children in Iraq, it is necessary to use rhymes that make them enthusiastic for the learning process and also that provide them with a good cultural information of that country. Multifaceted and multifunctional rhymes can help enriching and activating the classroom, because all children like them to a great extent.

This kind of love should be taken into consideration to enhance children's language. In primary schools in Iraq, rhymes are of important benefit to teach English as a foreign language. Rhymes have the ability to create a good relationship between main didactic values and enjoyment, life, and stimulation. It is necessary to ensure the benefit of the fundamental vocabulary used in a rhyme before giving it to children to make sure that the subject matter is comprehensible. It is important for all English teachers in Iraq and other countries to take the great advantage of rhymes into account and make them as a lasting component of their classroom's English lessons. It is possible to teach children by means of the amusement activity because their nature is playing and having fun. The use of rhymes provides teachers with the strong device that enables them to achieve their job in a proper way. Grammatically, establishing correct sentence structure in children can be achieved by means of using parts of speech in children's rhymes. Children learn to use verbs, nouns, adjectives, pronouns, prepositions, conjunctions, etc. in short, repetitive sentences, thus helping them understand the word order in English sentences (subject+ verb+ object/complement). Semantically, parts of speech help children build a relationship between the verb and the subject or between the adjective and the noun, which develops their semantic awareness. Through the example of, "A ruler is longer than a pen," children learn the meaning of "longer" through comparison and so on. Lexically, using a variety of parts of speech in children's rhymes helps them expanding their vocabulary as they learn the names of new objects, verbs, and adjectives in a fun and easy-to-remember way.

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