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INFORMATION ABOUT THE JOURNAL

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«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

RESEARCH
PAPERS



REPRESENTATION OF THE TRILINGUAL POLICY BY KAZAKHSTANI MEDIA AND INFORMATION PORTALS

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INTRODUCTION

The twenty-first century is a century of globalization. Due to that, the spread of multilingualism is a response to political, economic, educational, and cultural changes in the world. In a globalized world, Multilingualism is one of the main ways for a country to integrate into the world economy and international arena. The monolingual model is less suitable for international relations in the spheres of economics, politics, culture, etc., therefore, the majority of countries are implementing a multilingual model to integrate into the modern society arena (Kulsariyeva et al., 2017).

To address such language-related issues, in 1999 the General Conference UNESCO adopted the term “Multilingual education” as a part of the 12th resolution. This trilingual standard called “Education in a trilingual world” implies the involvement of at least three languages in education, such as the mother tongue, regional, and international languages (UNESCO, 2003).

Ethnic and linguistic diversities are one of the main characteristics of Kazakhstan being a multi-ethnic state with over 130 ethnicities living in the country. Kazakhstan’s desire to establish itself in an international arena and integrate into the world economy resulted in introducing a concept of the “Trinity of languages.” The concept was introduced in 2007 by the former president of the Republic of Kazakhstan Nursultan Nazarbayev in his

message to the people “New Kazakhstan in the new world” (Nazarbayev, 2007). This new trilingual policy, with Kazakh as a state language, Russian as regional and the language of international communication, and English as a way of integrating into the world economy, was a way of telling the rest of the world that Kazakhstan is ready for a dialogue with the world.

Barron-Hauwaert states that trilingualism develops in conditions when children are raised in a trilingual environment, adults live in either multilingual or trilingual communities, and when bilinguals learn a third language at school or for any other reasons (2000). However, it does not necessarily mean that students need to be fluent in all three languages, nor that all three should be at the same level of proficiency. Nowadays, the trilingual policy is implemented in about 178 countries (Irsaliyev et al., 2017). The driving force for the practice of trilingual policy is the popularization and spread of the English language (Klyshbekova, 2020).

Kazakhstan had set ambitious goals of integrating itself into the international arena, and already in 2008, the Ministry of education began the first stage of “Trilingual policy implementation” by introducing this concept into the education sphere. This was achieved by starting to teach students in three languages and training trilingual teachers (Kulsariyeva et al., 2017).

The implementation of the trilingual policy

has been covered in Kazakhstani both media and information portals. Both of these sources can be divided into private and governmental ones. This study aims to analyze the representation of Kazakhstan's Trilingual policy by both private and government-owned information sources and media and see if there are any differences in their portrayals.

PROBLEM STATEMENT

Coverage of the trilingual policy has appeared in numerous media and information portals. The Trinity of languages has been discussed since its very introduction into Kazakhstan's education. Since then, it has caused numerous debates and controversial opinions. The policy still has certain challenges and issues to address. These existing problematic areas indicate the need for further research since there are not enough studies conducted on this concept. The lack of research evidence on the trilingual policy in Kazakhstan is one of the problems of this study.

Another problem is the lack of government-owned media and information portals in Kazakhstan. Private sources such as news portals and newspapers outnumber official governmental ones. In addition, the available coverage of the trilingual policy concept in the media and information portals is insufficient.

This study is going to contribute to the existing knowledge and research on the topics of Kazakhstan's trilingual policy and its representation in private and government-owned media and information portals. It will also provide an opportunity for future research on these topics since this research is not going to encompass all the available data and evidence.

The significance of this study is presented in its relevance. The topic of trilingualism and trilingual policy is popularized not only in Kazakhstan but in the world in general. However, this study goes beyond

investigating the concept itself, but also encompasses its representation in various Kazakhstani information portals. This, hence, will provide certain conclusions on whether private and governmental portals differ in their coverage or not. The significance of this research is that it studies a relevant topic, its representation in different information portals, and how these portals may or may not differ from each other.

PURPOSE OF THE STUDY

This study identifies several areas that are going to be investigated in the paper in order to answer the research question.

The first goal of this study is to cover the concept of trilingual policy in Kazakhstan's reality and identify possible pros and cons of the implemented policy.

Next, the research is going to focus on investigating the way Trilingual policy is presented in Kazakhstani information portals and media.

Lastly, this paper aims to conduct a discourse analysis of the two types of information portals and media, namely private and government-owned, and identify the possible differences in the representation of the concept of Kazakhstan's trilingual policy.

RESEARCH QUESTION

The research question that this study aims to answer is "How do Private and Government-owned Kazakhstani Media and Information Portals differ in the representation of the Trilingual policy?"

LITERATURE REVIEW

This section of the research paper provides an overview of the concept of trilingualism, trilingual policy in Kazakhstan along with other countries, possible Pros and Cons of Kazakhstan's reform, and Private vs.

Government-owned media and information portals.

Barron-Hauwaert's definition of trilingualism, by which he explains the situations where trilingualism occurs, was already provided in the introduction of this paper (2000). However, there are also some other descriptions of such phenomena, which provide more precise definitions of the concept. Brann in his work "Trilingualism in Language Planning for Education in Sub-Saharan Africa" identifies trilingualism as "the triad" which consists of three components, namely chthnolect, demolect, and metalect (1981). In this case, the first term refers to the home language, the second refers to the community or national language, and the last one to the received or link language. Hoffman claims that from his knowledge there are no definitions of trilingualism that could be considered important since all the aspects that are involved in this phenomenon, apart from the presence of three languages, are just as variable as in the case of bilingualism (2001). The Council of Europe provides a definition of multilingualism as a way of language use for intercultural communication, where an individual is perceived as a social agent, proficient in several languages at varying degrees, and obtains knowledge about several cultures (Coste et al., 2009).

Other countries

Multilingualism is being more and more popularized and spread around the world and trilingualism is becoming a common practice in many countries. Trilingual policies are being implemented and practiced in different countries in their own ways. Irsaliyev et al. in their work stated that trilingualism is being practiced in over 170 countries around the world, however, only five of those countries successfully maintain this policy, namely Finland, The Netherlands, Switzerland, Spain, and Luxembourg (2017). In their work, Irsaliyev et al. portrayed the reasons and justification for the successful implementation of the

policy in these countries (2017). The first reason is many years of multilingual education experience, for instance, Luxembourg introduced the policy in 1912, Finland in 1987, Spain in 1982, Switzerland in 1996, and The Netherlands in 1997 (Irsaliyev et al., 2017). The second reason is citizens of these countries are proficient in two or more languages, meaning that the population is either bilingual or trilingual (Irsaliyev et al., 2017). The third reason is languages that are being acquired originate from the Latin alphabet, which facilitates the process of learning these languages. Another reason that Irsaliyev et al. noted, is the difference in teachers' salaries, which are 18 times higher than in Kazakhstan, hence, this may be a motivating factor for teachers' productivity (2017).

The political and geographical situations may also influence the trilingual policy. Hong Kong with its geographical and political situation has a rich linguistic culture. Hong Kong Government's goal within the framework of the education system is to improve students' trilingual competencies (Wang & Kirkpatrick, 2015). Education in Hong Kong is practiced in three languages, namely Cantonese, English, and Putonghua/Mandarin (Wang & Kirkpatrick, 2015). Cantonese is the first language of Hong Kong, English became popularized due to British colonial rule, and Mandarin has been added to the trilingual system after being restricted (Wang & Kirkpatrick, 2015). It is evident that trilingual education is a common practice around the world and may result from a variety of different factors.

KAZAKHSTAN'S TRILINGUAL POLICY

The world's current political and economic situations require people to learn and master several languages to integrate into international, socio-political, cultural, and economic relationships (Kubieva et al., 2021). Hence, the popularization and spread of multilingualism around the world

justify Kazakhstan's implementation of the trilingual policy. Important to mention that Kazakhstan is the first Central Asian and Post-Soviet country to implement three languages as a medium of instruction for different subjects within the framework of trilingual education policy (Karabassova, 2020). This policy is a major educational reform in Kazakhstan that encompassed all levels of education and may be considered quite a controversial educational policy (Karabassova, 2020). As mentioned before, the policy has been initiated by the former president of Kazakhstan, and in 2007, 33 schools called "Daryn" have been designated by the government as trilingual to pilot the initiated reform (Karabassova, 2020).

For the successful integration of the policy into Kazakhstan's education system the Ministry of Education of Kazakhstan identified three focus areas:

1. Regulatory and methodological framework improvement;
2. Educational programs update;
3. Development of a teaching and administrative personnel training system (MES, 2015).

These aspects supposedly were meant to facilitate the successful implementation of the trilingual policy in the context of Kazakhstan's education system.

In Kazakhstan's reality, in terms of the trilingual policy there would not be any issues with acquiring the Russian language (regional language), since due to certain factors, namely cultural, historical, and geopolitical, Kazakh people are "mainly dominated by the Kazakh-Russian bilingualism (Kulsarieva et al., 2017). Hence, the main focuses were on the English and Kazakh languages, their weight, and their status within the framework of the trilingual policy.

Kulsarieva et al. in their work justifies the

reason English is a member language of the trilingual reform by providing statistics on the English language stating that the second half of the 20th century was an impetus of the English language popularization giving a status of language – negotiator (2017). 87 countries have established it as a state language with up to one billion people being speakers of this language and 2 billion people learning it worldwide. English is the main language of business, travel, technology, etc., followed by French and German (Kulsarieva et al., 2017). This has given English a leading role in the modern age of globalization, which explains Kazakhstan's choice.

However, multilingual identity in the context of Kazakhstan's reality does not only refer to the English language and globalization, but also to the country's multi-ethnicity (Syzykbayeva, 2016). Therefore, the Kazakh language also plays a crucial role in the trilingual policy. Although a lot of support was allocated toward learning the Kazakh language, the reality is that there is still a large number of people who are not able to speak it (Aksholakova & Ismailova, 2013).

Despite the government's ambitions and determination to successfully implement a trilingual policy, some parties do not share the same perspectives and opinions (Syzykbayeva, 2016). This difference in visions is going to be discussed in the following section of the literature review.

PROS AND CONS/DIFFERENCES IN OPINIONS

New ideas are only acceptable when they manage to meet the requirements and development of society (Kulsarieva et al., 2017). This concept can be applied to the implementation of trilingual policy and whether or not it is going to be successfully accepted by society. Although trilingual education is being recognized worldwide, opinions on this concept differ. Kazakhstan's trilingual reform was

welcomed and accepted at first, however, when it came to the actual implementation, it faced resistance (Karabassova, 2020).

Tlemissov et al. in their work identified several gaps in Kazakhstan's trilingual policy (2020). The first issue is the insufficiency of well-educated specialists and teachers that are a crucial component in every education system. However, Tlemissov et al. state that a solution to that problem is sending education system workers abroad to gain needed skills and experience (2020). The next issue that was identified is the relatively low knowledge of English in students, however, as a solution to that, Tlemissov et al. suggest Ministry of Education improve the quality of teaching materials and attract foreign experienced specialists (2020). The last issue identified by Tlemissov et al. is the lack of an English environment in which students can learn the language (2020). For instance, in some trilingual countries, all media sources are available in all three languages. The creation of an English environment, via certain ways, in which students can fully integrate, is a suggested solution to the problem provided by Tlemissov et al. (2020).

Neuendorf identifies almost similar gaps in the implementation of the trilingual reform: the lack of specialists who can teach certain subjects in English and the inability of students to comprehend materials that are being taught in three languages (n.d). He also provides a row of solutions to the identified problems: providing training to the teachers, and providing assistance to students who struggle with learning in three languages and English in general (Neuendorf, n.d).

Neuendorf also states that the Trilingual policy's success depends on how much attention is paid to the Kazakh language, so that all languages are treated equally, and Kazakh is not suppressed by English and Russian (n.d). According to him, trilingual implementation is a long process, and Kazakhstan might need to wait for

two decades to see the progress, also government needs to allocate constant funding for the policy's success (Neuendorf, n.d).

PRIVATE VS. GOVERNMENT OWNED MEDIA AND INFORMATION PORTALS

In the modern world, information accessibility is crucial for the decision-making of consumers, investors, voters, etc. This information is provided mostly by Media (television, newspapers, radio, etc.) and various information portals (Djankov et al., 2003)

In their work, Djankov et al. examined ownership of media and information portals in 97 countries, finding out that the ownership is mostly divided into government-owned and private families owned (2003). They also concluded that, unlike printed media, broadcasting tends to be owned by the government (Djankov et al., 2003). In the study, two theories of government ownership of information sources were examined. The former is the public interest (Pigouvian) theory which states that market failures are cured by government ownership; the latter theory is the public choice theory, which states that political and economic freedom is undermined by government ownership (Djankov et al., 2003). The data provided in the study supports the second theory.

According to Okwuchukwu, media and information sources help people to make sense of the world and reality; they also guide people to certain societal issues and play important roles in the social, cultural, and political systems of society (2014). In his study Okwuchukwu focused on the ownership of media in Nigeria, finding that it is mostly controlled by different levels of the Nigerian government, including state and federal governments, public and private officials, politicians, businessmen/women, etc. (2014). These groups of people, namely the ruling elite, are the main newsmakers and control most of the

information published in the Nigerian media (Okwuchukwu, 2014). These ownership patterns prevent Nigerian media from independently creating society's agenda (Okwuchukwu, 2014).

Gehlbach and Sonin conducted a study where they analyzed government control of media and provided a theoretical framework (2014). They identified two types of media ownership, namely state and private, and talked about media bias, which as they concluded is greater in government-owned media and in autocracies rather than democracies (Gehlbach & Sonin, 2014)

When the government has an interest in mobilizing the population to take certain actions or accept political objectives the Media bias is greater and its government ownership is more likely (Gehlbach & Sonin, 2014). During mobilization, the government is more oriented to seize the ownership of private media, which tends to be less biased (Gehlbach & Sonin, 2014).

Bias and government control over media may result in the reduction of the informational content of the presented news, which subsequently results in decreasing in value and viewership (Gehlbach & Sonin, 2014).

METHODOLOGY

This section of the paper is going to focus on the methodology used to conduct an analysis and answer the research question. As mentioned before, the goals of this study are to review the concept of trilingual policy in Kazakhstan, its representation in state and private media and information portals, and identify possible differences or similarities in the portrayals of the policy.

This study also aims to answer the proposed research question: "How do Private and Government-owned Kazakhstani Media and Information Portals differ in the representation of the Trilingual policy?"

The discourse analysis method is going to be used to answer this question. Discourse

analysis studies the correlation between language and the contexts in which it is used; context explains the functions of the language and determines its interpretation (Nesterchuk & Tarasevich, 2019). Discourse analysis looks at language in a social, psychological, and textual context, and studies not only the language itself but also the way people use it to do certain things (Nesterchuk & Tarasevich, 2019). This study will use written DA which focuses on texts, namely, news, political speeches, etc.

To conduct the discourse analysis on the topic of possible differences or similarities between the portrayals of state and private media and information portals, a total of 8 sources were randomly selected, four private and four government-owned with up to two articles from each of the sources. Here is the list of the selected portals and the names of the chosen articles over the period of 2017-2022 years:

Private:

"365info" – news agency

Articles:

1. "Senator suggested teaching in primary school exclusively in Kazakh — kazSMI review"

2. Multilingualism as a trend in the development of modern Kazakhstan

"Nur.kz" - news agency

Articles:

1. "What is the need?": MP criticized the trilingualism program in Kazakhstan"

2. "Trilingualism as one of the priorities of modern education"

"Zakon.kz" – news agency

Articles:

1. "Our children are becoming an experimental platform – Senator about the

reforms of the Ministry of Education and Science”

“Informburo” - news agency

Articles:

1. “Everything you need to know about languages and language policy in Kazakhstan”

State:

“Khabar 24” – television broadcast

Article: “K. Tokayev spoke about the trilingualism program in Kazakhstan”

“Kazinform” – news agency

Article:

1. “How is the plan for the development of trilingualism in East Kazakhstan being implemented”

“The Astana times” – newspaper

Article: More than 20 percent of Kazakh citizens speak three languages”

“GOV.kz” – unified platform of internet resources

Article: “Trilingualism as one of the priorities of modern education”

Articles on the topic of Kazakhstan’s trilingual policy from each of the sources were analyzed to identify the way state and private portals portrayed the topic.

FINDINGS

Certain conclusions were made after a thorough revision and analysis of the selected sources and articles. First, the chosen government-owned media and information portals are going to be discussed. It can be concluded that all the selected state sources were similar in their published materials. The published articles had a distinct structure of a report including:

1. The situation of the trilingual policy implementation;
2. Actions that are being taken for improving the situation and ensuring the successful implementation of the policy;
3. Statistics on the situation which encompassed the allocated money, percentage of the population involved in the policy, number of teachers that are being trained, etc.

Overall, these articles are aimed at informing people about the trilingual policy, presenting mainly positive information and statistics:

“Gov.kz” portal in the article “Trilingualism as one of the priorities of modern education” defined trilingual policy as a way to create a stable future, expand knowledge, and skills, and develop relationships with people (Trekhyazychie, 2021).

Kazinform reports on the way the policy is being implemented in the West region providing statistics on the training teachers and allocated money (Malko, 2018).

Astana times newspaper supports the former sources and focuses on the achievements of the trilingual policy stating that more than 20 percent of the population is able to communicate in three languages (Omirgazy, 2018).

The articles portray the policy as a beneficial and necessary for Kazakhstani society tool that can ensure a prosperous future for future generations.

However, not all the selected government-owned sources present only positive statistics and information.

“Khabar 24” published an article “K. Tokayev spoke about the trilingualism program in Kazakhstan” based on the meeting with governors of regions and cities of republican significance, where President Kasym Jomart Tokayev addressed the topic of trilingual policy (Tulinov & Izimov, 2019).

During the meeting he addressed the Ministry of Education and Science of the Republic of Kazakhstan, asking about their attitude toward the program, noting that it is an important question to consider (Tulinov & Izimov, 2019).

Kulyash Shamshidinova, Minister of Education and Science of the Republic of Kazakhstan, reported that initially all the school subjects were planned to be taught in all three languages (Tulinov & Izimov, 2019). Money has been allocated by the Ministry of Education for the training purposes of eleven thousand teachers (Tulinov & Izimov, 2019). However, the ministry plans to cease the financing and stated that the transition to trilingual education will now depend solely on the readiness of the institutions and the teachers themselves (Tulinov & Izimov, 2019). The president replied by highlighting the complexity of the topic and emphasizing the priority of teaching the Kazakh language first and only then Russian and English (Tulinov & Izimov, 2019).

Private media and information portals can be divided into two categories. The first category includes portals publishing information similar to the one presented in the government-owned portals. The second category includes articles that are different from the already discussed ones. They include not only a positive overview of the trilingual policy, but rather critique and discuss some drawbacks.

Let us first discuss the first category of the articles. Interestingly, one portal could publish articles that belong to different categories.

365 info published two articles with different content and views. The first article that was reviewed includes Senator's Murat Baktiyarly negative opinion on the topic of trilingual policy (Naukhanov, 2022). In the article, the senator states that although a lot of money has been allocated to the reform, the quality of education is not getting better (Naukhanov, 2022). He also

expressed his opinion on teaching English in kindergartens and elementary schools being unnecessary, because not all students and kids will need this knowledge in the future (Naukhanov, 2022).

The second article from the same portal "Multilingualism as a trend in the development of modern Kazakhstan" provides an overview of the trilingual policy implementation. However, the article is divided into several parts such as:

1. Strategic task
2. Strive to learn Kazakh
3. Emphasis on English
4. A unique multicultural space
5. Polylingualism policy in the EU countries, etc. (Skalej, 2019).

Thus, the article justifies the importance of learning not only English, but also Kazakh, and discusses the trilingual policy within the framework of other countries as well.

The article retrieved from the Infomburo portal "Everything you need to know about languages and language policy in Kazakhstan" provided an overview of the policy from a neutral perspective describing the statistics and new trilingual reforms (Masanov, 2018). The discussed reforms address mainly the Kazakh language and not only the education system but also the political one.

The next two portals "Zakon.kz" and "Nur.kz" also published articles including the critique expressed by Senator Murat Baktiyarly where he states that Kazakhstani children have become an experimental platform for numerous education reforms. He also states that English knowledge is not the main literacy indicator.

Another article "Trilingualism as one of the priorities of modern education" selected from the "Nur.kz" portal describes the Pros and Cons of the trilingual policy:

PROS:

1. Kazakh people will be able to fluently speak in three languages and increase their competitiveness in the global market.
2. The cultural traditions connected with the development of the Kazakh language will be preserved.

Cons:

1. The possibility of students learning the three languages not being able to properly speak any of them.
2. The risk of having studied the disciplines in English and not being able to comprehend and explain them in, for instance, Russian.
3. Considering the lack of qualified personnel, teachers may find it difficult to cope with the workload. Some teachers lacking certain English competencies may not be able to explain disciplines or complex topics in this language (Grigoriv, 2021).

Overall, the differences between private and government-owned media and information portals are evident. Government-owned portals publish report-structured articles and simply provide an overview of the trilingual policy reform including the statistics and the actions aimed at the successful implementation of the policy. However, these portals did not include any critique or controversial opinions on the topic except for the “Khabar 24”.

Although some private portal articles were similar to the ones published by state-owned ones, the majority of the revised articles were different. They unlike the government-owned ones included the pros and cons of the policy, criticism, and controversial perspectives toward it.

However, both kinds of articles may also be considered similar in terms of reporting the overview and statistics on the policy and focusing on prioritizing the Kazakh language over others

DISCUSSION

After analyzing all the sources and selected articles from both private and government-owned portals, it is clear that they do differ in their portrayals of Kazakhstan’s trilingual policy. The findings that were concluded from the analysis directly correlate with the conducted literature review.

Just as the analysis in one of the sections of the literature review “Kazakhstan’s trilingual policy”, some of the articles also include the statistics on the policy, actions that are being taken, and the overall situation on the trilingual policy implementation. Plus, also emphasize the importance of all the languages as a part of the policy, however, mainly focuses on strengthening the knowledge of the Kazakh language.

Some of the articles also describe the popularization of trilingual education in the world, in particular, in European Union countries which correlates with the conducted literature review analysis on trilingual education in other countries.

Another similarity between the literature review analysis and concluded findings is that in the articles both sides of opinions and perspectives on the policy are presented. Not only positive or neutral ones but also some criticism and pros and cons perspectives.

Overall, the findings on the different portrayals of the trilingual policy in private vs. state portals directly correlate with the literature review analysis on the topic of Private vs. Government- owned media and information portals. Although there are some similarities in the sources, the differences are clear and evident. Government portals use report-structured language with a positive perspective and neutral tone when talking about trilingual reform, because their objective may be to convince citizens of the successful implementation of the policy. However, the private portals include both sides of the coin in their reporting, benefits of the policy along with certain drawbacks and criticism.

LIMITATIONS

This section will discuss certain difficulties and limitations of this research paper. First, although the topic of Multilingualism and trilingual policy is relevant in the modern world, there is still an insufficient number of available sources. In addition to that, there is also a deficiency of sources on the topic of Trilingual policy in the Kazakhstani context, on the representation of trilingualism in media, and differentiation between state and private Media.

Other limitations were connected to Kazakhstan's media and information portals. There is an insufficient number of available credible portals, and it was difficult to identify whether they are private or government owned. Lastly, the portals mainly publish the same articles, which made it difficult to find information and reduced the number of articles.

CONCLUSION

The influence of globalization has popularized the distribution of multilingualism. Kazakhstan's aim to integrate into the global economy and international arena has resulted in the implementation of the trilingual policy. The policy focuses on strengthening the status of the Kazakh language and improving the knowledge of Russian and English. Although English is a crucial component of Kazakhstan's integration into the world economy, the Kazakh language is more prioritized in terms of policy. This study covered the concept of trilingual policy in Kazakhstan and identified certain benefits and drawbacks of the reform. Also, this study focused on the way trilingual policy is presented in Kazakhstani media and information portals. Lastly, the research conducted a discourse analysis between private and government-owned media and information portals and identified the similarities and differences in the representation of the trilingual policy concept in the Kazakhstani context. It can be concluded that although the government

is trying to successfully implement the policy, there are still remaining issues, and challenges that need to be worked on. Kazakhstani private and government-owned media and information portals do differ in their portrayal of the trilingual policy, where private sources publish more provocative and controversial information on the policy topic, unlike the government-owned portals which publish mostly neutral, report-structured information. The trilingualism policy is a great tool for Kazakhstani society that can help to build international relationships and strengthen the competitiveness of our country. The fact that there are controversial opinions and different views on the perspective merely mean that the policy has not been implemented fully and there is still a lot of work that needs to be done, for the people to accept it and benefit from it.

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