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## ENGLISH BORROWINGS IN THE POLISH LANGUAGE IN THE AREA OF MAKE-UP

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### Abstract

This paper deals with the English borrowings in the Polish language, with the emphasis on the borrowings in the context of make-up. It provides examination of borrowings in general, regarding both types of borrowings and the reasons behind them entering a given language. The main part of the paper, however, focuses on the analysis of a questionnaire conducted in order to gather data necessary to test the hypothesis suggesting the possibility of presence of direct relation between the proficiency in English, level of interest in make-up and the frequency of usage of borrowings in the context of make-up by native Polish speakers. To be more precise, the hypothesis predicts that the native Polish speakers with higher level of proficiency in English, or higher level of interest in make-up may be more likely to opt for the borrowings over the available native Polish equivalents in the context of make-up.

**Keywords:** borrowings, language in the area of make-up, proficiency in English, questionnaire.

## 1. Generally on borrowings

### 1.1. Definition of borrowing

The term *borrowing* presents diverse interpretations, with distinctions evident even among popular dictionaries. For instance, Merriam-Webster (2011) defines it as “a word or phrase adopted from one language into an-

other,” whereas Collins COBUILD Advanced Learner’s Dictionary (n.d.) offers a broader perspective, encompassing ideas taken from another language or work. However, some dictionaries, like the Cambridge Advanced Learner’s Dictionary & Thesaurus (2003), solely relate *borrowing* to financial transactions.

Let us now proceed to examine the definitions of *borrowing* provided by linguists. This is where matters get even more complicated because even though here, contrary to the dictionaries, we have definitions relating only to the linguistic aspect of borrowing, their extensiveness differs. As Zabawa (2010) mentions, it seems that some linguists choose to narrow down the notion of *borrowing* only to words, and define it as “the taking over of a word from a foreign language; a word so borrowed (also called a loanword) [...]” (Chalker and Weiner, 1994, p. 49, as cited in Zabawa, 2010), while others decide to take a broader approach and take under consideration elements of language different than just words, like Haugen (1950) did: “The heart of our definition of borrowing is then the attempted reproduction in one language of patterns previously found in another.” (Haugen, 1950, p.163, as cited in Zabawa, 2010). This very definition by Haugen is considered by Mańczak-Wohfeld (2006) “the most adequate” for it “[covers] different types of borrowing, not necessarily lexical items but also affixes, structures, the semantics of an item or even phonemes, since the term [patterns] encompasses every linguistic unit.”

Additionally, while defining what borrowings exactly are, some linguists, such as Bloomfield (1933) and Sapir (1921), go beyond just the linguistic aspect and put some focus on the cultural aspect (as cited in Mańczak-Wohfeld, 2006). What is more, within borrowings one can distinguish several subtypes (Zabawa, 2010) as languages can borrow elements of various natures. Among the main subtypes, Zabawa (2008, 2010) mentions *lexical*, *semantic*, *morphological*, *syntactic*, *spelling* and even *pragmatic* and *punctuation borrowings*. Similarly, to the issue with defining borrowing, the divisions of the subtypes also differ from scholar to scholar. (cf. Mańczak-Wohfeld 2006, Haugen 1950); however, in this paper, I will go along the lines of the division suggested by Zabawa (2008, 2010). The types (and subtypes) most relevant to this paper will be further discussed in the next section of this chapter. It shall be stated that the term *loan* is usually used interchangeably with the term *borrowing* - and this also will be the case in this paper.

## 1.2. Division and types of borrowings

As it was stated above, this section will be devoted to the description of types of *borrowings*, which will be most relevant to this paper in the following chapters, but also to other ways in which borrowings can be divided.

Firstly, let us take a closer look at *lexical borrowings*. Lexical borrowings are, as Haspelmath (2009) defines them, “[words] that at some point in the history of a language entered its lexicon”. This group is where most borrowings can be actually found. As Zabawa (2008) states, the existence of lexical borrowings is the manifestation of the fact that the area of vocabulary, is where foreign influence on a language can be primarily detected, for there is “a general pattern: vocabulary is most often transferred.” (Zabawa, 2012, p. 31). What is more, “content words are more likely to be borrowed than function words” (ibid.). Lexical borrowings, as Haugen (1950, as cited in Zabawa, 2010) presents, can be further divided into *loanwords*, *loan blends* (*hybrids*) and *loan translations* (*calques*). I would like to briefly explain two of these types, namely calques and loanwords, as they will presumably be of most importance to this paper in the following chapter. Calques, or loan translations, “refer to a type of borrowing, where the morphemic constituents of the borrowed word or phrase are translated item by item into equivalent morphemes in the new language” (Crystal, 2008, p. 64). However; elements other than just morphemes can also be involved in this process, as Zabawa (2017, p. 44) citing Rosenhouse and Fisherman (2008, p. 14) says: “Calques can relate to single words, phrases and ‘longer utterances’”. Furthermore, we can distinguish two types of calques: *lexical* and *grammatical calques* (Polański, 1999, p. 284, as cited in Zabawa, 2017, p. 45). In the case of loanwords, we quite simply deal with a situation “where both the form and meaning are borrowed, with some degree of substitution of native phonemes” (Zabawa, 2012, p. 32). Additionally, we can distinguish even more subtypes among loanwords: *assimilated*, *partly assimilated* and *unassimilated* (Zabawa, 2010). According to Mańczak-Wohlfled (2006), there are four levels of *assimilation*: *phonetic*, *graphic*, *morphological* and *semantic*, yet the process does not always occur on all four of them. Often, the “well assimilated [loans] undergo the derivational processes typical of the borrowing language.” (ibid.) and sometimes they are not perceived as foreign, especially by the native speakers of the borrowing language that are not aware of the origin of the word (ibid.).

Now, *semantic loans* will be briefly discussed. They are “in simplest terms, [...] [borrowings] of meaning from a foreign language” (Zabawa, 2017, p. 30) where, as Zabawa (2012, p. 33) says, “the form is either native or fully assimilated (i.e. borrowed much earlier)”. This refers to the fact, that not only native words but also loans, can undergo the process of semantic borrowing (Witalisz, 2007, p.134). What is more, Witalisz (2016, p. 65) says that semantic borrowing results in “a foreign meaning, not a foreign form of the lexeme”<sup>1</sup>. On the other hand, Picone (1996, p. 4, as cited in Zabawa, 2017, p. 31) includes in his definition elements other than words, namely mor-

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<sup>1</sup> Translation mine.

phemes and phrases. Nevertheless, semantic loans are borrowings based in the area of vocabulary and not, for example, phonology or semantics (Zabawa, 2017, p. 32). This fact may be the reason why some linguists classify them as a subgroup of lexical borrowings rather than a separate main type of borrowings. Once again, Zabawa (2017, p. 35) gives a very comprehensible and quite summative definition: “[...] a word (either genetically native or of a foreign origin, but borrowed earlier and at least partly assimilated) or a phrase whose meaning has been changed (transferred, extended, or restricted [...]) on the model of its counterpart in another language. The change in meaning can range from a very subtle to a major one.”

There is another important division of borrowings that shall be mentioned, namely the distinction between *necessary* and *unnecessary loans*. The first ones are taken by the recipient language to cover a lexical gap, to “cover exotics or foreignisms, names of designates and concepts unknown in the borrowing language” (Mańczak-Wohlfled, 2006). Unnecessary borrowings, on the other hand, are used even though they have some, at least partial, equivalents in the native lexicon (Zabawa, 2012, p. 36), but there exists a different reason behind their presence in the recipient language, for example, due to “the desire to be thought fashionable or refined through interlarding one’s speech with foreign words” (Jespersen, 1922, p. 210) or, as Mańczak-Wohlfled (2006) suggests, “because of snobbery”. Even though this differentiation between *necessary* and *unnecessary loans* is present across the linguistic literature, some linguists believe that it is wrong as any reason behind borrowing is sufficient and therefore all borrowings should be considered necessary.

This leads us to the next section, where the reasons behind borrowings will be discussed.

### **1.3. Motives for borrowings and the way they are introduced to a language**

Borrowings are a phenomenon present across all languages; they are an outcome of *language contact*. As Jespersen (1922, p. 208) says “No language is entirely free from borrowed words, because no nation has ever been completely isolated.” Language contact is an answer to both questions about why and how borrowings enter the recipient language. It can be defined as “the situation in which two or more languages coexist within one state and [...] the speakers use these different languages alternately in specific situations” (Bussman, 1998, p. 260, as cited in Zabawa, 2012, p. 38). However, the way language contact is perceived has changed, as Zabawa (2007, p. 89) notes: “the language contact does not have to imply the coexistence of two or more languages within one state. In fact, the contact between languages [...] may and often does happen via the satellite or cable television, the Internet, the

press, books and – perhaps most importantly – via the process of learning and teaching.” One can therefore conclude that nowadays there are many ways in which languages can interact with each other, and as a result, influence one another.

What is also important when discussing language contact, especially perhaps in the case of the multilingual state, is *bilingualism*. Bilinguals are often the people who first introduce borrowings to a language (Zabawa, 2012, p. 38). However, bilingualism is yet another, quite problematic and ambiguous term, variously perceived by different linguists. Crystal (2008, p. 53) writes about *balanced bilingualism* and about “assumptions about the degree of proficiency people must achieve before they qualify as bilingual”. For the sake of simplicity, in this paper bilingualism is understood as “the ability to speak two languages; the knowledge of the second language may vary from fluent to very basic” (Zabawa, 2012, p. 40). Let us now proceed to the enumeration of more motives behind introducing borrowings. Sapir (1921, pp. 192-193) notes that languages usually are insufficient by themselves; therefore, they influence one another and the simplest result of such influence is borrowing words. Hockett (1958, p. 404) provides two main reasons for borrowings: the need-filling and the prestige motive. The first one corresponds to the *necessary borrowings*, while the second one to the *unnecessary* ones. The easiness of borrowing elements (in comparison to producing new native ones) and the easiness of their usage over their native counterparts can also constitute causes behind introducing loans to a language.

#### 1.4. Briefly on English borrowings in Polish

As was stated earlier, borrowings are a phenomenon present across all languages. Polish, as any conscious speaker of Polish should know, is no different in this respect. Although several languages have influenced it over centuries, English is now superior in this matter (Zabawa, 2012) and it has been this way ever since the communist regime came to an end in Poland, as “linguists agree that the expansion of anglicisms has begun in Poland after 1989”<sup>2</sup> (Surendra, 2019, p. 15). The first described English borrowings in Polish date back to the 18th century (Mańczak-Wohlfeld, 1987a, 2006, as cited in Zabawa, 2012), and their number has been growing over time but most rapidly for the last about 30 years. It shall not be surprising, that what has greatly contributed, and still contributes, to this sharp expansion, especially in the 21st century, are the Internet and globalization – as Pašalić and Marinov say (2008, p. 251) say “[g]lobalisation has undoubtedly made one language to be used worldwide. Among all languages that are spoken in the world, English is the only one that can bear the status of the world or global

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<sup>2</sup> Translation mine.

language.” I shall now explain the notion of the above-mentioned *anglicism*, which is “such a linguistic unit, which is characterised by English phonetics and morphology and has made its way from English into Polish” (Mańczak-Wohfeld, 2010, p.10 as cited in Surendra, 2019, p. 20)<sup>3</sup>. In the provided definition we deal with anglicism in Polish; however, anglicisms are also present in other languages, the most important piece of information is that it is “an English word or phrase that is used in another language” (Cambridge Advanced Learner’s Dictionary & Thesaurus, 2003).

I would like to touch upon the reasons why English, in particular, has such an immense influence on Polish. One of the most important ones shall be the political aspect and the position of the United States and Great Britain in the international arena, plus the political change which happened in Poland in 1989 - we can find ample information on this matter in Surendra (2019). The sole fact that English has become a global language is also a reason behind its influence on Polish; however, one could ask themselves what, apart from politics, has given English the position it holds? The answer to such a question would be the structure of the language itself. Surendra (ibid.), citing among others Mańczak-Wohfeld (2010), notes that it is, apart from the above-mentioned reasons, the simplicity of English that renders the language so attractive to non-native speakers.

## 2. Questionnaire

### 2.1. Methodology

The questionnaire I conducted was aimed to check if proficiency in English and the level of interest in make-up have any influence on the usage of English borrowings in the Polish language connected to make-up by native Polish speakers, with the assumption that these two aspects (meaning proficiency in English and the level of interest in make-up) could affect the lexicon of an individual separately, not necessarily together. I would like to note that when creating and conducting the questionnaire, I had a hypothesis in mind, that there may be a direct relationship between the two mentioned criteria and the frequency of usage of borrowings in the context of make-up. To be more precise, I supposed that when the native speaker of Polish has a higher level of proficiency in English and/or is particularly interested in make-up, and therefore may be more exposed to the borrowings in that context, then they may be more likely to opt for the available English borrowings over the Polish equivalents. What I also find necessary to mention before continuing, is what is understood here by *the level of interest in make-up*: it

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<sup>3</sup> Translation mine.

is mostly the time one spends on deepening their knowledge of make-up, for example by watching make-up-related videos on the Internet or reading articles on this subject, and not simply doing make-up. Such videos or articles may be both anglophone or not as the jargon of make-up-related content is often full of English borrowings. Proficiency in English, on the other hand, is determined based on the self-assessment done by the respondents in the two corresponding questions in the survey, which will be described in more detail later in this chapter.

Due to the target group being native Polish speakers, the entire questionnaire was written in Polish. The survey was conducted using the website Google Forms, which I chose due to the easiness of sending out the questionnaire, but also collecting and organizing the responses. Distribution occurred primarily via social media, though limitations in reaching certain demographics, such as the elderly, were acknowledged. To randomize the sample as best as possible the snowball effect was deployed by asking respondents to send the survey further to their acquaintances.

To prevent bias, the questionnaire's introduction remained vague about its purpose. The survey consisted of fifteen questions, some of which were open-ended questions, and some close-ended questions, namely scale and multiple-choice questions. The first several questions were rather more general and did not concern borrowings themselves. The questions related to the borrowings of nouns, names of particular products, were open-ended and included pictures depicting the product under consideration but without having anything written on them so as not to prompt the answers. The questionnaire included open-ended questions regarding borrowed nouns and product names, accompanied by pictures devoid of text to prevent prompting. However, questions concerning borrowed verbs or expressions mostly lacked visual aids due to the challenge of representing them unambiguously in images. One question about a borrowed verb did include a picture to aid comprehension.

Prior to distribution, a pilot test involving five participants ensured clarity and usability. Feedback prompted adjustments, such as clarifications on response limitations and modifications to scale descriptions.

Concerned about respondents deducing the questionnaire's aim from the binary nature of most close-ended questions, I included two filler questions to disguise the survey's focus. These fillers presented two native options instead of the typical borrowed/native pair, aiming to mislead respondents. Additionally, one question featured three options, two native and one borrowed, to further mask the study's objective. Despite being disguised, this question yielded valuable data.

Having provided a rather general characterization of the entire questionnaire, I would like to proceed to a short examination of all the questions separately. The first one was related to the gender the interviewees identify

with. I decided to include this question to see if it would provide me with some valuable data. Despite efforts to diversify the sample, the majority of respondents identified as women. Consequently, gender diversity was not considered a significant variable in the analysis. The second question had to do with the age of the interviewees. I chose an open-ended question over a multiple-choice format for age classification to ensure inclusivity and avoid oversimplification of age groups. While responses were diverse, age will not be considered a variable in the analysis for simplicity's sake. The third question measured respondents' interest in makeup on a scalar scale ranging from zero to five, where zero denoted no interest and five indicated over an hour daily spent on makeup-related activities. The intermediate points represented varying frequencies of engagement, such as once a month or a couple of times a week. Subsequent questions assessed self-reported English proficiency, with options including advanced, intermediate, beginner, or "I do not know English." Another question gauged the frequency of English contact, clarifying that it encompassed any passive or active interaction during leisure time or academic/professional settings. Utilizing a five-point scale, respondents indicated the frequency, ranging from never to daily engagement, with intermediate points reflecting varying levels of exposure, similar to the makeup interest question. To streamline the questionnaire, options for infrequent English contact, such as once a year, were omitted, as they were deemed insufficient to significantly impact an individual's lexicon.

Among the remaining ten questions, which were directly related to borrowings, there were the earlier mentioned two filler questions which will not be further scrutinized. Three of the actually relevant to the results of this study questions were close-ended questions, two of them were devoid of pictures, asking about which expressions do respondents use most often – native Polish or borrowed from English. In one of these, interviewees had to determine whether they use the Polish word *makijaż* or the English equivalent *make-up* more often. As mentioned above there was one question which included three options, where two were native Polish items *nakładać* ('to layer') and *stosować* ('to use') and the third one was a borrowing from English, namely *aplikować* ('to apply'). In another close-ended question respondents had to determine which expression, *blendowanie cieni* (eyeshadows blending) or the native Polish equivalent *rozcieranie cieni* they use more often; however, this one included a picture depicting the action the expression related to. To my mind, in the instance of the considered question, the picture was univocal enough to actually be of help to the respondents. Additionally, five questions pertained to makeup products like *mascara*, *eyeliner*, *glitter*, *lip liner*, and *eye pencil*, all in open-ended format with accompanying non-prompting images. To maintain consistency, instructions were added to limit responses to one answer per question, although not all respondents ad-



hered to this request, leading to the rejection of multi-answer responses. Furthermore, questions of both close-ended and open-ended types, including fillers, were interspersed to prevent clustering of similar question types. The link to the questionnaire in its original form is available in *Sources*.

With this I would like to finish the methodological part of this chapter and proceed to the next section, where I will analyze the results of the questionnaire.

## 2.2. Analysis of the results

The last section provided an explanation of what the questionnaire consisted of and why certain questions were incorporated into the survey, whereas this part of the chapter will deal with an analysis of the results retrieved from the answers of the questionnaire, with the exception of data from filler questions and those inquiring into age and gender of the respondents. The reason behind it is the fact that these criteria were not of main interest from the very beginning – they were included in the questionnaire to see if they could add some value to the study; however, vast majority of the respondents were women therefore the groups of other genders were too small to draw conclusions from their answers. On the other hand, when it comes to the aspect of age, the respondents were very varied in age and there were not any tendencies in answers visible, hence, for the sake of simplicity I will not take this aspect into consideration on the further analysis.

The analysis will consist of two parts. In the first one the results to all questions one by one will be provided. Then, I will make the effort to present the correlations between answers but also seek to examine if the hypothesis that there may be a direct relationship between the proficiency in English and the usage of borrowings in the context of make-up is at least partially correct.

The total number of filled questionnaires I managed to collect was 212; however, upon checking them it was necessary to reject 70 of them due to either more than one answer typed in one question or to being unrelated and sometimes inept. Therefore, the total number of analyzed answers is 142. Moreover, I decided not to round the number to avert being accused of manipulating the results.

Firstly, let us look into the questions not directly related to borrowings themselves: therefore, those inquiring into the aspects of level of interest in make-up, self-assessed proficiency in English and the frequency of contact with this language of the respondents. The answers to the question “How much time do you spend on, for example, following make-up trends, going through social media accounts dedicated to make-up, watching make-up tutorials etc.?” were quite balanced, 23% of people admitted that they are not interested in make-up, 28% – which amounts to be the biggest percentage – said they spend time on following make-up trends once a month. The per-

centage of people who spend more time on deepening their knowledge on the topic of make-up twice or three times a month and several times a week are accordingly 24% and 23%, while only 2% claim that their interest in make-up can absorb over an hour a day of their time.

In the next question, "How would you assess your level of proficiency in English?", only three people, which constitutes 2% of all the interviewees, declared not to know English at all. The majority of people, 47%, estimate their English to be on the intermediate level, while 17% claim to be beginners in the language. Advanced learners of English constitute 34% of all the respondents, which is the second biggest percentage. One could therefore sum up that 81% of the interviewees have a higher level of English than the beginner level.

When it comes to the answers to the question "How often do you have contact with English?", a strong trend of a rather high frequency is visible. As many as 49% of respondents declare to have contact with English, of any sort, every day even for a couple of hours, 25% of people have interactions with English several times a week, while 13% twice or three times a month. Quite surprisingly, 5% claim to never have any sort of contact with English, while 8% just once a month.

Now I shall proceed to presenting the results of what is of most interest to this study – questions on the usage of borrowings from English and native Polish forms in the context of make-up. This time I will examine the questions in groups, starting from the close-ended ones. In the first one of these, respondents had to decide which one of the equivalents they use more often: *makijaż* or *make-up*. The second one got 53% of answers, therefore the difference in percentage is quite narrow – only six percentage points. When it comes to the question "How do you usually name this action?", where the respondents had to choose between *blendowanie cieni* (*eyeshadow blending*) and *rozcieranie cieni* (*eyeshadow smudging*) the contrast was definitely more noticeable – 73% opted for the borrowing and 27% for the native counterpart. *Blendowanie* (*blending*) clearly comes from *blend*; however, it is already quite well established in the Polish language, it usually functions in Polish in an assimilated and inflected form to fit the Polish grammatical rules. It is not used in many contexts, but it seems that in the context of make-up it is replacing the native equivalent. The last one of the close-ended questions was the earlier in this chapter mentioned example with not two but three options, where only one of them was of English origin: "Which expression do you use most often?", the available options to choose from were *stosować* (*to use*), *nakładać* (*to layer*) and *aplikować* (*to apply*). The third one comes from English *apply*, yet it is quite commonly used in Polish on every day basis, in various contexts; it is possible that not many Polish people are aware of the origin of this verb. Nevertheless, *aplikować* (*to apply*) was chosen by 11% of

respondents, it is still more than 8% which opted for *stosować* (to use) – *nakładać* (to layer) excels among the three with 81% of the answers.

Having discussed the group of close-ended questions let us now proceed to examine the group of open-ended ones where interviewees were supposed to name the product presented at the picture. In case of these examples, we will deal with nouns only. The first product the respondents were to name was *mascara*, 11% of them opted exactly for this form, while 13% for the more assimilated form – *maskara*. The total of 75% of answers were the native *tusz* or *tusz do rzęs*, which I decided to treat as one category.

Next product to name in the survey was *glitter*. This question was one of the reasons why so many answers had to be rejected – unfortunately many respondents were unable to correctly name the product as they mistook it for being something completely else. This time there were only two types of correct answers, *glitter* and the Polish equivalent *brokat*. The first was typed in by 11% of the respondents, while the second one by the remaining 89% so the prevalence is clearly visible. This superiority of the native form is not a surprise as this type of product itself is not very popular; however, the borrowed form can be quite often spotted on make-up products from Polish brands or in make-up videos and articles.

Another question of this group was related to *lip liner*, 6% of the respondents opted exactly for this form – there were some differentiations when it comes to spelling, forms like *lipliner* and *lip-liner* appeared several times; however, for the sake of simplicity I decided to encompass them all into one category. The majority of the interviewees, 94%, used the Polish forms to name the product – *konturówka* (*do ust*) ‘liner (for the lips)’ got 64%, while *kredka* (*do ust*) ‘pencil (for the lips)’ got 30% of answers (similarly to different forms of *lipliner*, I chose to put answers like *konturówka* and *konturówka do ust* or *kredka* and *kredka do ust* into one category). I would like to add here, that although *kredka do ust* is commonly used in the Polish language, even interchangeably with *konturówka*, it seems to be a direct translation, a calque, of the English equivalent *lipliner*; however, it does not feel foreign as it is already well established in a language. One of the respondents claimed to usually address this product as *lipstick*, and even though this form is not exactly correct when it comes to this product, it is quite interesting that this person gave this answer instead of, for example, the Polish counterpart *szminka*. What makes it even more intriguing is the fact that this respondent, according to their own assessment, does not know English, yet has contact with it every day even for a couple of hours. In fact, five other answers from this person were the foreign forms and not the native Polish ones as well. Assuming that this respondent did not choose an incorrect answer in the question about proficiency in English, their other answers constitute quite a fascinating example.

The remaining two questions of this group were related to quite similar products, which seem to sometimes be mistaken with one another and used interchangeably, namely *eyeliner* and *eye pencil*. Let us start with the first one where the only variation between answers was the spelling - *eyeliner*, *eye liner* and *eye-liner*, also the variant *liner* appeared. The most popular one, however was undoubtedly *eyeliner* with as much as 87% of all answers. *Eye-liner* is an example of a loanword which fills the lexical gap, therefore it is not a surprise that all the answers used this form; however, it could be replaced with the phrase *tusz do kresek* 'ink for liner', as Surendra (2019, 354) describes this product. When it comes to *eye pencil*, the answers were more diverse, yet again one type of answer was prevailing – *kredka (do oczu)* 'pencil (for the eyes)' was the form chosen by almost 98% of respondents (as in the case of *konturówka do ust* and *kredka do ust*, forms *kredka* and *kredka do oczu* were put into one category). Another native Polish, yet visibly less popular, form *konturówka (do oczu)* 'liner (for the eyes)' appeared once among all the responses. One interviewee used the form *eyeliner w kredce* 'eyeliner in a pencil', what proves the point that the two products, *eyeliner* and *eye pencil*, are sometimes used interchangeably. One of the respondents named the product *eyebrow pencil*, which again is not fully accurate to the product, but *eye pencils* and *eyebrow pencils* are very similar hence I decided not to reject this particular answer, and again the respondent used an English form, not the Polish equivalent which is *kredka do brwi*.

These were the results of all the questions relevant to the topic of this study examined separately. Now I will continue the analysis in a slightly different manner, looking at the correlations between the results, especially when it comes to the relation of level of interest in make-up, proficiency in English and the usage of borrowings from English over their native equivalents. Firstly though, I would like to compare the data from both questions related to the knowledge of English of the respondents – the self-accessed level of the language and frequency of contact with it. What does not come as a surprise is the fact that majority of people whose level of English is intermediate or advanced declared to have contact with English every day even for a couple of hours. Surprisingly, two people who do not know English at all also claimed to have contact with the language this frequently. Curiously, five people with intermediate level and two people with advanced level of English stated to never have any integration with the language. Overall, more respondents have contact with English at least several times a week, than those who interact with it twice or three times a month, or even less frequently, all together (Figure 1).

Once again, for the sake of plainness, in the further analysis I will refrain from exploring the correlation between the frequency of contact with English with the usage of borrowings and concentrate on the relation between

level of English and usage of foreign forms. It is also because, as can be seen on the figure above, there is a tendency for people with better knowledge of English to have contact with it more frequently.

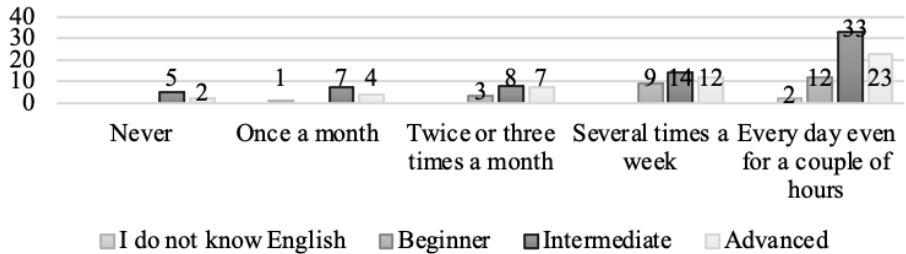


Figure 1

Correlation of level of proficiency in English and frequency of contact with English in numbers

Now, let us explore the interrelations between the level of proficiency in English and the usage of borrowings. When it comes to the distinction between *makijaż* and *make-up*, the majority of respondents who chose the second, foreign option was on the intermediate level of English. Surprisingly, second in this matter came advanced respondents and beginners. Contrary to what one can suspect, twice more beginners chose the borrowed item over the native one. The opposite situation applies to the advanced respondents – the majority of them opted for the native equivalent. In the case of the question related to *mascara* the borrowed forms (both the unassimilated *mascara* and assimilated *maskara*) were chosen by those with at least beginner level of English, with the majority of them being people with advanced knowledge of English. Similarly with *glitter* and *brokat* – the foreign form was chosen by only one person who does not know English, the majority of other respondents who opted for *glitter* know English at intermediate and advanced level. The same rule can be applied to other questions, as the one where interviewees had to choose between the three forms: *nakładać* (to layer), *aplikować* (to apply), *stosować* (to use) – the borrowed element was most popular among intermediate and advanced in English respondents. In the question about *eye pencil* also only intermediate and advanced respondents favoured the foreign forms. In case of *lipliner* we deal with similar state of things – the borrowing was chosen only by people with at least beginner level of English. However; as it was mentioned earlier, the form *lipstick* appeared and was an answer from a respondent who does not know English. Things look quite different for the results of question differentiating between *blendowanie cieni* (eyeshadow blending) and *rozcieranie cieni* (eyeshadow smudging). The first form got majority of answers, but those respondents who opted for the native equivalent were beginners, intermedi-

ate and advanced in English. Yet, as can be seen on the figure below, the frequency of usage of the borrowed form raised together with the level of proficiency in English in a directly proportional way (Figure 2).

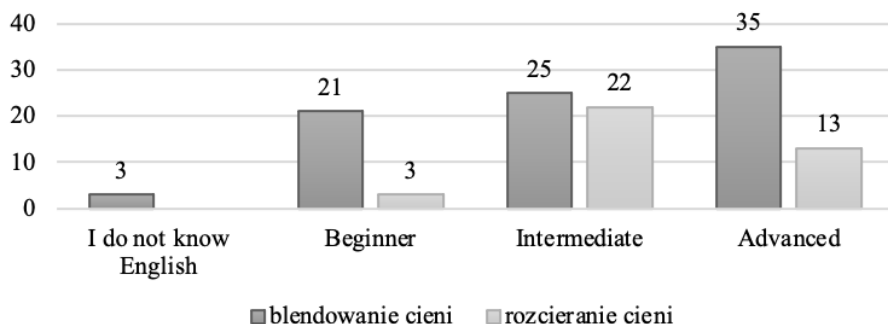


Figure 2

Correlation between level of English and the answers to question “How do you usually name this action?” *blendowanie cieni* vs *rozczieranie cieni*, in numbers

When it comes to *eyeliner*, since the answers differed only in spelling, I will not analyze this particular example in the way I did with the above examples, neither in this part, where I concentrated on the relation between the proficiency in English and the usage of borrowings, nor in the section below where it will be the relationship of the level of interest in make-up and the usage of borrowings that will be scrutinized.

Before examining the interrelation of the usage of borrowings and the aspect of interest in make-up, I would like to explore if there is a correlation between the level of proficiency in English, the frequency of contact with it and the level of interest in make-up.

However, as can be seen on the first of two figures below, the results do not seem to suggest, that there is any influence of the proficiency in English on the level interest in make-up, nor the other way around. What is more, overall, one can observe that people with deeper interest in make-up claim to also have more frequent contact with English (Figure 3–4).

Let us now take a slightly closer look at the correlation between the level of interest in make-up and the usage of borrowings. In case of three examples, there seems to be a tendency for the frequency of usage of the foreign forms to rise together with the level of interest in make-up. The forms in question are *glitter*, *aplikować* and *lipliner*. When it comes to the distinction between *blendowanie cieni* (*eyeshadow blending*) and *rozczieranie cieni* (*eyeshadow smudging*), the frequency of usage of the second, native form, decreases with the rise of interest in make-up; therefore, it is inversely proportional, yet provides us with the information that it is the foreign form which

is more popular among people with higher level of interest in make-up. In the remaining three examples, namely these concerning different forms of naming *make-up*, *mascara* and *eye pencil* the answers do not seem to hint any tendencies which would suggest a presence of any relation between the usage of borrowings and level of interest in make-up.

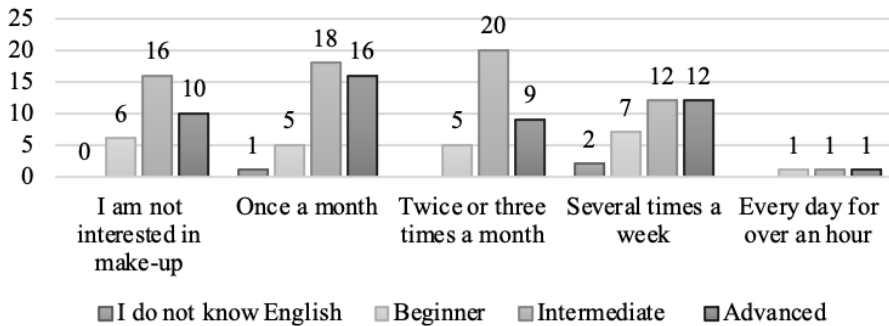


Figure 3

The interrelation of the proficiency in English and the level of interest in make-up in numbers

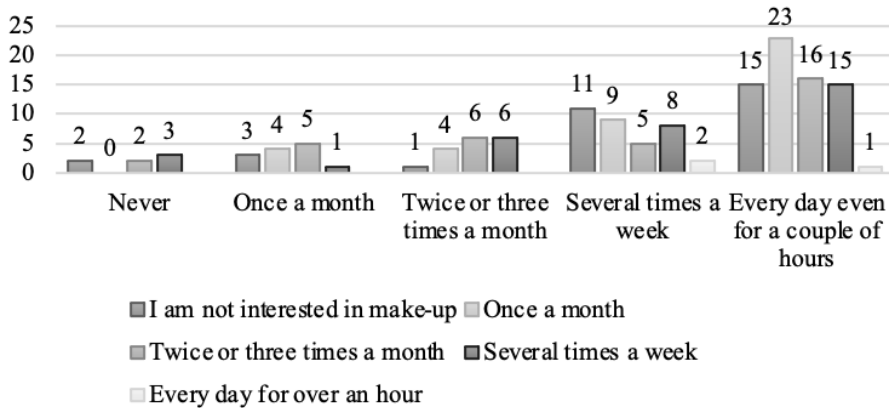


Figure 4

The interrelation between the frequency of contact with English and the level of interest in make-up in numbers. The horizontal axis presents the frequency of contact with English and the vertical axis presents the level of interest in make-up

### 3. Conclusions

Having conducted an analysis of the results of the questionnaire, I would now like to provide some conclusions based on it. My hypothesis stated that there might be a relationship between the proficiency in English of a native Polish person, the level of interest in make-up, and the usage of English bor-

rowings over the native Polish equivalents in the area of make-up. As presented earlier, it can be observed that there was a tendency for people with at least beginner knowledge of English to choose borrowed items. Although there were some exceptions to this rule, the tendency was quite visible. Therefore, I can conclude that the hypothesis seems to be accurate, at least when it comes to the direct relation between the level of proficiency in English and the usage of borrowings. However, the matter becomes equivocal when it comes to the second aspect of the hypothesis, which is the correlation between the level of interest in make-up and the frequency of usage of borrowings. Only four examples showed a trend for people more interested in make-up to opt for borrowed elements. Since this tendency was not as prominent as in the case of the other criteria, I am more cautious in drawing my conclusions. Yet, I believe it is safe to say that, regarding the relation between the level of interest in make-up and the usage of borrowings, the hypothesis seems to be at least partially true.

The survey results provided sufficient data to support the accuracy of the hypothesis regarding the relationship between proficiency in English and the frequency of usage of borrowings in the area of make-up. There was a visible tendency of the frequency of foreign form usage rising in proportion to the English proficiency of the respondents. However, it was more challenging to identify any trends in the correlation between the level of interest in make-up and the usage of foreign forms instead of native ones. Nonetheless, based on deductions from four examples I can conclude that, at least partially, the hypothesis holds true in this context. However, I acknowledge the limitations of my study, including the small sample size of 142 people, which is not representative of the entire population of native Polish speakers. Furthermore, the sample may not have been diverse enough, as the questionnaire was primarily distributed through social media platforms.

The research conducted for the sake of this paper, although not perfect, yielded interesting results and may have laid the groundwork for future, more detailed research.

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