Languages coexistence models in the multicultural environment of Ukraine and the EU

Моделі співіснування мов у полікультурному суспільстві України та ЄС

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Abstract

The aim the article is to study the model of coexistence of different languages in the multicultural environment of Ukraine and EU countries (the Czech Republic, Germany, Poland and Italy). *Methods.* Testing was conducted using the Communicative Attitudes Technique. The degree of satisfaction with the environment was studied. Statistical analysis was performed using t-test, the Kolmogorov-Smirnov test, Pearson's correlation coefficient. Reliability analysis was performed using Cronbach's alpha. *Results.* The adaptability of EU citizens was found to be significantly higher than that of the residents of Ukraine (t=13.24; p < 0.001). The indicators of EU citizens are higher than those of Ukrainians (p<0.001) on a number of qualitative characteristics of adaptability: self-acceptance (t=21.84), acceptance of others (t=4.01), emotional comfort (t=4.49), internal control (t=33.74), external control (t=8.12); consciousness (t=2.58 at p<0.05). *Conclusions.* The obtained results give grounds to state a high level of communicative tolerance in the multicultural environment. This indicates the existence of effective models of

Анотація

Мета статті полягає у дослідженні моделі співіснування різних мов в умовах полікультурного середовища України та країн ЄС (на прикладі Чехії, Німеччини, Польщі та Італії). *Методи.* Тестування за допомогою методики діагностики комунікативних установок. Дослідження ступеня задоволеності середовищем. Статистичний аналіз проводився за допомогою t-критерію, критерію Колмогорова-Смирнова, статистична кореляція за допомогою критерію Пірсона. Аналіз надійності проводився з використанням Альфа-Кронбахах. *Результати.* Було виявлено, що адаптивність громадян ЄС значно вища, ніж у мешканців України (t=13,24; p<0,001). По ряду якісних характеристик адаптивності показники громадян ЄС, вищі, ніж у українців (p<0,001): по прийняттю себе (t=21,84), по прийняттю інших (t=4,01), по емоційному комфорту (t=4,49), внутрішньому контролю (t=33,74), зовнішньому контролю (t=8,12); відомості (t=2,58 при p<0,05). *Висновки.* Отримані результати дають змогу констатувати високий рівень комунікативної толерантності в умовах полікультурного середовища. Це свідчить про

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multilingualism both in Ukraine and in the EU countries. *Prospects.* Further research may focus on identifying universal languages as communicative tools both in Ukraine and in EU countries.

Keywords: multicultural environment, linguistic tolerance, multilingualism, civil society, European integration.

існування ефективних моделей функціонування полілінгвізму як в Україні, так і в країнах ЄС. *Перспективи.* Подальші дослідження можуть бути націлені на виділення універсальних мов у ролі комунікативних інструментів як в Україні, так і в країнах ЄС.

Ключові слова: полікультурне середовище, мовна толерантність, мультилінгвізм, громадянське суспільство, євроінтеграція.

Introduction

Relevance of the research

The study is determined by the need to revise the language coexistence model in a multicultural environment in Ukraine and the EU. The reasons are Ukraine's EU candidate status and rapid integration into the single European space. That is why the issues of multicultural and multilingual environments are becoming especially important (Cummins, 2021).

In recent decades, language policy aimed at creating a multilingual society in EU countries has become one of the important aspects in the work of international organizations. Its development has become a requirement for the interaction of all actors in the modern socio-political process. The main trends, characteristic features and peculiarities of language policy were observed in the countries with different linguistic situations: France, Spain, Ukraine and the supranational institution – the European Union (Shekhavtsova, 2022).

The development of democracy in the current conditions requires the improvement of linguistic relations, both within the state and in interstate communication. Changes in directions, tools, forms of implementation and legal provision of language coexistence are determined by the integration and globalization of the world community in all areas of human life (Prus, 2021). This involves close communication between people of different nationalities and languages. The individuality inherent in national — linguistic — minorities should be kept in mind during this positive progressive process. This necessitates the creation of a general methodological framework for determining the integration features of linguistic minorities (Tarnopolskyi, 2019).

Multilingualism as a language situation involves the coexistence and use of several languages in linguistic consciousness. At the same time, the development of international human communication has reached a level at which knowledge of not one, but several languages is preferable for the citizens of almost any state. This facilitates the free movement of citizens, business cooperation, employment, adaptation, etc. (García et al., 2021).

In the modern political process, multilingualism has become a factor affecting the development of civil society and public institutions and its integral part. Multilingualism determines the basis of mutual relations in civil society, and can be both an obstacle to development and a clear advantage. Citizens who are fluent in several languages use them for employment, communication and establishing contacts at the international level (Flores, 2020).

In this respect, we can talk about multilingualism as a socio-cultural phenomenon, as more than half of the world's population speaks two or more languages to a certain extent. It is generally known that about a quarter of the countries officially recognize two languages on their territory, and only a few countries have three or more languages, although the actual number of coexisting languages in many countries is significantly higher (García & Otheguy, 2019).

In the current socio-political process, the language policy is considered as a set of arrangements aimed at changing or preserving the existing functional distribution of language institutions. The main objective of a multicultural and multilingual society is to build an adequate language policy. It should be aimed at preserving the ethnic language and culture, while providing for learning foreign languages for the adaptation of society in modern realities (Chin, 2021).

Among other instruments, the European Charter for Regional or Minority Languages provides a single legal field for the EU countries and Ukraine governing language coexistence. The Charter was approved by the Committee of Ministers and took the legal form of the Convention, which was opened for signature on November 5, 1992. The Charter has been ratified

or signed by most European countries. Ukraine ratified it in May 2003 (Woehrling, 2005).

The main trends in the development of language policy in a multilingual society can be identified be considering the EU countries. Interaction between EU member states, EU entities and institutions, and international organizations plays a major role in the planning and implementation of language policy at the current stage. This enables identifying a number of main trends in the development of language policy for Ukraine as well (Sulik, 2022).

Unexplored issues

Multilingualism as a phenomenon is widely covered in the academic literature, but there are still a number of issues to be clarified and studied. The role of linguistic diversity in the effectiveness of international organizations in view of the constant integration and political processes in the modern world remains unexplored. The modernization of the world community requires constant improvement of strategies for the development and implementation of language policy using the regulatory framework which needs to be studies, improved and integrated. There is a growing need to study a complex of problems related to the creation and functioning of the system of preparing citizens for learning foreign languages requires further studies, urged by the new wave of global integration.

Aim

The aim of the article is to study the peculiarities of multilingualism as a phenomenon of the multicultural environment of Ukraine and the EU.

Objectives/questions

1. Study the peculiarities of multilingualism in Ukraine and the EU.
2. Determine language coexistence models in the multicultural society of Ukraine and the EU.
3. Identify the main trends of multilingualism in Ukraine and the EU.

Literature Review

Such concepts as bilingualism, multilingualism, polylingualism and plurolingualism are terms of the conceptual level that are the basis for the corresponding linguo- didactic terms. The concepts of bilingualism and multilingualism are considered similar, where bilingualism is perceived as a particular case of multilingualism, as Bartram and Jarochova (2022) stated. Bilingualism previously meant fluency in two languages. Lægaard (2021) deals with rethinking of bilingualism in his study. The author notes that the importance of the level of language proficiency has levelled off over time. Only the phenomenon of linguistic identity of the individual remains. Both a speaker of two languages and a person who has leant one foreign language are bilingual.

Researchers distinguished several types of bilingualism in modern academic literature. The studies of Mesiæ (2022) and Mlinar and Krammer (2021) are worth noting here. There are two ways to implement the concept, for example, a child can communicate in two languages at home: mother's native language and father's native language. Each language is used for its own system of concepts, for example, a Ukrainian-speaking person who works in Spain in the company will use Spanish to communicate at work. The study of a foreign language at school is another type of bilingualism, where the study of a second language is based on the first — native — language. The term "diglossia" is also used to denote natural bilingualism in a situation where two languages coexist in the same territory. Müller et al., (2021) discuss this phenomenon in their work. The authors note that this concept should be used when it comes to the coexistence of two forms of the same language (for example, the German language in Germany and Austria).

According to Kosovych (2022), the concept of multilingualism is characterized by both greater spread and greater blurring, which causes a lot of controversy regarding its application. Sometimes the term "multilingualism" is identical to the term "polylingualism", and means the use of several languages in a certain social community. This interpretation of the term is used to describe the situation when more than two languages function simultaneously in a certain territory. According to Cummins (2017), the phenomenon of multilingualism can be considered from two perspectives: in relation to society in general — national multilingualism, and in relation to an individual — individual multilingualism.

The researchers Rusul (2022) and Shuibhne (2021) use the term "multilingualism" and, accordingly, the derived term "multilingual education". In fact, both European and Ukrainian researchers use the term "multilingual education" to describe and solve problems related to

teaching and learning several languages. The term "polylingualism" is presented as a synonym for the term "multilingualism" and is defined through the latter. Public multilingualism refers to the functioning of several languages in society. Individual multilingualism means the use of several languages by one person. Otheguy et al., (2019) note this feature in their work. The level of development of language activities by different speakers may be different: a person can read in one foreign language and speak another. There is no need to know languages at the same level.

Methodology

Design

The study was conducted in several stages with a purpose of analysing several variables. First, it was necessary to identify the number of respondents who speak more than one language and use the second or more languages in everyday life, work, business, travel, etc. Second, it became necessary to identify the level of respondents' tolerance to a multicultural environment. So, *the preparatory stage* provided for choosing the research methodology, determining variables (*knowledge of more than one language, tolerance to a multicultural environment*). The procedure for obtaining and analysing data was defined. The method of forming a sample from the general population was chosen. *The second stage* involved the study only among those respondents who declared their knowledge of at least two languages. The respondents' communicative tolerance was studied according to Boyko's (2002) technique (See Appendix A). The final stage of the research provided for summarizing 1,800 questionnaires received from citizens of Ukraine and 1,600 questionnaires from EU citizens. Figure 1 illustrates the general research design.
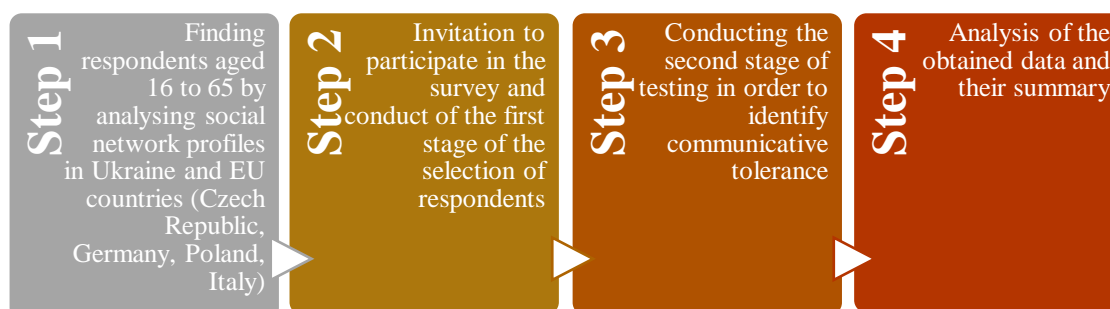

Figure 1. General research design
Source: prepared by the authors of the research.

Participants

The study involved citizens of Ukraine and the EU countries (Czech Republic, Germany, Poland, Italy) aged 16 to 65. The respondents participated in the study voluntarily through an invitation letter on *Facebook*. At the first stage of the selection of respondents, 5,471 respondents from Ukraine and EU countries agreed to participate in the study. At the next stage, respondents who speak only one language were screened out and two groups were formed. The Experimental Group consisted of 1,800 people, citizens of Ukraine, distributed as follows: 800 people aged 16 to 25, 550 people aged 26 to 45, and 450 people aged 46 to 65. The Control Group included respondents from the EU countries, of them 700 people aged 16 to 25, 500 people aged 26 to 45, and 400 people aged 46 to 65. There were 473 respondents from the Czech Republic, 386 respondents from Germany, 340 respondents from Poland, and 401 respondents from Italy. Such a sample and age stratification enables to objectively assess the attitude to multilingualism in a multicultural environment.

Instruments

Respondents took part in the study through remote testing, which was carried out using Google Forms and Facebook. Data entry and processing was carried out in Microsoft Excel and SPSS Statistics 17.0. All data are given in relative values.

Data collection

1. *Boyko's Communicative Attitudes Technique* enables revealing the level of respondents' communicative tolerance in a multicultural environment. The reliability of the scales was checked by the internal consistency of the items included in them using *Cronbach's alpha*. Table 1 provides the results of the analysis.

Table 1.
Reliability check of the scales of the Communicative Attitudes Technique for internal consistency

Communicative Attitudes Technique subscales	α
Adaptability	α = 0.79
Disadaptability	α = 0.74
Self-acceptance	α = 0.82
Self-rejection	α = 0.81
Acceptance of others	α = 0.71
Rejection of others	α = 0.78
Emotional comfort	α = 0.73
Emotional discomfort	α = 0.73
Internal control	α = 0.70
External control	α = 0.71
Dominance	α = 0.72
Consciousness	α = 0.70
Escapism (escape from problems)	α = 0.64

Source: calculated by the authors based on the survey results.

None of the items of each scale is "redundant": removing any of the items reduces the scale reliability. The obtained results give grounds to speak about the acceptable reliability of each of the scales.

2. *Study of the degree of satisfaction with the environment*. The method enables identifying the respondents' satisfaction with their stay in a multicultural environment and integrating into it.

Analysis of data

1. The analysis of the obtained data was carried out using statistical correlation. Pearson's correlation coefficient was used to determine the correlation coefficient (Ali & Bhaskar, 2016):

$$r_{xy} = \frac{\sum(x_i - \ddot{x}) * (y_i - \dot{y})}{\sqrt{\sum(x_i - \ddot{x})^2 * \sum(y_i - \dot{y})^2}} \quad (1)$$

where x_i – the value of variable X;
y_i - the value of variable Y;
$\ddot{x}$ - arithmetic mean for the variable X;
$\dot{y}$ - arithmetic mean for the variable Y.

2. Cronbach's alpha reliability coefficient characterizes the internal consistency of the test items (Ali & Bhaskar, 2016). Cronbach's alpha is calculated by the formula:

$$\frac{N}{N-1} \left(\frac{\sigma_x^2 - \sum_{i=1}^{N} \sigma_{Y_i}^2}{\sigma_x^2} \right), \quad (2)$$

where σ_x^2 – total test score variance;
$\sigma_{Y_i}^2$ – variance of the *i* element.

3. The Kolmogorov-Smirnov test contributes to the detection of possible quantitative differences in level and structural characteristics.
4. The indicators of respondents from different groups were compared using the t-test.

Ethical criteria

The principles of academic integrity, non-involvement, professionalism and respect for the personality of each respondent were observed at all stages of the research. The aim of the study was to obtain academic data without trying to use the obtained results for the purpose of discriminating against any social group. The respondents gave their informed consent for the processing of personal data and the use of survey results for the purpose of further publication in academic papers. All tools and methods were thoroughly checked for reliability and compliance with the aim and objectives specified in the study.

Results and discussion

To begin with, it is necessary to consider the level of multilingual competence in Ukraine and EU countries. The research data are presented in Table 2.

Table 2.
Statistics on people knowing more than one language in Ukraine and EU countries

	Age of respondents			Place of residence		Education level			Knowledge of languages	
	16-25, %	26-45, %	46-55, %	City, %	Village, %	Secondary, %	Vocational, %	Higher, %	One, %	More than one, %
EU	43	31	26	78	22	29	44	32	11	89
Ukraine	44	27	29	68	32	30	45	25	23	77

Source: prepared by the authors based on the survey results.

As Table 2 shows, both in Ukraine and in the EU countries the level of knowledge of more than one language is quite high. This is due to the high integration of Ukrainian society into the pan-European language environment. It also shows the high level of intercultural ties both in Ukraine and in the EU countries. In EU countries, this is determined by both strong interstate ties and migration processes.

Next, the level of respondents' communicative tolerance was analysed with the help of the *Communicative Attitudes Technique*. The research data are presented in Table 3.

Table 3.
Checking the level of communicative competence of citizens of Ukraine and EU countries

Communicative Attitudes Technique subscales	EU respondents, M±SD	Ukrainian respondents, M±SD
Adaptability	156.63±18.89	116.11±18.34
Disadaptability	103.28±20.92	98.45±15.31
Self-acceptance	52.75±8.52	23.94±7.27
Self-rejection	18.12±6.35	14.32±9.62
Acceptance of others	27.35±4.71	23.44±6.67
Rejection of others	19.46±5.25	14.19±9.2
Emotional comfort	30.22±5.14	26.39±5.3
Emotional discomfort	21.47±5.26	13.9±9.22
Internal control	65.65±7.81	25±6.58
External control	27.24±7.72	16.42±8.71
Dominance	11.23±3.33	12.51±1.27
Consciousness	19.34±5.38	16.82±6.74
Escapism (escape from problems)	12.99±4.89	13.55±4.22

Source: calculated by the authors based on the survey results

It was found that the adaptability of EU citizens is significantly higher than that of residents of Ukraine (t=13.24; p<0.001). According to a number of qualitative characteristics of adaptability, the indicators of EU citizens are higher than those of Ukrainians (p < 0.001): self-acceptance (t=21.84), acceptance of others (t=4.01), emotional comfort (t=4.49), internal control (t=33.74), external control (t=8.12); consciousness (t=2.58 at p < 0.05). However, the indicators of EU residents are lower than those of Ukrainian residents (t=-2.48; p<0.05) on a dominance subscale.

Table 4.
Checking the level of communicative competence of residents of Ukraine by gender

Communicative Attitudes Technique subscales	Women, M±SD	Men, M±SD	t	p-level
Adaptability	157.75±19.72	152.81±15.51	-1.056	
Disadaptability	104.89±21.41	97.76±18.58	-1.380	
Self-acceptance	52.89±8.71	52.29±8.03	-0.284	
Self-rejection	17.96±6.24	18.67±6.81	0.448	>0.05
Acceptance of others	27.44±4.90	27.05±4.08	-0.338	
Rejection of others	18.99±5.29	21.1±4.92	1.663	
Emotional comfort	30±5.34	30.95±4.4	0.745	

Source: calculated by the authors based on the survey results

Table 5.
Identification of the level of communicative competence of EU residents by gender

Communicative Attitudes Technique subscales	Women, M±SD	Men, M±SD	t	p-level
Adaptability	154.66±19.29	157.88±17.42	0.985	
Disadaptability	103.97±19.86	97.78±22.3	-1.654	
Self-acceptance	51.94±9.07	53.8±8.72	1.175	
Self-rejection	18.22±5.36	17.43±6.91	-0.724	>0.05
Acceptance of others	26.67±4.73	28.1±4.14	1.818	
Rejection of others	19.18±4.51	19.78±5.88	0.653	
Emotional comfort	29.94±5.29	30.72±4.77	0.865	

Source: calculated by the authors based on the survey results

Indicators of women and men differ according to the same factors, both in Ukraine and in EU countries: women have higher "external control" ($p<0.044$), and "dominance" is more pronounced in men ($p<0.000$). So, it can be argued that the identified gender specifics, regardless of the socio-cultural environment, demonstrates the role tendencies of modern civilization.

As "intolerance" shall be determined by the technique, it is necessary to take into account a relatively lower quantitative indicator as a manifestation of tolerance in the interpretation of the results. The comparison of indicators gives reason to believe that the degree of communicative tolerance of EU residents is higher than that of Ukrainians (48.34±11.64 and 52.58±11.33, respectively; t= 0.5). It is noteworthy that there are no significant differences in the group of respondents from the EU with the indicators of Ukrainians (49.84±12.51). The obtained results for the expressiveness of communicative tolerance showed that people who have greater adaptability have the higher attitude to tolerance.

A comparison of indicators that reflect the degree of communicative tolerance of respondents from Ukraine and EU countries gave grounds to state that there are no differences in this personal characteristic between representatives of different socio-cultures. The established level of tolerance corresponds to the statistical average for actors in a multicultural environment.

The obtained information make it possible to say that the respondents from Ukraine have a personality characteristic that reflects compliance with the principles of tolerant interaction, which is declared as established, that is, they consider themselves more tolerant in their communications, compared to respondents from EU countries. In turn, the indicators obtained in the study of the group of EU respondents give grounds to judge about their greater criticality to what their tolerance is.

Based on the indicators of communicative competence, a division was made into subgroups with high, conditionally medium and low tolerance (intolerance). There is no doubts that the intolerant subgroup is of interest. When comparing indicators on diagnostic scales, it was found that the number of respondents with intolerant attitudes is greater on two scales: intolerance was found both in the control and in the experimental group on "Trying to adapt other participants of communication to oneself". A more significant intolerance of EU respondents compared to Ukrainian respondents was revealed on "Inability to forgive another people's mistakes, inconvenience, unintentionally caused

trouble". The relative majority of both groups of respondents are not tolerant to "Strictness or conservatism in people's assessments". So, it can be stated that some respondents need psychological help to develop tolerant relationships.

The fact that the numerical indicators are similar in the compared groups indicates that about 10% of the respondents, regardless of the socio-cultural environment, are guided by intolerant principles in their interpersonal relations. Their attitudes contain a potential proneness to conflict. This is probably due to the general personal immaturity of a part of the respondents and the inadequately developed qualities defined as social intelligence.

Discussion

The results of the study confirmed the relevance and a promising nature of the problem. The respondents' answers were used to determine the state of multilingualism in the multicultural environments of the EU countries and Ukraine. In connection with the specifics of our study, both groups of respondents were selected based on the criterion of knowledge of more than one native language. This is why it was not possible to measure multilingual competence in the specified asymmetric configuration before the beginning of the second stage of the experiment.

A number of contradictions between the global attitude to the interaction of cultures and the lack of interconnected existence of several languages in society were found in the course of the research. As Brooks (2021) and Flores and Chaparro (2018) stated in their works, the potential of multilingualism is the global trend towards globalization. At the same time, there is still insufficient study of the process of organizing the multilingual environment of modern democratic countries. This, in particular, is stated in the studies of Kużelewska (2021) and García and Sung (2018). The studies note the existence of a social order of academic and professional communities for graduates who have multilingual competence. At the same time, as Li (2018) points out, the structure and changes of this competence remain poorly studied in the academic literature in relation to modern specialists of various fields. Modern democratic society is characterized by a growing need for specialists who have multilingual competence in the language of professional culture and the language of functional communication. The authors Malović and Vujica (2021) and Marginson (2018) note the lack of a scientifically grounded and experimentally confirmed methodology for building multilingual competence in this configuration. These contradictions in modern scientific discourse necessitated the study of the methodological foundations of building multilingual competence in a multicultural environment.

The concept of "multilingual competence" is defined in the study as the ability and willingness to carry out communicative activity using a language repertoire, where the level of knowledge of each language is determined by the scope of its application. Such an understanding of this concept can be found in the works of Vertehel and Khrebtova (2021) and Shkarlet (2021). The authors also identified the structural components of multilingual competence, namely: general speech competence (second foreign language "from scratch"), professionally-oriented language competence (first foreign language) and integrative competence. The complex system of interrelationships between these three components testifies to the unity of their manifestation in the multilingual competence of a modern person. On the other hand, studies by Mlinar and Krammer (2021) and Modood (2021) express some scepticism about the possibility of creating a competitive multilingual environment. According to the authors, there will be a language that will eventually dominate and displace other languages.

The theoretical significance of the research is the actualization of the concept of multilingualism in a multicultural environment. The practical significance is the methodology for studying a multicultural, multilingual environment by analysing tolerance for the use of more than one language. The study had a number of limitations despite the completeness and reliability of the methods. From the perspective of the organization of the sample, there were difficulties in separating a valid cluster of respondents that would reflect the actual state of the problem from the general population. From a methodological perspective, the problem was the lack of modern research methods that would cover all aspects of a multicultural environment.

Conclusions

The relevance the study is determined, on the one hand, by Ukraine's path towards EU membership and the need to unify approaches to creating a favourable environment. On the other hand, it is determined by the global processes of creating a multilingual multicultural environment in

Ukraine and EU countries and the need to find ways to adapt to new world trends. *Research findings.* The obtained results indicate a high level of multilingual tolerance in a multicultural environment of the EU countries and Ukraine. Such similarity in the language policy of Ukraine and the EU indicates a high degree of integration of Ukrainian and European society. This is a signal that Ukraine has always mentally belonged to the European family and its European integration intentions are quite natural. *Applications.* The results of the study will be of interest, first of all, to specialists in sociological research and language policy. The data can be used in the formation of a multicultural mass media discourse in order to promote European integration narratives in society. *Prospects for further research*. Future research should cover the issues of the dominance of one or another language of international communication in various areas of social life.

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Appendix A

Boyko's Communicative Attiturdes Technique

It is necessary to read each of the following statements and answer "yes" or "no", expressing agreement or disagreement. We recommend using a sheet of paper on which the question number and your answer are recorded; then, in the course of our further explanations, refer to your record. Be attentive and sincere:

1. My principle in relations with people: trust, but check you must.
2. It is better to think bad of a person and be wrong than vice versa (think well and be wrong).
3. As a rule, senior officials are clever and cunning.
4. Modern youth have lost an art of feeling a deep sense of love.
5. Over the years, I became more withdrawn because I often had to pay for my credulity.
6. There is envy or intrigue in almost any team.
7. Most people lack a sense of compassion for others.
8. Most workers at enterprises and institutions try to secure a grip on everything that is easily accessible and would be easy to appropriate.
9. Most teenagers today are brought up worse than ever.
10. I often met cynical people in my life.
11. It happens like this: you do good to people, and then you regret it, because they pay with ingratitude.
12. Good should be able to defend itself.
13. It is possible to build a happy society in the near future with our people.
14. You see stupid people around you more often than smart people.
15. Most of the people with whom one has to have business relations pretend to be decent, but in fact they are different.
16. I am a very credulous person.
17. Are those who believe that you need to be more afraid of people, not animals, right?
18. Mercy in our society will remain an illusion in the near future.
19. Our reality makes a person standard and faceless.
20. Good manners in my environment at work is a rare quality.
21. I almost always stop to give a payphone token in exchange for money at the request of a passer-by.
22. Most people will commit immoral acts for the sake of personal interests.
23. As a rule, people lack initiative at work.
24. Elderly people mostly show their exasperation to everyone.
25. Most people at work like to gossip about each other.

So, you have read the questions and recorded your answers. Now we proceed to data processing and interpretation of results.