



# **LINGUISTIC REPRESENTATION OF LEARNER AUTONOMY** **IN STUDENT TESTIMONIALS FOR IELTS™-ORIENTED COURSES:** **A CORPUS-BASED INVESTIGATION**

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**American Study**

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# LINGUISTIC REPRESENTATION OF LEARNER AUTONOMY IN STUDENT TESTIMONIALS FOR IELTS<sup>™</sup>-ORIENTED COURSES: A CORPUS-BASED INVESTIGATION

"Discourse is used here both in its **broad sense**, as a way of **thinking about** and **representing** some aspect of reality (as in 'discourse of war', 'discourse of medicine' or 'discourse of globalization'), as well as the **specific manner** in which language, texts and images are **produced** and **reproduced** in order to achieve **particular communicative** or **ideological ends**."

(Gwyn, 2002, p. 1)

# LINGUISTIC REPRESENTATION OF **LEARNER AUTONOMY** IN STUDENT TESTIMONIALS

## FOR **IELTS**<sup>™</sup>-ORIENTED COURSES: A CORPUS-BASED INVESTIGATION

### ⚙️ DEFINITION

the capability to take charge of one's learning process (Holec, 1981)

### ⚙️ SIGNIFICANCE

- an indicator of effectual teaching (Little, 1991)
- a predictor of language proficiency (Liu, 2015)
- a transferable competency (Cooker, 2015)

→ the tendency towards learner autonomy advocacy in language education (e.g. Harmer, 2001; Benson, 2004)

Benson, P. (2004). Learner autonomy in the classroom. In D. Nunan (Ed.), *Practical English language teaching* (pp. 290-308). Higher Education Press.

Cooker, L. (2015). Assessment as learner autonomy. In C. J. Everhard & L. Murphy (Eds.), *Assessment and autonomy in language learning* (pp. 89-113). Springer.

Harmer, J. (2001). *The practice of English language teaching*. Pearson Education.

Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon Press.

Little, D. (1991). *Learner autonomy: Definitions, issues and problems*. Authentik.

Liu, H. J. (2015). Learner autonomy: The role of motivation in foreign language learning. *Journal of Language Teaching and Research*, 6(6), 1165-1174.

# LINGUISTIC REPRESENTATION OF LEARNER AUTONOMY IN STUDENT **TESTIMONIALS**

## FOR **IELTS**<sup>™</sup>-ORIENTED COURSES: A CORPUS-BASED INVESTIGATION

### ⚙️ **DEFINITION**

a popular marketing technique used on supplier websites and in physical locations in which customers endorse products (Davis, 2013)

### ⚙️ **SIGNIFICANCE** (Shimp et al., 2007)

- increase brand awareness
- build trust and authenticity

→ lead potential customers to prefer the products and services recommended by former customers (Smith et al., 2005)

Davis, J. (2013). *Educational legitimization and parental aspiration: Private tutoring in Perth, Western Australia*. The University of Western Australia.

Smith, D., Menon, S., & Sivakumar, K. (2005). Online peer and editorial recommendations, trust, and choice in virtual markets. *Journal of Interactive Marketing*, 19(3), 15-37.

Shimp, T. A., Wood, S. L., & Smarandescu, L. (2007). Self-generated advertisements: Testimonials and the perils of consumer exaggeration. *Journal of Advertising Research*, 47(4), 453-461.

The growing popularity  
of the **IELTS tests** and  
**IELTS-oriented courses**

The efficiency of  
**testimonials** as a  
promotional method

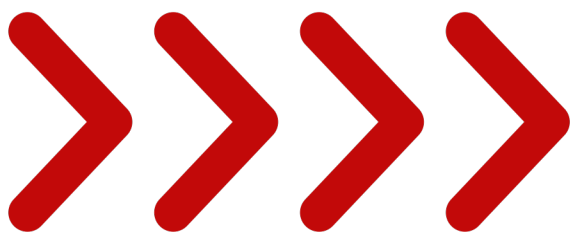
The significance of  
**learner autonomy** in  
language learning



## RESEARCH QUESTION

How is learner autonomy linguistically represented in students' testimonials for IELTS-oriented courses provided by private ELT institutes?

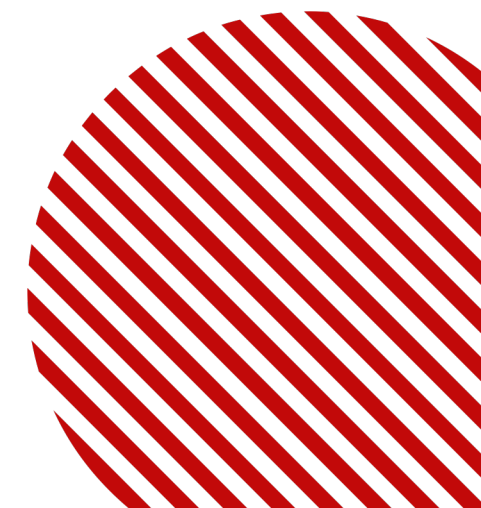




# LITERATURE REVIEW

**LEARNER  
AUTONOMY**

**TESTIMONIALS**





# DEFINITION



## **HOLEC (1981)**

the ability to be responsible for the learning process

## **BENSON (2007)**

a capacity entailing a varied range of abilities

## **HAN (2014)**

the role of environmental factors

## **EVERHARD (2015)**

- the multidimensional nature of autonomy
- a cooperative decision-making process with the assistance of internal and external factors

Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching* 40(1), 21-40.

Everhard, C. J. (2015). The assessment-autonomy relationship. In C. J. Everhard & L. Murphy (Eds.), *Assessment and autonomy in language learning* (pp. 8-34). Springer.

Han, L. (2014). Teacher's role in developing learner autonomy: A literature review. *International Journal of English Language Teaching*, 1(2), 21-27.

Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon Press.



# FRAMEWORK

## NUNAN (1997)

### Five developmental stages

- Awareness
- Involvement
- Intervention
- Creation
- Transcendence

## BENSON (2001)

### Three areas of control

- Learning management
- Cognitive processes
- Learning content

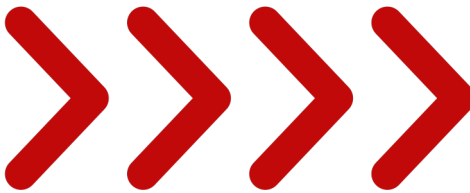
Benson, P. (2001). *Teaching and researching autonomy in language learning*. Longman.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 192-203). Longman.





# FRAMEWORK



- Learning objectives
- Study plans
- Learning opportunities

• Engagement  
• Maintenance

the **longest stage** where  
the **majority of**  
**learning activities** occur

- Reflection
- Assessment

**Table 1**  
*Attributes of Learner Autonomy in Three Processes (Dang, 2012)*

<i>Processes</i>	<i>Attributes</i>
Initiating	being aware of learning goals and strategies identifying goals and setting goals making plans or work agendas looking for resources
Monitoring	maintaining agendas and keeping track of learning identifying and employing suitable strategies selecting appropriate materials tailoring, customizing and personalizing learning being flexible and regulating learning taking actions or implementing agendas concentrating on learning collaborating and interacting with others expressing opinions and negotiating with peers
Evaluating	reflecting critically evaluating learning outcomes correcting mistakes

# TESTIMONIALS

## BUSINESS

- investigating the promotion of products and services (e.g. Wang, 2002; Shin et al., 2023)
- exploring the construction of an organisation's image (e.g. Maagaard, 2014)

## EDUCATION

- analysing rhetorical moves (e.g. Askehave, 2007; Hoang & Rojas-Lizana, 2015)
- examining the depiction of various stakeholders (e.g. Briant et al., 2019)

## THIS STUDY

- exploring beyond the realm of higher education institutions
- expanding the current analysis of electronic promotional materials
- examining the linguistic manifestation of learner autonomy

Askehave, I. (2007). The impact of marketization on higher education genres - The international student prospectus as a case in point. *Discourse Studies*, 9(6), 723-742.

Briant, E., Doherty, C., Dooley, K., & English, R. (2019). In fateful moments: *The appeal of parent testimonials when selling private tutoring*. *Pedagogy, Culture and Society*, 28(2), 223-239.

Hoang, T. V. Y., & Rojas-Lizana, I. (2015). *Promotional discourse in the websites of two Australian universities: A discourse analytic approach*. *Cogent Education*, 2(1).

Maagaard, C. (2014). Employee testimonials: Animating corporate messages through employees' stories. *Discourse, Context and Media*, 6, 22-32.

Shin, S., Shin, H. H., & Gim, J. (2023). How positive do testimonials on a restaurant website need to be? Impact of positivity of testimonial reviews on customers' decision-making. *International Journal of Hospitality Management*, 108.

Wang, S. L. A. (2002). Customer testimonials and news clips as contextual cues in the consumer cognitive processing of online shopping: How do they build trust and then increase purchase intention? *Journal of Promotion Management*, 9(1), 145-162.

# DATA

## STAGE NO. 1

Selecting the  
Facebook pages  
of ELT institutes

## STAGE NO. 2

Retrieving  
relevant  
Facebook posts  
on the selected  
pages

## STAGE NO. 3

Extracting  
student  
testimonials  
from these posts  
to create our  
corpus

# DATA

## STAGE NO. 1

selecting the  
Facebook pages  
of ELT institutes

### ⚙️ WHICH ELT INSTITUTES?

the 2021-2022 list of British Council (Viet Nam)'s top IELTS partners



- Ho Chi Minh city
- private ELT institutes

### ⚙️ WHICH FACEBOOK PAGES?

- intended for Ho Chi Minh city
- containing written student testimonials



- **five most-followed pages**

# DATA

## STAGE NO. 2

retrieving  
relevant  
Facebook posts  
on the selected  
pages

### ⚙️ WHAT DO ALL THESE POSTS HAVE IN COMMON?

- both textual and visual contents;
- a textual caption + a single image; OR
- a textual caption + a collection of images

### ⚙️ WHICH POSTS NEED TO BE COLLECTED? (INCLUSION CRITERIA)

- consisting of a **full or partial score report** as an attached image or embedded within the textual content
- consisting of a **student testimonial** in the form of **direct quotes** (in either the caption or the image) signalled by **quotation marks** or the use of **first-person pronouns**
- being posted between **01/01/2022 and 31/12/2022**

# DATA

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Nha Nguyen at LTLT 2023 | <https://liltcon.org>

## STAGE NO. 3

extracting  
student  
testimonials  
from these posts  
to create our  
corpus

### ⚙️ EXCLUDING DETAILS OUTSIDE THE DIRECT QUOTES

- post titles,
- IELTS score reports,
- page administrators' or content writers' commentaries,
- references to IELTS-oriented courses,
- instructions on how to register for courses,
- addresses of institutes,
- etc.

### ⚙️ INDICATING THE PRESENCE OF 'GRAPHICONS' (Herring & Dainas, 2017, p. 2185)

### ⚙️ DEALING WITH TYPOGRAPHICAL ERRORS



# DATA

**Table 2**

*Metadata of the Corpus*

<i>Institute</i>	<i>Total followers</i>	<i>Total testimonials</i>	<i>Total words</i>	<i>Mean words per testimonial</i>
IN1	567,080	4	2,017	504.25
IN2	149,165	14	4,233	302.36
IN3	119,625	34	3,726	109.59
IN4	51,339	9	1,453	161.44
IN5	39,000	15	3,366	224.4
ALL		76	14,795	194.67



# DATA

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& Nha Nguyen at LTLT 2023 | <https://liltcon.org>

## AUTHENTICITY

- Similar concerns noted by Briant et al. (2019) and Hunt and Brookes (2020)
- Regardless of the **identity** of the individual writers and the **authenticity** of their claims, these testimonials reach a great number of social media users and contribute to **the wider discourses around** and **the representation of learners, learning, and the IELTS test**, so the possibility of falsehood does not compromise the rationale for our analysis.

## ETHICAL CONSIDERATIONS

- Contents on Facebook pages of businesses “can be considered ‘public’” and thus “arguably would not require the consent of the subject(s).”  
(Collins, 2019, p. 104)
- It is good practice to aim to **maximise the anonymity and privacy** of any parties involved when publishing extracts from such data.

(Hunt & Brookes, 2020)

## CORPUS SIZE

- The value of **small, specialised** corpora  
(see Koester, 2010)
- **Hua et al. (2017)**: descriptions of master's programmes + 14842-word dataset + corpus methods

Briant, E., Doherty, C., Dooley, K., & English, R. (2019). In fateful moments: The appeal of parent testimonials when selling private tutoring. *Pedagogy, Culture and Society*, 28(2), 223-239. <https://doi.org/10.1080/14681366.2019.1629993>

Collins, L. C. (2019). *Corpus linguistics for online communication: A guide for research*. Routledge.

Hua, Z., Handford, M., & Young, T. J. (2017). Framing interculturality: A corpus-based analysis of online promotional discourse of higher education intercultural communication courses. *Journal of Multilingual and Multicultural Development*, 38(3), 283-300. <https://doi.org/10.1080/01434632.2015.1134555>

Hunt, D., & Brookes, G. (2020). *Corpus, discourse and mental health*. Bloomsbury Publishing.

Koester, A. (2010). Building small specialised corpora. In A. O’Keeffe & M. McCarthy (Eds.), *The Routledge Handbook of Corpus Linguistics* (pp. 66-79). Routledge.

# ANALYTICAL METHODS

## APPROACH & SOFTWARE PACKAGE

- **Corpus-based discourse analysis**
- AntConc version 4.2.0

(Baker, 2006)

(Anthony, 2023)

## QUANTITATIVE METHOD: **N-GRAMS**

- N-grams are “two or more words that **repeatedly occur consecutively** in a corpus such as *in terms of, you know, I think, as soon as, it is* and *there are*.”
- Overarching linguistic patterns that span all five institutes: 4-grams, trigrams, and bigrams
  - 4-grams: only 1 unit found
  - **Trigrams**: 8 units found --> **all examined**
  - **Bigrams**: 61 units found --> **top 11 examined**

(Cheng, 2012, p. 72)

## QUALITATIVE METHOD: **CONCORDANCE LINES**

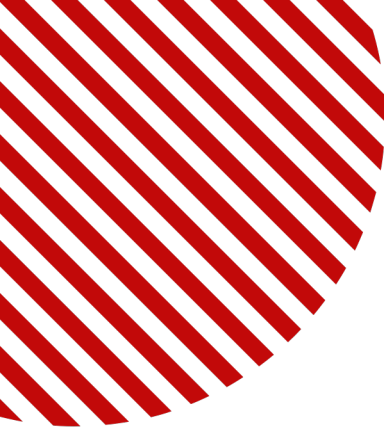
các kỹ năng của mình được cải thiện một cách rõ rệt và mình vừa	đạt được	điểm thi	ielts là 6.5 một con số thật sự rất bất ngờ đối
canh học ở trung tâm, các bạn vẫn phải chăm chỉ học hằng ngày để	đạt được	kết quả	tốt nhất nhé.” Mình thật sự ấn tượng với Đội ngũ
thấy rất tuyệt khi được giáo viên và các chị giúp đỡ rất nhiều để	đạt được	kết quả	tốt trong kì thi IELTS vừa qua "Mình có cơ hội

- **Inductively** identifying the **discourse functions** of the n-grams and, to some extent, explain their high frequencies

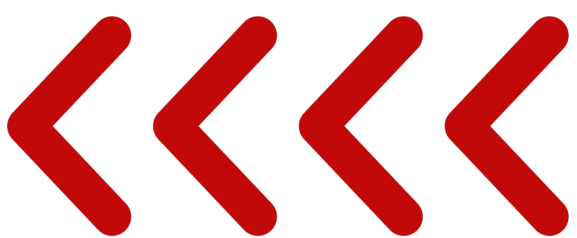
Anthony, L. (2023). *AntConc* (Version 4.2.0) [Computer Software]. <https://www.laurenceanthony.net/software>

Baker, P. (2006). *Using corpora in discourse analysis*. A&C Black.

Cheng, W. (2012). *Exploring corpus linguistics: Language in action*. Routledge.



# DATA ANALYSIS



**Table 3**  
*Most Frequent Bigrams in the Texts*

<i>Bigrams</i>	<i>Rank</i>	<i>Frequency</i>	<i>Rough Translation</i>
thầy cô	1	54	teachers
đạt được	2	44	achieve
thời gian	3	42	time
rất nhiều	4	39	a lot, much
cảm ơn	5	38	thank, grateful
kỹ năng	6	37	skill
các bạn	7	34	friends, classmates
em đã	8	31	I did
quá trình	9	30	process
kiến thức	9	30	knowledge
đặc biệt	11	29	most importantly

# DATA ANALYSIS



**Table 4**

*Most Frequent Trigrams in the Texts*

<i>Trigrams</i>	<i>Rank</i>	<i>Frequency</i>	<i>Rough Translation</i>
đặc biệt là	1	18	most importantly
trong quá trình	2	17	during the process
quá trình học	3	16	the learning process
để đạt được	4	8	in order to achieve
có cơ hội	5	7	have a chance
một thời gian	6	6	a period of time
rất tận tình	6	6	very devoted / devotedly
speaking và writing	6	6	speaking and writing



## DATA ANALYSIS



### 🔍 **THE SALIENT FEATURES**

an expression of high satisfaction with the institutes & views about language learning and the IELTS test

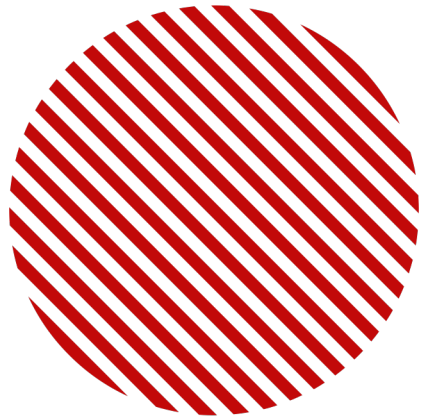
### 🔍 **THE DIVERSITY OF GOALS AND ACHIEVEMENTS**

an insight into what made those testimonial-givers a successful IELTS test-taker

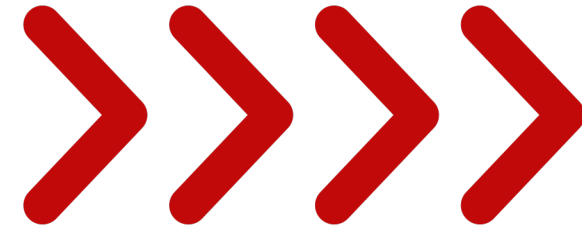
### 🔍 **LEARNING AS A PROCESS**

a reflection on the learning process  
with regard to roles of teachers and learners





## DATA ANALYSIS

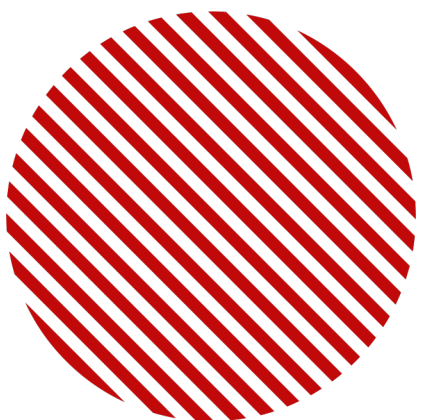


### THE SALIENT FEATURES

the high frequency of *đặc biệt* (29 occurrences) and *đặc biệt là* (18 occurrences), translated as *most importantly* or *especially*

Main purposes (from concordance lines)

- describe the teaching staff, including teachers, teaching assistants, and educational consultants
- refer to certain linguistic skills or sections of the IELTS test



# DATA ANALYSIS



## THE SALIENT FEATURES

*the teaching staff, including teachers,  
teaching assistants, and educational consultants*

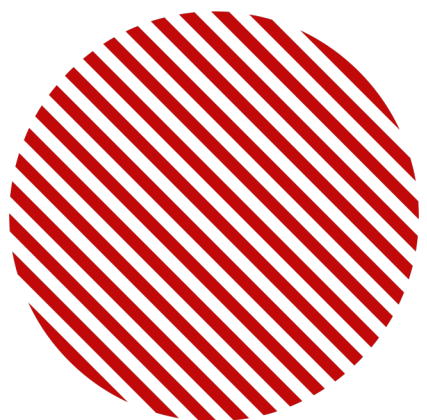
Thầy là một người cực kì dễ thương, luôn sẵn sàng giúp đỡ và giải đáp bất kỳ thắc mắc nào của học sinh. **Đặc biệt** thầy còn siêu hài hước, khiến cho mỗi buổi học đều trở nên vui nhộn chứ không hề nhàm chán một xíu nào. (IN5)

*[My teacher is extremely dedicated, and he is always willing to help and answer any questions from students. He is also **especially** humorous, which makes each lesson become lively and not tedious...]*

Tuy nhiên trong khoảng thời gian đó tụi mình luôn nhận được sự hỗ trợ và giúp đỡ tận tình từ các chị tư vấn viên, **đặc biệt là** chị H, trong việc tìm kiếm giáo viên chấm và sửa bài giúp, cũng như quá trình thi thử tại IN2 để củng cố tinh thần trước khi thi. (IN2)

*[During the learning process, we always receive assistance in finding teachers to evaluate our assignments, and arranging mock tests at the center from the educational consultants, **especially** Ms, H.]*





## DATA ANALYSIS



### THE SALIENT FEATURES

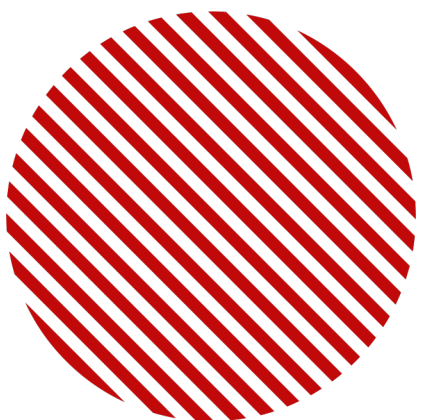
*the teaching staff, including teachers,  
teaching assistants, and educational consultants*

**Cảm ơn** tất cả mọi người đã luôn rất dễ thương, gần gũi, và cực kỳ tận tâm với em, cũng cảm ơn trung tâm đã đem đến cho em môi trường học tập thuận lợi cùng nhiều ưu đãi bổ ích, hỗ trợ em rất nhiều trong quá trình ôn luyện. (IN2)

*[**Thank you** for being amiable, friendly, and dedicated. I also want to thank the centre for providing me a learning environment with helpful support throughout my preparation for the test.]*

Mình muốn **cảm ơn** thầy D nhiều nhiều. Nhờ thầy mà chỉ sau 2 tháng học mà speaking và writing của mình cải thiện SIÊU NHIỀU,... (IN1)

*[I want to **express my deep gratitude** for Mr. D. Thanks to him, my speaking and writing skills improved tremendously after 2 months of studying.]*



# DATA ANALYSIS



## THE SALIENT FEATURES

*certain linguistic skills or sections of the IELTS test*

Mặc dù phải học online nhưng kết quả đạt được khiến em rất hài lòng, **đặc biệt là** kỹ năng Listening em đạt đến 8.5. (IN5)

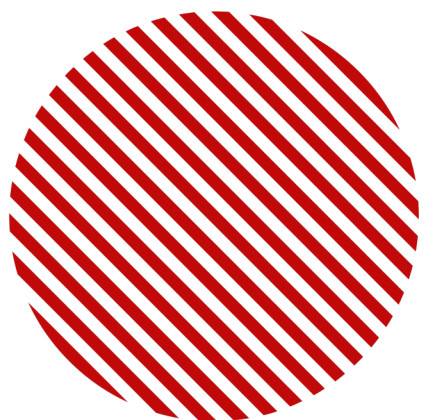
*[Although I had to study online, the results achieved made me very satisfied, **especially** for Listening, in which I reached 8.5.]*

Sau 3 tháng ôn luyện, cả 4 kỹ năng của em đều được cải thiện rõ rệt, **đặc biệt là** phần Speaking. (IN4)

*[After 3 months of preparation, my 4 skills underwent significant improvement, **especially** the speaking skill.]*

Thầy D cũng sửa cho mình rất nhiều, **đặc biệt là** ở cách dùng từ sao cho tự nhiên và cách dùng các cấu trúc tuy đơn giản nhưng thuộc band điểm cao. (IN1)

*[Mr. D also provided a lot of feedback for me, **especially** on the natural word use and some simple, yet efficient sentence structures.]*



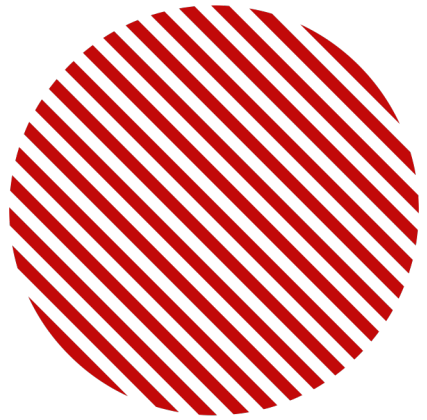
## DATA ANALYSIS



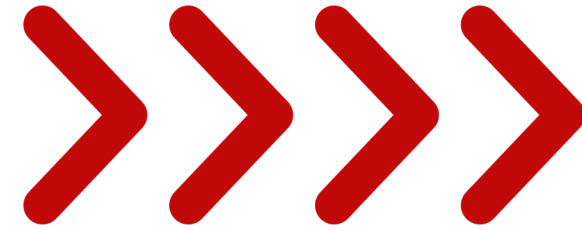
### THE SALIENT FEATURES

*certain linguistic skills or sections of the IELTS test*

Vốn dĩ là một đứa không có căn bản ngay từ đầu, mình cảm thấy rằng việc cải thiện band điểm cho Reading và đặc biệt là Listening là khá gian truân. (IN2)  
*[... with no foundation from the beginning, I felt that improving my band score for Reading and especially Listening was quite arduous.]*



## DATA ANALYSIS

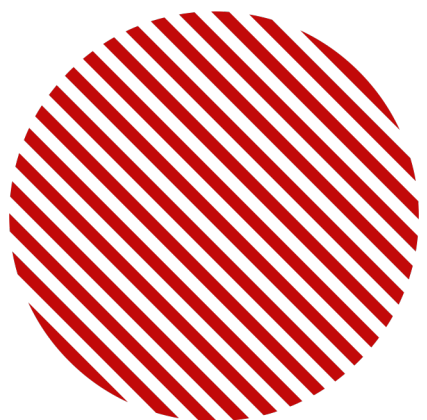


### THE DIVERSITY OF GOALS AND ACHIEVEMENTS

the frequent use of the verb phrase *đạt được* (to achieve, 44 occurrences) and its combination with *để* (in order to) to form the phrase *để đạt được* (in order to achieve, 8 occurrences)

Main observations (from concordance lines)

- variations in goals: from general to specific
- satisfaction: a reference to targets and results



## DATA ANALYSIS



### THE DIVERSITY OF GOALS AND ACHIEVEMENTS

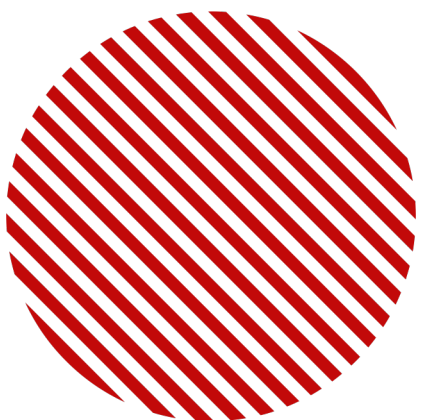
*variations in goals: from general to specific*

Ôn luyện IELTS là một quãng đường dài, chỉ cần các bạn kiên trì, bền bỉ rồi sẽ thành công. Bên cạnh học ở trung tâm, các bạn vẫn phải chăm chỉ học hằng ngày để đạt được kết quả tốt nhất nhé. (IN5)

*[IELTS preparation is a long way, as long as you persevere, you will succeed. Besides studying at the center, you still have to study hard every day in order to achieve the best results.]*

Kỹ năng em cảm thấy khó nhất là Writing, bởi để đạt được điểm cao ở phần này đòi hỏi phải có vốn từ nhiều, kiến thức xã hội rộng mà em mới học lớp 9 nên có chút không tự tin. (IN4)

*[The skill I find the most difficult is Writing, because in order to achieve a high score in this section, one needs a lot of vocabulary and broad social knowledge and I'm only in 9th grade, so I'm a bit not confident.]*



## DATA ANALYSIS



### THE DIVERSITY OF GOALS AND ACHIEVEMENTS

*satisfaction: a reference to targets and results*

Trong quá trình ôn luyện tại IN5, em đã có sự tiến bộ rõ rệt. Cụ thể lúc thi đầu vào em đạt 6.0 nhưng lúc thi thật em **đạt được** đến 7.5 Overall. (IN5)

*[During the learning process at IN5, I have made remarkable progress. Specifically, when I took the placement test, I got 6.0, but when I took the actual test, I **got** 7.5 Overall.]*

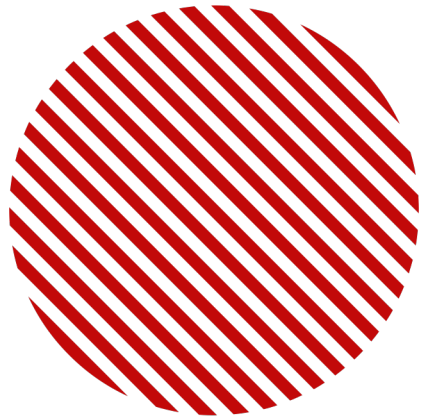
Và rất tuyệt vời ạ – mình đã đạt đúng band điểm mà mình mong muốn với điểm số Writing mà mình chưa từng mơ mình sẽ **đạt được** là 6.5 cả. (IN4)

*[And that's great - I got the band I wanted with a Writing score that I never dreamed **I'd get**, at 6.5.]*

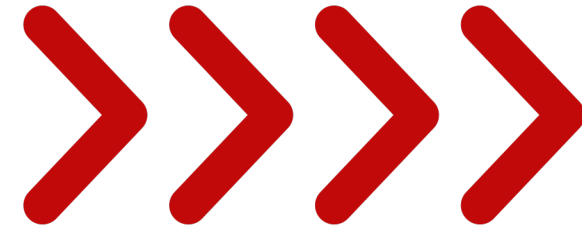
...mình cảm thấy rằng việc cải thiện band điểm cho Reading và đặc biệt là Listening là khá gian truân, mặc dù vậy, mình đã có thể **đạt được** mục tiêu đề ra nhờ vào các khóa học và cách truyền đạt của thầy cô. (IN2)

*[...I felt that improving my band score for Reading and especially Listening was quite arduous, even so, I was able to **achieve** my goal thanks to courses and the way teachers communicate.]*





## DATA ANALYSIS



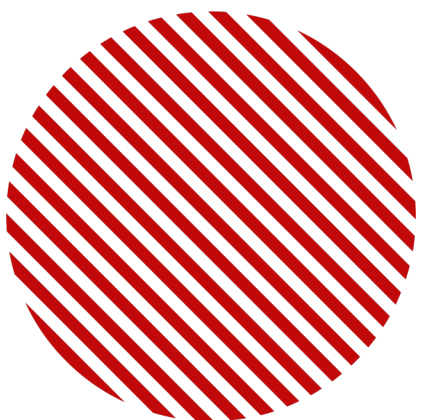
### LEARNING AS A PROCESS

the frequent use of three common trigrams: *trong quá trình* (17 occurrences), *quá trình học* (16 occurrences) and *một thời gian* (6 occurrences), followed by certain verbs referring to the act of learning or preparing for the IELTS test

Main observations (from concordance lines)

- support from various resources
- decisions and progress
- the roles of teachers and students





# DATA ANALYSIS



## LEARNING AS A PROCESS

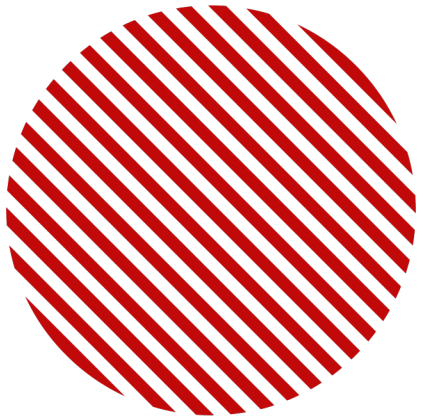
*support from various resources*

Ngoài ra còn có tai nghe chuẩn như đi thi mà em thấy ít trung tâm nào có. Trong quá trình học tập có website riêng để hỗ trợ chữa bài, tìm kiếm học liệu và kiến nghị. (IN2)

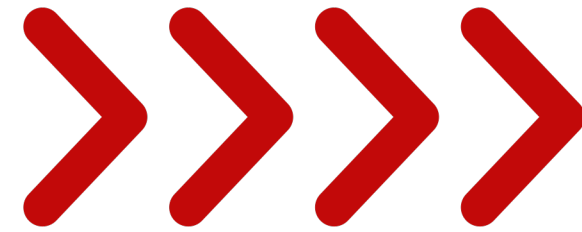
*[In addition, there are standard headphones like in the real exam rooms that I see few centers have. During the learning process, there is a specific website to assist with corrections, search for study materials and give recommendations.]*

Khi học tại IN4, các thầy cô đã phân tích và giúp em sửa các yếu điểm này trong quá trình theo học. Để khắc phục, các thầy cô đã cho em luyện đề thật nhiều và đề nào cũng chữa rất chi tiết. (IN4)

*[When studying at IN4, the teachers analyzed and helped me correct these weaknesses during my studies. To fix [these weaknesses], the teachers gave me a lot of practice tests and all the tests were corrected in detail.]*



# DATA ANALYSIS



## LEARNING AS A PROCESS

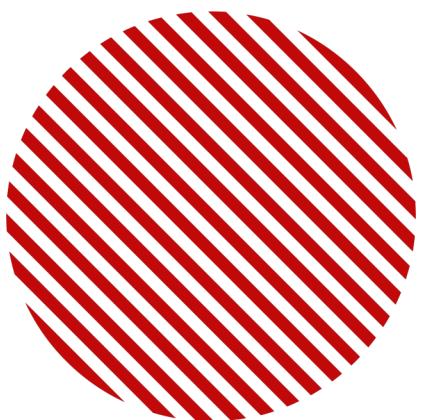
*decisions and progress*

Mình đã chọn thầy D – IN1 sau một thời gian “tàu ngầm” kênh Youtube của thầy. Và đây quả thật là quyết định cực kỳ đúng đắn của mình. (IN1)

*[I chose Mr. D - IN1 after a while following his YouTube channel. And this is indeed my extremely informed decision.]*

em đã cải thiện được band điểm Writing từ 5.0 lên 7.0 chỉ sau một thời gian ngắn. Đây là điều em thấy vui nhất (IN4)

*[I have improved my Writing band from 5.0 to 7.0 after a short time. This is what makes me happy the most]*



# DATA ANALYSIS



## LEARNING AS A PROCESS

*the roles of teachers and students*

Tăng 1.5 band điểm là 1 hành trình khó nhưng nhờ các thầy cô mà em đã có được động lực để cố gắng hết mình cho 4 tháng ôn luyện (IN4)

*[Increasing 1.5 band points is a difficult journey, but thanks to the teachers, I had the motivation to try my best during the 4 months of practice]*

được hỗ trợ thi thử miễn phí, nhờ đó mà em đã khá nắm bắt được trình độ của mình (IN2)

*[I got free mock tests, so I got quite a good grasp of my level]*

Khi ôn luyện tại IN4, các thầy cô đã phân tích, tìm cách khắc phục những vấn đề em gặp phải cũng như tận tình chỉ cho em nhiều bí quyết làm bài hiệu quả. (IN4)

*[During training at IN4, the teachers analyzed and found solutions to the problems I encountered as well as enthusiastically showed me many tips to do the test effectively.]*

# DISCUSSION

Paper Presentation Delivered by Linh Bo, Hoa Ninh & Nha Nguyen at LTLT 2023 | <https://liltcon.org>

## JUSTIFICATIONS FOR CHOICES

the quality of teaching, the support from other academic staff, the facilities, students' achievements in the IELTS exam

## ATTRIBUTES OF LEARNER AUTONOMY

the awareness of learning goals and the ability to take action

(Dang, 2012)

## MARKETING WITHIN EDUCATION

the focal role of the language institutes, the reflection of students on their learning

(Askehave, 2007; Little, 2003)

Askehave, I. (2007). The impact of marketization on higher education genres - The international student prospectus as a case in point. *Discourse Studies*, 9(6), 723-742. <https://doi.org/10.1177/1461445607082576>

Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language, Culture and Society*, 35(1), 52-67.

Little, D. (2003). *Learner autonomy and second/foreign language learning*. Guide to Good Practice.



## CONCLUSION

**How is learner autonomy linguistically represented in students' testimonials for IELTS-oriented courses provided by private ELT institutes?**

- a certain level of interest in building their autonomy was depicted in the testimonials
- the role of the students was not as prominently highlighted as that of the teachers and institutes

**» a mismatch between the attributes of learner autonomy and the its linguistic representation in relation to IELTS test preparation**

**LINGUISTIC REPRESENTATION OF LEARNER AUTONOMY**  
**IN STUDENT TESTIMONIALS FOR IELTS™-ORIENTED COURSES:**  
**A CORPUS-BASED INVESTIGATION**



**THANK YOU**

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