



Milton Model Language Patterns in English Language Teaching Advertisements on Instagram

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Abstract. *This paper explores the use of Milton's Language Pattern Model in English Language Teaching (ELT) advertisements on Instagram. Drawing upon Ellerton's (2006) Milton Model framework and Searle's (1969) Speech Act Theory, with a specific focus on illocutionary acts, this research aims to identify the types of Milton Model patterns present in these advertisements and analyse how they are utilized to influence potential learners. Qualitative content analysis was applied to 30 ELT advertisements from Indonesian Instagram accounts. The results show that 15 out of 20 Milton Model language patterns have been identified, accumulating 78 instances. There were four patterns that become the most common patterns, which are Universal Quantifier (13%), Pace Current Experience (13%), Presupposition (12%), and Unspecified Verb (12%). The findings of the present study demonstrate that advertisers use of Milton Model language patterns in order to implicitly make claims, develop connections with their audience, and guide the audience to the direction of desired actions. This is accomplished by using vagueness, emotional connection, and assumed truths to enhance the persuasive impact, while also utilizing linguistic functions as assertive and directive illocutionary acts. This research expands a valuable insight by uniquely integrating the analysis of Milton Model language patterns with illocutionary functions as assertive and directive acts and specific advertising objectives, offering a novel, multi-layered framework for understanding digital persuasion in the English Language Teaching (ELT).*

Keywords: *ELT Advertisements, Illocutionary Act, Instagram, Linguistic Patterns, Milton Model*

1. BACKGROUND

Digital advertising on social media is a primary strategy for companies, including English Language Teaching (ELT) providers, to build brand awareness and promote services (Gong et al., 2023; Salunke & Jain, 2022). Language plays a crucial role in shaping advertising effectiveness (Devos et al., 2024). Linguistics examines the structure, use, and function of language, focusing on how words and phrases are conveyed, interpreted, and applied. The Milton Model, a framework from Neuro-Linguistic Programming, identifies language patterns that subtly guide beliefs and decisions, enhancing communication and engagement between advertisers and audiences (Ellerton, 2006; Ready & Burton, 2015; Birknerova, 2022).

Previous research underscores the Milton Model's persuasive power. Kovalevska et al. (2021) highlighted its role in building trust and emotional connections through indirect communication in commercial, political, and social discourse. Dobzhanska-Knight and Voitko (2017) demonstrated its strategic use in advertising to influence consumer preferences. By employing expressive and abstract language, Milton Model patterns enable advertisers to appeal to diverse audiences. This study examines ELT advertisements on Instagram by categorizing them according to objectives (Scheinbaum et al., 2022) and addresses the following questions: (1) What types of Milton Model language patterns are found in ELT advertisements? (2) How are these patterns used in ELT advertisements?

2. LITERATURE REVIEW

Milton Model in Neuro Linguistic Programming (NLP)

Neuro-Linguistic Programming (NLP) focuses on modifying thought and language patterns to achieve goals in psychotherapy and interpersonal contexts (Ellerton, 2006; Grinder & Pucelik, 2013). “Neuro” refers to how humans process sensory input into cognitive and behavioral responses (Ready & Burton, 2015; Furduescu, 2019), “Linguistic” pertains to verbal and nonverbal communication used to understand and share experiences (Begum et al., 2022), and “Programming” describes how experiences are mentally coded into systematic behavioral patterns (Hall & Belnap, 1999; Taylor & Francis, 2021; Shaari & Aswati, 2016). NLP integrates methods to build rapport, enhance openness, and understand multiple perspectives (Mallery & Russell, 2009; Sahi & Määttä, 2013; Bohra et al., 2023). Its applications span education, business, marketing, and personal development (Macleavy, 2007), employing techniques such as rapport building, perceptual positions, chunking, presuppositions, the Meta Model, the Milton Model, and metaphors (Ellerton, 2006; Zhang et al., 2023)

The Milton Model, developed by Milton Erickson, is a key concept in Neuro-Linguistic Programming (NLP) that identifies language patterns used to influence thinking (Ready & Burton, 2015). It employs subtle verbal strategies to guide, persuade, and shape perception, allowing indirect control over thought processes (Ellerton, 2006; Mohammed, 202; Dobzhanska-Knight & Voitko, 2017; Mallery & Russell, 2009). Widely applied in counselling, education, marketing, and management, the Milton Model is particularly effective in advertising for influencing audiences indirectly (Kovalevska et al., 2021; Prasetya, 2014 in Sakinatunnafsih et al., 2024). There are 20 Milton Model language patterns:

1. Mind Read, Claiming to know another’s thoughts or feelings without proof, creating confusion that prompts reflection (Ellerton, 2006; Dobzhanska-Knight & Voitko, 2017). Examples: “I know that you believe...”, “You’re going to like this...”
2. Lost Performative, Making value judgments without stating who made them, presenting opinions as universal truths. Examples: “Learning this method is always effective.”, “Vitamins are essential.”
3. Cause–Effect, Implying one event causes another using “if/then,” “as you/then,” or “because/then.” Examples: “If you can hear my voice, you can learn many things.”
4. Complex Equivalence, Equating two unrelated ideas as if they imply each other (Iosif, 2010). Examples: “People who love English love Taylor Swift.”
5. Presupposition, Embedding assumptions that shape interpretation (Dobzhanska-Knight & Voitko, 2017). Examples: “We don’t make it until you order it.”

6. Universal Quantifier, Using generalizing words like “everyone,” “always,” or “all” (Mallery & Russell, 2009). Examples: “Everyone in this room is capable of learning.”
7. Modal Operator, Using words implying possibility or necessity (Nazim & Yousaf, 2021). Examples: “You can make choices.”, “The future must be built.”
8. Nominalization Turning processes into abstract nouns (Ready & Burton, 2015). Examples: “There is a solution to every problem.”
9. Unspecified Verb, Using verbs without details to encourage personal interpretation. Examples: “You can experience many benefits.”
10. Tag Question, Short questions added to reduce resistance and ensure agreement (Nazim & Yousaf, 2021). Examples: “You’re interested in improving your skills, aren’t you?”
11. Lack of Referential Index, Statements without clear reference, inviting personal interpretation (Faiza Zeb & Hameed, 2020). Examples: “They say it’s easy.”
12. Comparative Deletion, Making unspecified comparisons that the listener completes mentally (Dobzhanska-Knight & Voitko, 2017). Examples: “That one is better.”
13. Pace Current Experience, Describing undeniable present experiences (Faiza Zeb & Hameed, 2020). Examples: “You are reading this book.”
14. Double Bind, Offering two choices that both lead to the desired outcome (Ready & Burton, 2015). Examples: “Would you prefer to begin now or later?”
15. Embedded Commands, Commands hidden in longer statements, often marked by tone or emphasis. Examples: “Do you believe you should tell your friends about this book?”
16. Conversational Postulate, Questions implying an action rather than a simple yes/no response (A. Kovalevska, 2020). Examples: “Could you kindly open the door?”
17. Extended Quote, Embedding suggestions within quotations to bypass resistance (Faiza Zeb & Hameed, 2020). Examples: “A colleague told me that allowing yourself to relax can produce amazing results.”
18. Selectional Restriction Violation, Assigning human qualities to inanimate objects for metaphorical meaning. Examples: “Your chair will assist you as you make these changes.”
19. Lack of Specificity (Ambiguity), Using vague or ambiguous language to let listeners derive personal meanings (Ellerton, 2006). Types include: Phonological: “Your (you’re) changing attitude.” Syntactic: “Shooting stars.” Scope: “I speak to you as a changed person.” Punctuation: “Hand me your watch how quickly you will resolve this issue.”
20. Utilization, Using the listener’s words or experiences to guide understanding. Example: Client: “I don’t understand.”

Response: “That’s right — you don’t understand yet, because you haven’t taken the one deep breath that will allow the information to fall into place.”

Linguistic Function Supporting Milton Model Language Patterns

This focus aligns with the persuasive nature of Milton Model patterns, which often involve indirect speech acts utterances that appear neutral but function as directives or persuasive tools (Ready & Burton, 2015). Since this study analyzes English Language Teaching (ELT) advertisements on Instagram in written form, the illocutionary act provides a relevant analytical lens. According to Searle (1969), five types of illocutionary acts may occur across Milton Model patterns depending on context: (a) Representative/Assertive: commits the speaker to the truth of a statement (e.g., claiming, informing); (b) Expressive: conveys emotions or psychological states (e.g., thanking, praising); (c) Directive: aims to prompt action (e.g., suggesting, requesting, inviting); (d) Commissive: commits the speaker to a future action (e.g., promising, offering); (e) Declarative: changes a situation through the utterance itself, typically requiring authority (e.g., appointing, sentencing). Incorporating Speech Act Theory demonstrates that Milton Model patterns are not merely structural but serve specific communicative functions aligned with advertisers’ persuasive intent, clarifying how language operates in ELT Instagram advertisements.

English Language Teaching in Advertisements

Advertisement is a form of commercial communication that uses non-personal messages to promote products or services to a wide audience (Qader et al., 2022). Social media advertising is effective due to its broad reach and significant influence on consumer decisions, with many users reporting purchases after viewing ads (Muftah, 2024; Sharma & Ashfaq, 2023; Handoko et al., 2024). According to Scheinbaum et al. (2022), advertising employs diverse strategies to achieve objectives such as brand recall, persuasion, affective association, fear or anxiety induction, and shaping brand image or consumption experiences. Social media ads can be classified as post ads or app ads (Scheinbaum, 2020).

English Language Teaching (ELT) is a multidisciplinary field that develops comprehensive language skills for non-native speakers (Suárez & El-Henawy, 2023). ELT enhances communication in a globalized world and benefits from platforms like Instagram, which increase learner engagement, collaboration, motivation, and access to digital resources, fostering critical thinking, creativity, and collaboration (Perez et al., 2023; Handoko et al., 2024; Alkamel, 2024). Instagram ELT accounts promote online and in-person courses,

immersive programs, educational websites, blogs, and social media groups, encouraging participation and awareness of language programs.

3. METHODOLOGY

Bengtsson in (2016) stated qualitative content analysis is a research technique that allows researchers to make valid inferences from texts or other meaningful materials to the contexts in which they are used. The data for this study were sentences or phrases found in 30 advertisement picture posts on the English Language Teaching (ELT) Instagram Indonesian account. Multiple Instagram accounts were analyzed to ensure a broad, comprehensive, and unbiased perspective on ELT advertising strategies. The research will identify the phrases/sentence in advertisements posts by translating into English language. The research will be clarifying the phrases/sentences into Milton Model language patterns (Ellerton, 2006) and also analyzing Illocutionary acts (Searle, 1969) to align with Milton Model language patterns.

4. FINDING AND DISCUSSION

FIRST FINDING

Thirty posts from English Language Teaching (ELT) accounts, dated December 2024 to May 2025, were analyzed using Ellerton's (2006) Milton Model framework. The analysis revealed that 15 of the 20 Milton Model patterns appeared in ELT Instagram advertisements: Mind Read, Lost Performative, Cause–Effect, Complex Equivalence, Presupposition, Universal Quantifier, Modal Operator, Nominalization, Unspecified Verb, Tag Question, Comparative Deletion, Pace Current Experience, Double Bind, Conversational Postulate, and Lack of Specificity.

Table 1. Types of Milton Model Language Patterns

No	Types of Milton Model Language Patterns	Frequency	Percentage
1	Mind Read	7	9%
2	Lost Performative	4	5%
3	Cause - Effect	4	5%
4	Complex Equivalence	4	5%
5	Presupposition	9	12%
6	Universal Quantifier	10	13%
7	Modal Operator	4	5%
8	Nominalization	3	4%
9	Unspecified Verb	9	12%
10	Tag Question	1	1%

11	Comparative Deletion	6	8%
12	Pace Current Experience	10	13%
13	Double Bind	3	4%
14	Conversational Postulate	1	1%
15	Lack of Specify	3	4%
	TOTAL	78	100%

SECOND FINDING

Table 2. Milton Model Language Patterns and Their Illocutionary Function in English Language Teaching (ELT) Advertisements

No	Types of Milton Model Language Patterns	Use of Milton Model Language Patterns in ELT Advertisements	Linguistic Function of Illocutionary Act on Milton Model
1	Mind Read	Used to imply understanding of students' needs or feelings in order to build trust or credibility	Assertive, where act to claim knowledge
2	Lost Performative	Employed to present a subjective opinion as an accepted universal truth, which makes the message more difficult to question and easier for the learner to accept	Assertive, where presenting a judgment as truth
3	Cause - Effect	Used to create a compelling, yet often unwarranted, connection between the advertised product (cause) and a positive outcome for the learner (effect)	Assertive, where stating a causal relationship
4	Complex Equivalence	Utilized to create a positive association by linking the advertised product or service to a desirable quality or feeling, such as learning with fun	Assertive, where stating the established identity between different elements as truth
5	Presupposition	Used to carefully lead the audience to accept certain ideas or conditions that they may or may not think about.	Assertive, presented assumptions as shared truth
6	Universal Quantifier	Applied to create a sense of reliability, persuading the audience that the advertised solution is universally effective for all learners	Assertive, where declare broad truths using universals, strengthens belief or worldview
7	Modal Operator	Used to influence learner's perception of their own ability through obligation or encouragement, such as	Assertive, where stating possibility or necessity

		highlighting what they “can” achieve or “should” do	
8	Nominalization	Employed to create as a representation of a completed or abstract concept as a solid outcome	Assertive, where evolving action into things, this pattern assert concept as factual and established.
9	Unspecified Verb	Used to suggest action without overwhelming learners with details that also make the learners curious or wonder of the advertisements’ service or products	Directive, where subtly directs behavior by prompting vague action
10	Tag Question	Applied to soften a direct statement and invite the reader’s agreement, making the claim seem less like an assertion and more like a shared, cooperative thought.	Directive, where seeking agreement or confirmation
11	Comparative Deletion	Used to create a sense of advantage or improvement of the advertisement intention	Directive, where guides learners toward a certain decision or attitude by leave out explicit alternative, subtly encouraging action.
12	Pace Current Experience	Used to build to connection with the reader’s immediate context, then subtly leading them from their current state toward a desired action	Directive, where align with the reader’s context to lead into persuasive suggestuions
13	Double Bind	Used to manipulate a learner’s choice by creating an illusion of control and freedom, when in fact, both options result in the advertiser’s preferred action	Directive, where controls the learner’s behavior, creating a pressure to choose
14	Conversational Postulate	Used to indirectly lead learners toward engagement	Directive, where indirectly request or command an action
15	Lack of Specify	Applied to make the message highly personal and relatable by using vague terms that the learner interprets with their own expectations or needs	Directive, encourage action through open interpretation

Mind Read



Figure 1. @languagematters.id

Data:

(Ini Buat Kamu Yang Mau Bisa Ngomong Bahasa Asing) this is for those of you who want to be able to speak a foreign language.

Data Analysis:

Mind Read is a linguistic pattern where the speaker claims to know the audience's thoughts or feelings without direct evidence, creating credibility and trust. In this advertisement, the course assumes learners' desire to speak English fluently, fostering instant identification with their aspirations. According to Searle's (1969) Illocutionary Act theory, Mind Read functions as an assertive act, presenting beliefs as truth to influence the audience.

Lost Performative



Figure 1. @jagobahasacom

Data:

(Wajib Dikirim ke Barak Militer: Yang Masih Belum Lancar Speaking) Must be sent to the Military Barracks: Those who are still not fluent in speaking.

Data Analysis:

Lost Performative expresses value judgments as universal truths without citing a source, allowing audiences to accept them unquestioningly. In this ELT advertisement, it implies that fluent English is necessary, presenting the belief as universally valid without referencing authority. According to Searle's (1969) Illocutionary Act theory, Lost Performative functions as an assertive act, expressing belief rather than directing action.

Cause – Effect



Figure 2. @rumah.bintangku

Data:

(Belajar dari rumah, Tidak perlu repot antar jemput) Learn from home, No need to bother picking up and dropping off

Data Analysis:

Cause–Effect links two ideas by implying a causal relationship, even if unverified. In this ELT advertisement, “study from home” is presented as causing no transportation hassles, establishing an implicit causal link. According to Searle’s (1969) Illocutionary Act theory, this functions as an assertive act, expressing belief to influence perception rather than directly prompt action.

Complex Equivalence



Figure 3. @kukchelanguages

Data:

(Belajar Bahasa Inggris Biar Kayak Film di Rom-Com!) Learn english so you can be like in a rom–com movie!

Data Analysis:

Complex Equivalence asserts that two ideas share the same meaning, even if the link is subjective or unverified. In this ELT advertisement, English proficiency is equated with experiencing the cultural lifestyle of English-speaking countries. This presents a belief as fact, implying that learning English leads to an idealized experience. According to Searle’s (1969) Illocutionary Act theory, this functions as an assertive act, expressing a claim to shape audience perception.

Presupposition



Figure 4. @kampuninggrislc

Data:

(GAP YEAR Gak Perlu Minder) GAP YEAR No Need to Feel Inferior

Data Analysis:

Presupposition embeds assumptions within a statement, implying certain ideas are already true. In this ELT advertisement, it assumes that students on a gap year feel inferior in English skills, positioning the course as a solution. From Searle's (1969) perspective, this functions as an assertive act, expressing a belief rather than directly prompting action.

Universal Quantifier



Figure 5. @yec.co.id

Data:

(Pemulus Segala Kebutuhanmu) The Facilitator of All Your Needs

Data Analysis:

Universal Quantifier uses absolute terms (e.g., all, every, always) to convey certainty or inclusivity. In this ELT advertisement, the phrase "all your needs" implies the service fulfills every possible requirement. From Searle's (1969) perspective, it functions as an assertive act, expressing belief without directly prompting action.

Modal Operator



Figure 6. @boardicle

Data:

(Di Boardicle, kamu bisa belajar 1-on-1 privat secara online, Bisa atur jadwal sendiri, pilih guru sendiri, dan progress kamu bisa dipantau langsung) At Boardicle, you can learn 1-on-1 privately online. You can set your own schedule, choose your own teacher, and your progress will be monitored directly,

Data Analysis:

Modal Operator uses words like can, must, or should to indicate possibility, necessity, or ability. In this ELT advertisement, repeated use of can highlights learners' opportunities and empowerment. According to Searle (1969), it functions as an assertive act, presenting possibilities without directly compelling action.

Nominalization



Figure 7. @arrohmancenter

Data:

(Solusi Belajar INTENSIVE, FOKUS, bukan Webinar dan Fleksibel) INTENSIVE, FOCUSED learning solutions, not WEBINARS, and FLEXIBLE

Data Analysis:

Nominalization turns verbs into nouns to create abstract concepts, making ideas appear fixed and professional. In this advertisement, "solution" transforms solve into a concept, asserting effectiveness without explanation. According to Searle (1969), it functions as an assertive act, expressing belief as fact.

Unspecified Verb



Figure 8. @mrbockelasonline

Data:

(Cari Tau Levelmu & Dapatkan Metode Belajar yang Tepat!) Find Your Level & Get the Right Learning Method!

Data Analysis:

Unspecified Verb uses vague action verbs without detailing how the action occurs, prompting curiosity or personal interpretation. In this advertisement, words like “find” and “get” signal action but leave steps unclear, engaging learners to explore the program. According to Searle (1969), it functions as a directive act, subtly guiding the audience toward action.

Tag Question



Figure 9. @ewa.english

Data:

(KAMU IKUT, KAN?) YOU'RE IN RIGHT?

Data Analysis:

Tag Question ends a statement with a short question to soften claims, seek agreement, or reduce resistance. In ELT advertisements, it makes assertive statements conversational, encouraging learners to agree. For example, “You’re in, right?” implies inevitability while persuading confirmation. According to Searle (1969), it functions as a directive act, subtly guiding the audience toward action.

Comparative Deletion



Figure 10. @reenglish.id

Data:

(BELAJAR BAHASA INGGRIS LEBIH CEPAT DENGAN PANDUAN) LEARN ENGLISH FASTER WITH THIS GUIDE!

Data Analysis:

Comparative Deletion omits one side of a comparison, prompting the audience to fill in the gap with their own assumptions. In ELT advertisements, it positions a service as superior by default. For example, “faster with this guide” implies a comparison without naming alternatives, encouraging readers to assume the course is better than other methods. According to Searle (1969), it functions as a directive act, subtly motivating learners to engage with the program.

Pace Current Experience



Figure 11. @englishacademy_id

Data:

(Konsultasi Sekarang!!) Consult Now!!!

Data Analysis:

Pace Current Experience describes the audience’s present state and links it to a suggested action. In ELT ads, it builds immediate connection by acknowledging the reader’s current situation, prompting engagement. For example, recognizing that readers are viewing an ad for an English consultation program subtly encourages them to consult. According to Searle (1969), it functions as a directive act, inviting the audience to act.

Double Bind



Figure 12. @inkandtalk

Data:

(Kamu mau merasa Percaya Diri sama Skill Speaking kamu? Atau butuh Partner untuk melatih kemampuan Bahasa Inggris kamu?) Do you want to feel confident about your speaking skills? Or do you need a partner to practice your English skills?

Data Analysis:

Double Bind presents multiple options that all lead to the same outcome, creating an illusion of choice while guiding the audience toward the advertiser's goal. In ELT ads, offering options like "wanting to feel confident in speaking" or "needing a partner to practice" both lead to joining the course community. According to Searle (1969), this functions as a directive act, subtly prompting the desired action.

Conversational Postulate



Figure 13. @englishwithmeonline_

Data:

(MAU LES BAHASA INGGRIS BERSAMA NATIVE SPEAKER???) WANT TO LEARN ENGLISH WITH NATIVE SPEAKER???

Data Analysis:

Conversational Postulate is a Milton Model pattern in which a question appears to seek a "yes" or "no" answer but actually prompts action. In English Language Teaching (ELT) advertisements, it encourages engagement by framing a call to action as an invitation rather than a command. For example, a question seemingly expecting "yes" subtly directs the audience to join the program. According to Searle's (1969) Illocutionary Act theory, this functions as a directive act, aiming to stimulate decision-making or action rather than exchange information.

Lack of Specify



Figure 14. @toefl.warrior

Data:

(Belajar lebih banyak? Gas bareng @toefl.warrior) Learning more? Gas it up with @toefl.warrior.

Data Analysis:

Lack of Specificity is a Milton Model pattern where statements are intentionally vague, allowing multiple interpretations. In English Language Teaching (ELT) advertisements, this engages a broader audience by letting readers project their own meaning. For example, “gas it up” is ambiguous interpreted as getting motivated, accelerating progress, or starting to study yet functions as an implicit call to action. According to Searle’s (1969) Illocutionary Act theory, this operates as a directive act, subtly influencing the audience’s behavior.

The analysis of 30 English Language Teaching (ELT) advertisements revealed 15 of the 20 Milton Model language patterns proposed by Ellerton (2006), indicating that advertisers strategically employ these patterns to influence potential audiences. This finding aligns with previous studies confirming the persuasive role of the Milton Model in various contexts. Dobzhanska-Knight and Voitko (2017) observed frequent use of Lost Performative, Mind Reading, and Comparative Deletion in fast-food slogans, while Nazim and Yousaf (2021) identified Cause–Effect, Universal Quantifier, and Nominalization in motivational speeches. Similarly, Kovaleska et al. (2021) highlighted its prevalence in entertainment, political, and social advertising.

In ELT advertisements, these language patterns subtly persuade audiences through ambiguity, emotional appeal, and implied truths, positioning ELT products as credible and learner-oriented. Universal Quantifier creates a sense of certainty, Pace Current Experience connects with learners’ realities, and Presupposition presents ideas as facts. Patterns like Mind Read and Lost Performative build trust and authority, while Cause–Effect and Complex Equivalence establish logical and emotional associations. Other strategies such as Double Bind, Lack of Specificity, Tag Question, and Conversational Postulate guide decisions

indirectly by framing persuasion as choice or dialogue, reinforcing the subtle yet powerful influence of Milton Model language in ELT advertising.

5. CONCLUSION

The analysis of 30 English Language Teaching (ELT) advertisements identified 15 of the 20 Milton Model language patterns proposed by Ellerton (2006), showing that advertisers strategically use them to influence audiences. Among the 78 data analyzed, The dominance of patterns like Universal Quantifier and Pace Current Experience (both 13%) highlights a strategy focused on creating a sense of certainty and immediate relevance for learners. This was followed closely by Presupposition and Unspecified Verb (12%), which work to embed assumptions and create curiosity. Five patterns Embedded Command, Lack of Referential Index, Extended Quote, Selectional Restriction Violation, and Utilization were absent, suggesting that some linguistic techniques are less relevant or deliberately avoided. These findings align with previous studies (Dobzhanska-Knight & Voitko, 2017; Nazim & Yousaf, 2021; Kovaleska et al., 2021) that confirm the Milton Model's persuasive role in advertising and communication.

The use of Milton Model patterns in ELT advertisements on Instagram subtly influences learners through ambiguity, emotional appeal, and implied truths. Patterns such as Universal Quantifier, Presupposition, and Mind Read build trust and credibility, while Unspecified Verb, Comparative Deletion, and Double Bind encourage engagement and action. Illocutionary Act theory supports this by showing that these patterns serve assertive and directive purposes assertives express beliefs or assumptions to shape perception, while directives guide audiences toward desired actions. Overall, these strategies demonstrate how ELT advertisements combine persuasion and subtle communication to attract and influence potential learners.

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