CULTURAL HERITAGE OF THE BEATLES AND THE INFLUENCE OF THEIR LOVE SONGS ON STUDENTS’ EMPATHY

The article describes and analyses the cultural heritage and the Beatles mania phenomenon. Explorations and expressions of love have dominated the lyrical content of popular music for decades, to the extent that the love song can be said to be the archetypal pop song. A detailed division of “love styles” has been proposed by the psychologist John Alan Lee, who suggests that there are six distinct styles of love. Through a consideration of the application of his typology to the lyrics of popular songs, it can be seen that the categories he has identified have relevance musically, as well as socially and emotionally. When these insights are employed in the analysis of songs written and performed by the Beatles, significant differences are seen in the approach to love between the group’s earlier and later material. It is argued that these are not random variations, but indications of the ways in which their personal experiences and professional evolution were reflected in the nature of their music.

Key words: national colouring, the Beatles, heritage, cultural phenomenon, methods and techniques for implementing songs in class, love songs, translation techniques.

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In our corpus, the expression “the sixties” occurs over twice as often as “the fifties” or “the nineties” (“the seventies” and “the eighties” are somewhere in between, but still nowhere near as frequent as “the sixties”). Why do people talk about the 1960s more than any other decade? One reason is the phenomenon of the Beatles, whose first single was released on October 5th, 1962.

The Beatles’ influence on music and popular culture is well-known, but this is a good moment to reflect on their impact on the English language. Up to this point, pop music in Britain mostly copied the music coming out of the U.S., whose dominance of popular culture was taken for granted. British bands sang American songs, using American words, in an American accent. All this changed with the Beatles. As the linguist Harold Somers points out, the band gradually developed their own distinctively British idiom, and “embedded references to British locations and customs, or used language patterns that seem a little strange to Americans” [9]. Somers has produced a fascinating guide to Briticisms in Beatles’ lyrics, which include both cultural references, such as the National Health Service (from “Dr Robert”) or the News of the World (“Polythene Pam”), and British English vocabulary like “ring my friend” (“Dr Robert” again: Americans would say call), “time for tea” (“Good Morning, Good Morning”), and dressing gown (“She’s Leaving Home” – it’s a bathrobe in American English). Not to mention those plasticine porters in “Lucy in the Sky with Diamonds” – the American equivalent Play-Doh doesn’t quite work here.

For the first time it became acceptable for pop music to have a British accent. And not just a British accent, but a Liverpudlian one. In the early sixties, it was still unusual to hear non-RP accents on British TV or radio, and one side-effect of the Beatles’ success was that regional and working-class accents suddenly became “cool” – Michael Caine’s cockney is another example. As Hanif Kureishi notes: “By 1966 the Beatles behaved as if they spoke directly to the whole world” [5]. This was not a mistake: they were at the centre of life for millions of young people in the West.

As evidence of this, when the Beatles appeared on the Ed Sullivan Show in 1964, it was estimated that almost half the U.S. population was watching. It was the beginning of the so-called “British invasion”.

This had consequences in the field of language learning: young people all over the world were listening to English songs, and when they started their own bands and wrote their own songs, they overwhelmingly used English too. Fortunately, you didn’t need a huge vocabulary to understand the Beatles’ early output: as the titles suggest, songs like Please Please Me, From Me To You, She Loves You, and the one that came out 50 years ago, Love Me Do, use incredibly simple language. In a (highly recommended) corpus analysis of nine Beatles albums released between 1964 and 1970, Guy Cook and Neil Mercer demonstrate that “the later songs use a much wider range of vocabulary” [1]. On A Hard Day’s Night, for example, the songs contain a total of 2004 words, but since many of these occur more than once, there are only 420 different words in the whole album. But just three years later Sgt Pepper, with an only slightly higher word count (2257), includes 743 distinct words. Taken together with the fact that words like “you” and “love” appear progressively less often, this “reflects the fact that the writers were dealing with more varied topics” and writing fewer straightforward “boy meets girl” love songs.

But although the band became more sophisticated over time, both musically and in their use of language, the lyrics on even the later albums aren’t too challenging. From a brilliant infographic entitled “The Language of the Beatles Abbey Road”, we learn that over 91% of the words in the whole album. For the first time it became acceptable for pop music to have a British accent. And not just a British accent, but a Liverpudlian one. In the early sixties, it was still unusual to hear non-RP accents on British TV or radio, and one side-effect of the Beatles’ success was that regional and working-class accents suddenly became “cool” – Michael Caine’s cockney is another example. As Hanif Kureishi notes: “By 1966 the Beatles behaved as if they spoke directly to the whole world” [5]. This was not a mistake: they were at the centre of life for millions of young people in the West.

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Bob Dylan galvanized young people to speak up for themselves. His best early songs championed civil rights and decried injustice. The Rolling Stones sparked feelings of rebellion. And The Beatles, the greatest band of the era and of all time, invariably promoted peace and love.

Yes, it now seems trite to repeat the title of the group’s 1967 hit single, “All You Need Is Love.” After all, the message corresponded to the raging Vietnam War. It somehow rings hollow today in the wake of global terrorism and violence in Iraq and Afghanistan, among other hot zones. But it is still the best message around.

The Beatles believed it. They have said over the years that they were proud that their songs brought people together and tried to promote positive feelings among the warring generations. When The Beatles recorded “She’s Leaving Home,” on “Sgt. Pepper’s Lonely Hearts Club Band,” they offered empathy for the heartbroken parents of the teenager who had packed up and split seemingly without a warning. They could easily have mocked the hapless mother and father in the song.

But instead, they suggested a lyrical shoulder to cry on. Countless families were being ripped apart during the tumultuous late 1960s, just ask in the song.

Remember, too, John Lennon’s first big song as a solo star was “Give Peace A Chance,” in 1969. It may have been a coincidence that he chose this title, but probably not. Lennon morphed from a pop star to a peace spokesman. He and his wife Yoko Ono later created “Happy Christmas (War Is Over),” and it has since become one of the most played and widely beloved holiday season songs.

The Beatles could have done anything they wanted, once they made it big. They could have sung about any theme and it would have become the gospel to their loyal followers. But they pointedly chose peace and love.

It was the best gesture they could have made with their global power.

The following materials, taken from Dalton and Lewes [3], were implemented in English class and provided with authenticity and motivation in time of learning.

Help, Hey Jude, Let it Be, A Taste of Honey, And I Love her, Yesterday, A Hard Day’s Night, Love me Do, Girl, Michelle, Yellow Submarine.

Exercises.

I. Practise the pronunciation of these words and word-combinations:

Need somebody; not just; was younger; than today; help in any way; now these days; self assured; now I find; opened up the doors; feeling down; appreciate you; get my feet back; please, help me; has changed; my independence; vanish in the haze; now and then; so insecure; don’t make it bad; a sad song; remember to let; made to go out; under your skin; feel the pain; don’t carry; upon your shoulders; it’s a fool; a little colder; let me down; found her now go; into your heart; let it out; for someone to perform; that it’s just you; the movement you need is; not gonna break it.
II. Match the following:

I need somebody — ще холодніше
much younger — не бійся
not so self-assured — набагато молодший
I’ve changed my mind — незалежність
I do appreciate — як ніколи раніше
independence — виступати
every now and then — не такий впевнений в собі
like I’ve never done before — це дурість
don’t make it bad — я б так хотів
don’t be afraid — іді і візьмі її
it’s a fool — відтепер та нававдя
a little colder — мені потрібен хтось
go and get her — не сумуй
to perform — думаю інакше

III. Give your translation of these word-combinations and make up sentences with them:

- Not just anybody; these days are gone; I’m feeling down; vanish in the haze; let her into your heart; being to make it better; don’t carry the world; upon your shoulders; let it out and let it in; not gonna break it.

IV. Complete these sentences using the right word:

1. A few years ago I… younger… today. 2. I… believe Jack, he’s not… self assured. 3. Marry! I… some money, help me… you can. 4. … Helen to … her feet … the ground. 5. My hope … to … 6. Why do you … so …? 7. You’ve … many mistakes in your homework, try to make it … 8. Don’t be … of snakes. 9. … time you feel … call me. 10. Peter! Don’t let me … cos I know it’s … you. 11. Our group is looking … someone to perform….

V. Find the antonyms in the songs:

- Nobody; older; always; come; closed; OK; dependence; appear; full of joy; worse; forget; finish; throw; sensible; warmer lost; on; make.

VI. Answer the following questions:

1. Do you always need smb to help study English at home? Who? 2. Are you always self assured while planning a new project, idea at work (school; the university)? In what way? 3. Which means are the best to get one’s feet back on the ground after shock (failure) of any kind? 4. How has your life changed for the last two, three years? 5. When and where can you feel so insecure? 6. What is the best sad song you have ever heard? 7. Who is someone you’d like to perform with (to sing, dance or just act on the stage)?

VII. Give it a name:

- confident; torn; judge rightly the value of; state of being not influenced or controlled by other.

VIII. Paraphrase using the vocabulary of the songs:

I. When I wasn’t as old as now I used to work ten – twelve hours a day. 2. Helen is not so sure of herself and always consults her elder brother. 3. I’m torn I’m out of faith, this is how I feel. 4. Wish you were here, ’cos my heart’s getting colder. 5. My life is quite different from the moment I left Donetsk for Odessa. 6. I’m not safe in this dark room without any windows. 7. Don’t forget to let a dog into the room. 8. You were born to do everything and understand the hidden secrets of this woman. 9. Every time you have a hurting, this is inside call for a doctor. 10. All the troubles in your life will disappear very soon. 11. Can’t realize, only you have an opportunity to find a way to the temple.

Exercises.

I. Practise the pronunciation of the following words and word-combinations:

Find myself; Mother Mary; speaking words of; let it be; in my hour of; right in front of; whisper; when the broken-hearted; world agree; be an answer; for thought; be parted; still a chance; when the night is; a light that shines; until tomorrow; up to the sound; honey; much sweeter that wine; of your first kiss; upon my lips again; will return; come back; yours was; awoke my heart; lingers still; far apart; all my love; and if you saw; her too; me everything; tenderly; lover brings; like ours; never die; have you near; bright are the stars; dark is the sky.

II. Give the Ukrainian equivalents:

- До мене приходила Мати Марія; і в мій нелегкий час; люди з розбитим серцем; все ще є шанс; і в хмарну ніч; який світить мені; до завтра; прокидаюсь під звуки музики; смак меду; мрію про твій перший поцілунок; я повернулася; розбудив мос серце; хоч так далеко один від одного; віддаю їй всю свою любов; потрібно; дарує його мені; поки ти поруч зі мною; яскраво сяють зорі; ніколи не помер.
IV. Make up questions to the missing parts:
1. Mother Mary comes… 2. There will be… 3. For though they may be… 4. I wake up… 5. I feel … again, a taste of honey. 7. … was the kiss that awoke my heart. 8. And if you saw my love you’d.… 9. And … the kiss my lover brings. 10… are the stars.

V. Complete the sentences using the vocabulary of the songs:
1. … my friends call me and help to solve any problems. 2. Ok! We’re going for a picnic on Saturday… 3. If you ask me for some money…,… no. 4. Sveta and Sasha… but they will never forget each other. 5. There… that Shakhtar or Dynamo will play in the CHAMPIONS’ LEAGUE next year. 6. Oh! I like this beautiful cocktail… 7. And if you saw my love you’d… 9. And … the kiss my lover brings. 10… are the stars.

VI. Give the right equivalents:
• She brings to me a) gives; b) goes; c) takes away; d) expresses.
• There is still a chance a) a chapter; b) a crime; c) a trouble; d) an opportunity.
• Will return a) recall; b) come; c) come along; d) come back.

VII. Translate using the sentence-models (underlined parts should be used):

Let it be
1. Хай завжди буде сонце!
2. Давайте-но проведемо конференцію в середу.
3. Якщо, якщо Саша залишиться дома.
4. Хай буде так, як ти хочеш.

Much sweeter than wine
1. Червоне вино набагато солодше за біле.
2. Ця вулиця значно довша тієї.
3. Іллічівськ набагато менше Одеси.
4. Підрійчук Murphy набагато товще, ніж будь-який HEADWAY.

VIII. Translate into English:
7. Усе ще є шанс повернутися до мене.
8. Можливість виграти матч ще не втрачено.
9. Все ще є ймовірність встигнути на якийсь потяг.
10. Шанс вступити до ВНЗ поки не втрачено.

Exercises
1. Practice the pronunciation of the following words and word-combinations:
   Yesterday; seemed so far away; it looks as though; here to stay; not half a man I; a shadow hanging over; had to go; something wrong; long for; such an easy; hide away; believe in; been a hard day’s; I’ve been working; should be sleeping; get home to; find the things that; feel alright; worth it just to hear; give me everything; why on Earth; moan; when I’m home; holding me tight; love me do; I’ll always be; so please; someone to love.

2. Match the following:
   Troubles
   suddenly
   shadow
   something wrong
   long for
   hide away
   hard day’s night
   things that you do
   get you money
   worth it
   I feel okay
   завжди буду ширим
   спрагу повернути
   добути тобі гроші
   шукати притулок
   мені добре
   міцно обіймаю тобу
   кохай мене міцно
   турботи, клопоти
   вечір важкого дня
   раціон
   усе, що ти робиш.

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МОВНІ СИСТЕМИ: ПРОБЛЕМИ РОЗВИТКУ ТА ФУНКЦІОНУВАННЯ В ПОЛІЕТНІЧНОМУ І ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ
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you holding me tight  
love me do  
I’ll always be true  
someone to love  

III. Express the same in English:  

- unexpectedly  
- desire earnestly  
- get away for some time  
- false  
- difficult  
- rough of tree-trunk fallen or cut down  

VI. Give it a name:  

- smth given or accepted when buying and selling  
- of value equal to  
- low sound of pain or regret  
- keeping in one’s possession  
- real  

VII. Paraphrase using the vocabulary of the songs:  

- 1. Years of traveling changed Mary more than a half.  
- 2. I wish yesterday would come back.  
- 3. All of a sudden the Red Hat saw a Wolf.  
- 4. Two years ago love seemed a play but now everything’s changed.  
- 5. Susan is much bored with city’s life so she needs to get away for some time.  
- 6. As I’ve been working hard, please, clean the room.  
- 7. Nothing can wake her up ‘cos she’s having a rest.  

Exercises.  

I. Practise the pronunciation of the following words and word-combinations:  

- Is there anybody; all about the; girl you want so much; don’t regret; think of all the times; tried so hard; turn to me; promises the Earth to; she’s the kind of; puts you down; friends are there; looking cool; would lead to pleasure; back to earn; leisure; there are words; all I want tov the only words; make you see; mean to me; get to you somehow; a man who sailed; land of submarines; lived beneath; are all aboard; band begins; speed ahead; cut the cables; has all we need.  

II. Give the Ukrainian equivalents:  

- The kind of; when I think of all the times; promises the Earth to me; puts you down; she acts as if it’s understood; they would lead to pleasure; to earn his day of leisure; these are words that go together well; until I find a way; I need to make you see; I get to you somehow; in the land of submarines; beneath the waves; many more of them; cut the cable; we live a life of ease.  

VIII. Give the antonyms to the following:  

- Not looking forward to; left; forever; easily; stop; realize; clever; old; do nothing; working day; alive; hate; many (words); dead; 

V. Answer the following questions:  

- 1. Who is going to listen to the stories about the girl-vampire in the cemetery?  
- 2. What is the kind of girl who can make you sorry on the beach?  
- 3. In what situations can one promise the Earth to your date?  
- 4. Can you break your back to earn the place in the lift accompanied by seven boys/girls?  
- 5. What pets can one call "ma belle"?  
- 6. “Sont les mots…” What do these words mean?  
- 7. Who in the crew may give a command: accompanied by seven boys/girls?  

VI. Give it a name:  

- account of a real or imagined event  
- emotions accompanied by sadness, disappointment  
- only  
- call on/apply to  
- behave  
- do one’s best  

VII. Paraphrase using the vocabulary of the songs:  

- 1. Will anybody be looking for a work in this company?  
- 2. From early childhood Mike hated such a girl who always treated badly.  
- 3. You’ll never be sorry about visiting KVN with Maslyakov.  
- 4. Masha assures me she’ll never look down her nose to Boris.
5. Our manager will do or die but will get this playing business. 6. Helen, my beautiful, doesn’t jump the gun. 7. Bring him back by hook or by crook. 8. I don’t remember any other words to give my project the green light. 9. Don’t give me a song and dance. I think you’ll understand me. 10. That gentleman lives in my native town. 11. The orchestra starts to play and everybody begins to dance. 12. Some people live untroubled life in the Hawaii.

The lesson gives students an opportunity to perform songs, in groups or alone, for others in the class building confidence in producing the sounds and words of English. Dalton and Lewes note that this activity also helps with recognition of high-frequency words as well as lowering of the affective filters. Songs provide natural repetition that does not feel like a drill but can serve the same reinforcement function.

There is an abundant collection of Beatles songs in karaoke format on YouTube, many of them created outside English-dominant countries [3].

**Conclusion.** The Beatles are one of the most enduring musical groups, and it is not only because the songs of the «Fab Four» appeal to so many. It is also due to several striking features of the group’s music:

1. The catalog of Beatles songs is large and has musical genres and arrangements in many styles, using instruments from sitar to string quartet to raunchy guitar.
2. Beatles songs have unusually audible lyrics, clearly pronounced and performed by four different singers, singing alone or in harmony.
3. The songs have simple, catchy lyrics and usually have a repeating chorus, giving more opportunities for practice and mastery.
4. Many of the songs deal with universal themes about loneliness, love, nostalgia, daily problems, or hopes for peace.
5. Finally, let’s not forget that Beatles songs are «toe tappers» and «earworms» – they tend to get stuck in our heads for a long time!

An online survey of more than 500 ESL teachers found that Beatles songs were used by an astounding 40 percent of classroom teachers [8]. Dalton and Lewes [3] created a lesson using Beatles songs in karaoke.

**References:**