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## **EFFECTIVE EXEMPLIFICATION TECHNIQUES FOR A PERSUASIVE ESSAY**

*Using illustrative examples makes a piece of writing convincing, forceful and attractive. However, citing examples is a challenging technique for many students preparing to take standardized tests. The paper considers exemplification strategies in persuasive writing and touches upon some difficulties faced by the Armenian students as well as common exemplification errors. Extracts from students' and model essays have been used to illustrate the proposed strategies.*

**Key words:** *persuasive essay, illustrative examples, brief examples, extended examples, hypothetical examples, description, common errors*

### **1 The Function of Examples in a Persuasive Essay**

Producing a solid persuasive essay requires not only good organization of ideas and statement of an opinion but also logical argumentation. Formed through personal experiences and mediated by inferences, opinions vary from person to person. Thus the reliability of an opinion is questionable unless it is supported by forceful arguments and specific evidence. It is through specific reasons and details that a writer wins readers' agreement and influences their beliefs and feelings. Weighed and representative evidence is an underlying element of persuasiveness and an indispensable part of argumentation as it brings about proofs that the argument is true.

This paper considers the strategies for the skillful use of illustrative examples as the prevalent type of supporting evidence in persuasive writing. The ideas have evolved through years of teaching experience and reflect the results of practical work with students preparing for standardized tests like the TOEFL IBT and IELTS.

What is an example? The online *Merriam-Webster Dictionary* defines the term as “someone or something that is mentioned to help explain what you are saying or to show that a general statement is true” and “something or someone chosen from a group in order to show what the whole group is like.” The online *Cambridge Dictionary* gives these definitions: “something that is typical of the group of things that it is a member of” and “a way of helping someone to understand something by showing them how it is used.” As the *Oxford Advanced*

*Learner's Dictionary* outlines, an example is “a fact, event, etc that illustrates or represents a general rule” and “a thing that is considered representative or typical of a particular group or set”.

Thus, an effective example accomplishes the goal of supporting an opinion, argument, theory or principle by highlighting specific instances to illustrate general statements. Vivid, specific examples have more persuasive power than any other kind of supporting material. A writer may have a wealth of good arguments but still bore the readers with an array of overgeneralizations piled on each other.

Admittedly, generalizations are an inseparable part of a persuasive essay. They form the backbone of each paragraph, with the thesis statement being the most important general idea of an essay. In turn, each body paragraph introduces a broad idea vested in a topic sentence, indicating one aspect of the thesis statement and telling the reader what the paragraph is about. Then it is the examples and details that carry the development through.

Consider the following generalizations and the related examples:

<b>Generalization</b>	<b>Example</b>
<i>An active vacation is becoming more and more appealing to vacationers.</i>	<i>For instance, I enjoy playing sports, swimming in the sea or skiing down the slope. Others prefer to travel from one city to another, visit museums, galleries and other places of interest.</i>
<i>England has a lot of wonderful places to visit.</i>	<i>To travel throughout England without going to Buckingham Palace would mean not seeing England at all.</i>
<i>There are various ways to lose weight.</i>	<i>Some people choose to join health clubs and nutrition centres. Many others exercise on their own walking long distances or jogging round the block. Still many more turn to plastic surgery.</i>
<i>Students need the most up-to-date library facilities to get the best education.</i>	<i>These include computerized programs and access to Internet research databases that students can use to find information all around the world.</i>

As can be seen, generalizations fail to awaken our imagination and appeal to our senses and, therefore, cannot accomplish the persuasive role of argumentation solely. Rather, this role is enhanced by examples.

Regrettably, relevant and representative instances do not always readily come to mind and may cause embarrassment to unskilled writers. We seek examples in our life experiences and immediate knowledge gained from books, television, mass media, family and friends. The broader and more varied the writer's background,

the ampler the opportunities to find real-world examples. In the meantime, awareness of a few simple exemplification techniques will equip test-takers with a good baggage of ideas as to how to elicit vivid and notable examples and details for their essay.

Before proceeding with illustrative strategies, one should highlight that examples are commonly introduced by means of transition expressions and linking words like *for example, for instance, as a case in point, in particular, such as, like, consider, serves to illustrate*. However, an overuse of these phrases makes a paragraph look dull and mechanical. As stated by the author of *The Oxford Essential Guide to Writing*, “when the illustrative function of a detail is obvious, you can safely dispense with an introductory phrase” /Kane, 2000: 108/.

## 2 Exemplification Strategies

### 2.1 Brief examples

There are several types of illustration that are particularly apt for essay writing. Brief examples are short specific instances used not only to illustrate topic ideas in body paragraphs but also to “hook” readers’ attention in the introductory paragraph. Brief examples can be very powerful indeed. The following extracts from students’ essays use brief examples. One illustrates which food ingredients can be harmful; the other explains the nature of family problems that occur due to technological progress:

*The food that is so appealing for couch potatoes contains such harmful ingredients as fats, sugar and salt.*

*The interference of technologies such as TV sets and computers in our homes has resulted in breaking family ties. Family members often quarrel because each wants to watch their favourite programme, but there is only one set in the household.*

Not every reader will understand these generalizations unless they share the experience. In the former sentence, the student exposes which ingredients she calls harmful; without the examples, it is just an abstract theory. In the latter case, she highlights the link between technologies and family relationships, which would hardly be discernible without illustration. Thus, brief examples clarify unfamiliar, complex and abstract ideas so that readers can easily perceive them.

The drawback of brief examples is that they do not always make paragraphs. To provide the substance of an entire paragraph, it can be a good idea to cite several of them until the desired effect is achieved. While we also recognize the potential of a single brief example, we consider the technique of assembling several instances most sensible. The more specifics the writer offers to the reader, the higher the latter’s chances to visualize what the writer intends to communicate. Here is how the technique might be used to reinforce the point that human beings should assume responsibility for saving our planet:

*If every individual takes proper care of the environment, our Mother Earth will be a much better place to live on. We must save electricity and water, collect garbage after picnics, stop cutting trees for business or individual needs, switch to the use of greener cosmetics and perfume. These little acts of care can seem insignificant compared with what governments can do. But in fact they are weighty, too.*

Another effective technique to complete a paragraph is to work out the brief example thoroughly, interpret or restate it by providing logical, factual or moral reasons for holding a particular opinion. Here is how one student extends on what adverts can tell us about a country:

*Ads are made by the people living in a particular country. These people have a unique way of thinking, which is often expressed in the ads they produce. National thinking can be seen, for instance, in the advertisements of washing machines or powders. The ads by foreign marketers reveal that a man can do the washing on a par with a woman. However, you will never see washing men in Armenian ads, which preach that housework is women's domain.*

This paragraph clarifies the example of ads of washing machines and powders, a mention of which in itself is still unable to demonstrate why the author thinks they reveal national thinking. Although the student may be emotionally involved with her status of an Armenian woman, her commentary expresses unbiased observations.

This method is also practical for placing an emphasis on the key points in a paragraph, as is done in the excerpt below:

*To begin with, people choose to work for a company where they could get promoted. A job that does not provide opportunities for growth is not considered promising. Anyone who is well-educated and clever aims to climb the ladder of success. Many ambitious people start as chauffeurs or guards in prestigious companies that offer potential for growth, but eventually reach higher positions through determination and good ability.*

Admittedly, restatement requires excellent verbal skills so that a paragraph does not sound repetitive and monotonous, which is a commonplace inaccuracy in Armenian students' writing, to which we will get back later. This is not to suggest that the technique should be bypassed altogether. While it should be handled with care, it gives learners another strong motive to refine their syntactic and lexical abilities.

*The Cambridge Preparation for the TOEFL Test /Gear & Gear, 2006: 401-402/ suggests that, in order to come up with additional details for a paragraph, one should draw up a mental checklist of questions to be addressed. Look at this paragraph from a student's essay:*

*To begin with, people of action are highly appreciated. Take such role models as Steve Jobs or Martin Luther King, Jr. Their names will be remembered forever, and people will always revere them for their great contributions.*

The answer contains representative examples of two people who did make a difference. But what other details could be added to make the paragraph more comprehensive? Perhaps these questions will be helpful:

- Why are people of action appreciated?
- What makes a person take action?
- What do you know about Steve Jobs and Martin Luther King, Jr.?
- What did they achieve for themselves?
- What were their contributions to humanity?

Providing answers to these questions may assist in developing the paragraph as is shown below:

*To begin with, people of action are highly appreciated. Anyone can make promises, but only a few are able to deliver the goods. These are people who are truly worried about their family and friends or highly concerned with their cause. Take such role models as Steve Jobs, the creator of Apple Computers, or Martin Luther King, Jr., the fighter for the rights of the blacks, who achieved their goals through concrete actions rather than by impressing audiences with high-flown speeches. Their names will be remembered forever, and people will always revere them for their great contributions.*

As a result, we read a fully-developed paragraph containing a main idea, background information, brief examples and explanations, as well as a closing sentence.

## 2.2 Hypothetical examples

The second type of illustration is hypothetical examples. Say, to respond to an essay question about what factors influence news editors' decisions and what kind of news you think should be reported, you could create a hypothetical uncle who is the editor-in-chief of a national newspaper and whose decisions you could invent on the spot to suit your purposes. As compared with brief examples, which are factual, hypothetical ones describe imaginary situations. Such instances are convenient for use by those students who have no real-life cases applicable to the situations considered. With good imagination this technique is bound to work. Even though "an example from fact or experience is likely to carry more weight" /Kennedy et al, 2003: 178/, a hypothetical example can be a good substitute if no brief example seems pertinent.

Here is how one student used a hypothetical uncle's example to support his argument about news to be reported. The writer has managed to create a realistic scenario that makes the reader believe it is true:

*First of all, a good editor must ensure that his newspaper provides full and unbiased news coverage. My uncle has worked as the editor-in-chief of a national newspaper for several years now, and his reports are always in-depth and reliable. In my uncle's belief, that is what makes a quality newspaper and what has appealed to and retained his readers for all these years.*

The strategy adopted by another student is not exactly a hypothetical example, but, by her own admission, she used imagination rather than knowledge to clarify how sounds help affect customers' psychology.

*Adverts affect customers' psychology by using specific colours, sounds and language. It has been proven, for instance, that the red colour attracts attention. For this reason, many successful companies, such as Coca-Cola and Pepsi, employ red in their logos. Particular sounds regulate the heart rate. Hence, many shops have pleasant music playing on the background. Buyers become more relaxed, stay in the shop longer and, consequently, make more purchases. In the same way, certain words and phrases like "Just Do It" or "Always Coca-Cola" are used in slogans to convince us that we should go and buy a particular product.*

Hypothetical examples can be suited to a variety of topics even if the writer does have real instances to rely on. This is true not only for independent writing but speaking tasks as well. One student "diversified" my teaching routine by concocting a story of an imaginary garden that he likes to take care of and misses most when he is away from home, while most others describe their room and sound banal. Another student, who had never travelled abroad, presented his hypothetical trip to Italy, his dream country. Still, another created an elder brother, who has influenced her profoundly. There are numerous other opportunities that hypothetical examples can provide.

### 2.3 Description

Another illustration strategy we would recommend for essay writing is a mere *description* of a person, place, phenomenon or activity, which is a familiar and vivid method of communicating information. In our daily life we deal with descriptions depicting people we work with, things we buy, places we go to, events we attend, feelings we experience, etc. As a method of conveying the writer's feelings, description "invites your readers to imagine that they, too, not only see but perhaps also hear, taste, smell, and touch the subject you describe" /Kennedy et al, 1003: 128/.

There are two types of description used in writing – objective and subjective. The former portrays the subject distinctly and accurately, so that readers do not have difficulty visualizing it. This method is predominantly used in technical or scientific writing. However, it can also be employed to provide for other kinds of writing. Here is a descriptive paragraph from a student’s essay giving her unbiased vision of problems that can be caused by overpopulation:

*Firstly, the most disastrous effects are expected in poor countries. There will be deficit in natural food supply and the governments will be unable to afford even genetically modified foods to feed the growing population. There will be ubiquitous poverty, diseases and starvation. As a case in point, governments of many African countries cannot provide a decent living standard and normal living conditions even for the existing population. As a result, the average life expectancy has fallen sharply.*

Another student used objective description to convince a foreign friend to learn her language. Although the essay purpose is to convince, the paragraph below presents important facts, rather than subjective opinions, about the language, which every learner should know before taking up the language:

*Armenian is a unique language among the world’s different languages. Scholars classify Armenian as an independent branch of the Indo-European language family. It is of interest to linguists for its phonological developments. Armenian has its unique script, the Armenian alphabet, invented in 405 A.D. by Mesrop Mashtots.*

Objective description is a highly productive way of developing a paragraph. It is apt for giving account of a significant event in a country’s history, depicting a place in a hometown where foreign visitors must be taken, outlining the benefits of computer technologies, citing changes to be made in one’s country, illustrating an invention, introducing a new holiday, and for many other occasions.

The second type of description is generally used in biased messages like advertisements, whose objective is to persuade customers to purchase a product or service. However, it is also ideally suited for writing test essays. In such descriptions, the writer tries to evoke feelings in the reader, which makes the arguments more comprehensible and powerful. Subjective description may help demonstrate the feelings of someone travelling alone or in company of friends; convey the negative effects of passive smoking; compare and contrast the pros and cons of working for a small or a big company. For instance, in an argument in favour of eating in a restaurant rather than at home, you might begin with a description of a cosy and welcoming restaurant atmosphere and then state your point about it. Your dominant impression may be stated as a thesis statement or as a topic sentence of a body paragraph:

*We are sitting at a small round table covered with an absolutely gorgeous off-white tablecloth embroidered with renaissance patterns and motifs. The*



*dark green walls are decorated with beautifully framed baroque paintings that are projected directly onto the tall mirrors opposite. A copper bar, copper light shades and even copper vases on the white marble floor make this restaurant design glow with sophistication. Soft music is played in the background. The interior, the music and the food on the table come together in perfect harmony. How can I deny myself the intense pleasure of regularly dining out in this cosy and welcoming atmosphere? (Thesis statement) (Topic sentence) For a change, restaurant atmosphere is appealing and unpredictable. Imagine eating out in a spacious hall where the Victorian red furniture and floors, heavy ivory chairs and thick velvet drapery create a theatrical mood or an impression of a medieval ballroom. When classical music is played, I become utterly engrossed in those times. And then again the music changes to contemporary motives bringing a touch of modernity to the restaurant and my mood, as well.*

The writer not only creates plausible scenarios but also engages her readers by getting them to experience the pleasure of dining in these restaurants.

#### 2.4 Extended examples

Creative writers who like to experiment with various types of illustration may also attempt to present *extended examples* – somewhat lengthy and detailed narratives. These have the potential to develop a paragraph to the full extent, provided the writer is well-equipped with the relevant data. Below is one such paragraph generated by an MA student at the Faculty of Journalism:

*Many species of plants and animals have become extinct because of people's harmful activity. Animals are hunted for the sake of their valuable fur or tusks, as well as for zoos. Fortunately, some organizations do something about this issue. The World Wildlife Fund (WWF) was the first to launch projects to save certain species. In the 1970s, they helped preserve tigers, the Arabian Oryx, a rare species of turtles, and other endangered animals. Other organizations followed their example. Today, wildlife conservation projects are carried out in many parts of the world.*

In combination with other exemplification strategies, extended examples may help create unique and impressive messages. The example below, coupled with a subjective description (the student's vision of the circumstances some people in her community live in), clearly demonstrates to the reader why the author finds it crucial to take a particular course of action:

*If I had the power and ability to change something in my community, the first thing I would do is create a fund for poverty-stricken people. There are many hungry families in our neighbourhood who need help. A neighbour of mine has to support four little children by begging money. There is no one to give her a hand. Day after day her kids roam the streets idly instead of*



going to school. They will probably never have a chance to study to get out of poverty because their primary need is to fill their empty stomachs.

The other paragraph, borrowed from an Internet source (<http://www.testmagic.com/test/>), is produced by the *TestMagic* professional staff for its students. It combines a narrative and a subjective description to introduce and illustrate the effect of movies (as one aspect of the media) on people:

*Hesitating I enter my house, the light outside is dimming and the shadows make everything appear unfamiliar. I know that my husband has not returned from work yet, simply because his car is not in the garage. I am alone. I carefully check all the rooms, almost expecting something to happen suddenly. I hold my bag in my hand as if it were a weapon. After the whole house has been declared “clear,” I start to breathe normally again and a smile appears on my face as I realize, once again, how a simple movie seen at the cinema a week earlier can modify my actions.*

We find extended examples and descriptions inventive and truly remarkable. Regrettably, their time-consuming nature frightens many test-takers off, so unless students have practised them regularly within the allowed 30 or 40 minutes of essay writing time, they had better keep to the traditional but “user-friendly” brief and hypothetical examples.

### **3 Common Exemplification Errors**

Providing sufficient supporting details and examples is a considerable challenge for many Armenian students, who fail to come up with specific instances or find other proper ways of illustrating their main points. What we frequently observe in their writing is erratically tossed bare facts that do not back up their arguments. Further, we shall consider the three exemplification errors most frequently encountered in Armenian students’ writing: namely, too personal and atypical examples, irrelevant examples, and monotonous repetition of ideas. Two major reasons account for the above mentioned errors: the failure to make valid generalizations about topic ideas, on the one hand, and misapprehending the personal examples widely used in TOEFL sample essays, on the other. By contrast, the language of the IELTS essay is more impersonal and formal. Using exclusively personal examples is discouraged.

#### **3.1 Examples are too personal and atypical**

To start with, when extensively reading others’ essays many students jump to invalid conclusions about what personal examples, or examples drawn from one’s own experience, imply. As a result, sharing their personal stories turns into exposing their private joys, sorrows and complaints. For instance, trying to express her ideas about whether or not grades encourage learning, one student wrote quite a sad paragraph that sounds more like a complaint or criticism:

*I can say the grading system is bad, from my own experience. The teachers in my school never encouraged me with grades. I was one of the students who got low grades in physics at the beginning of the year and even when I answered the lesson the best in class, my teacher never marked me nine or ten. So, I felt broken-hearted; I did not study physics any more and up to now I hate that subject.*

The main problem with this paragraph development is that the example used is overly personal and passionate. The student's painful emotion causes her to lose her focus. While it is not incorrect to describe personal experiences, these should not allow for gross exaggerations and hasty generalizations, which an emotionally involved writer is prone to. Such personal examples also risk being exceptional, atypical and not representative of the general point. We cannot judge about the encouraging or discouraging function of grades equally for all schools and resting exclusively on the writer's inflated example: the grading system varies from school to school and from country to country. The paragraph has been remedied as follows:

*From my own experience, I can say the grading system is not always beneficial to learners. The teachers in my school never encouraged us with high grades. Just the opposite, I think the grades my friends and I received were always lower than we deserved for our hard work. This attitude, in turn, caused disappointment and led to apathy towards certain subjects.*

After some modification, the example still remains personal but it is now more focused and neutral than the previous one. The independent essay topics are based on familiar issues, and it is quite natural to explain one's position on these issues through personal occurrences and feelings. What the new, especially, teenage writers should realize is that an essay is a piece of academic writing rather than a book of complaints or reviews. So it is vital to approach it more cautiously and impartially.

On the other hand, a great abundance of online TOEFL and IELTS teaching materials contribute to the learners' confusion over using personal examples in writing. Many of them strongly recommend avoiding such examples, as well as first-person pronouns. Simultaneously, the sample responses, including ones from ETS and renowned IELTS sources /Haines & May, 2006; Jakeman & McDowell, 2002/ contradict this "theory". On the whole, personal and somewhat private examples can be a better solution for both types of tests than no examples at all. But surely it will be a much safer idea to formalize the examples. As a case in point, it would be more appropriate to substitute the personal "*My parents are the best teachers for me. They have influenced my establishment as a person by imparting their whole knowledge and skills to me*" (from a student's paragraph) for generic "*Parents are most committed and involved in teaching their children; they have a kind of instinct to sacrifice a part of themselves for the betterment of their*

*children*” /from Answers to All TOEFL Essay Questions: 5/. Some sample and model essays prefer the impersonal *you*, used in informal written English to denote any person in general: “*The story of “the boy who cried wolf” fully illustrates the consequences of telling untruths. No one will believe you when you’re telling the truth. Your word will have no weight.*” /TOEFL iBT Sample Writing Responses: 10/.

The passive voice is also perfectly appropriate for academic writing, and it prevents the test-taker from being too personal. Below is one of multiple IELTS sample answers that use the passive:

*Measures could be taken to discourage pollution, such as limiting or taxing the use of fossil fuels. Alternatively, subsidies could be offered to industries to clean up their production processes* /Haines & May, 2006: 31/.

Following these simple grammatical tips will make a piece of writing look more professional, methodical and hence, more convincing.

### 3.2 Examples are irrelevant

Another blunder is the use of irrelevant examples or details. A major reason students find it difficult to come up with relevant examples is that they cannot always make valid generalizations about various aspects of the thesis. If the topic sentence of a paragraph does not express a general idea, the writer will hardly see the direction that his or her discussion should take. Thus s/he is very likely to get sidetracked. In the student response below, the topic idea does not represent a general aspect of the thesis statement:

**Thesis:** *It is my strong belief that my country has no reasons to waste land for housing and industry purposes; rather, our beautiful land should remain unaffected and serve to please the eye.*

*Today, increasingly more Armenians are leaving their country in search of better living and working conditions. Most choose Russia, because they can also be close to their homeland. They mostly find hard work, but, as different from their past job, they get paid decent salaries and can support their families.*

While the student’s first sentence expresses an idea potentially relevant to the topic, it does not express a general statement. Naturally, the subsequent examples and details do not fit into the essay’s topic altogether. The paragraph has been remedied as follows:

*One reason why it is not worth developing the land for housing and industry is mass migration. Increasingly more Armenians are leaving their country in search of better living and working conditions. With the population decreasing so alarmingly, there is no need to construct new buildings which will not be inhabited and set up factories where no one will work. As a positive result, the natural beauty will be preserved.*

The author of the paragraph below seems to have lost her train of thought as she digressed by discussing her goals and how they could change her life:

*Next, staying alone is a good opportunity to think about my goals. Of course, I can think about them when I am with others, but it is harder to concentrate in a crowd. The achievement of my purposes would change my life radically. Thus I do my best to reach them. I set a goal and go for it. Now I intend to apply for a good job, for example.*

To avoid unrelated examples and avoid digressions, it is a good idea to write an outline of supporting evidence for a paragraph and ensure that all the ideas relate back to its topic sentence.

### 3.3 Monotonous repetition

When students do not have much to say, they automatically fill their paragraphs with repetitive ideas. They also tend to resort to this strategy in order to provide as many words as possible to meet the word limit requirement on the test. They should keep in mind, however, that “empty” phrases and repetitive ideas will not lead to the desired effect. They do not reflect the writer’s creativity and hence are considered superfluous. While repetition can be useful as a restatement or an emphatic strategy, it can also result in redundancy if used inappropriately, like in the following paragraph:

*Firstly, small cars consume less gas and pollute the environment less than large cars. Small cars are economical. The owner does not need to spend much money on gas. Only once does he need to “charge” his car with gas, and he will have to think about gas only weeks later. By contrast, despite the fact that large cars can carry many people, they are not sufficiently economical. Every week the car’s owner needs to buy gas for his auto.*

As described earlier, the restatement strategy requires considerable baggage of language resources. Moreover, in good restatement, ideas are not simply repeated in a different way. Every new sentence should supplement the previous one enhancing and intensifying its meaning. Unfortunately, what the example above demonstrates is only limited vocabulary and an acute shortage of ideas.

## 4 Final Implications

For our students’ convenience we recommend using the following checklist from *The Bedford Reader* /Kennedy et al, 2003: 179/. It will assist them in revising their essays:

- **GENERALIZATION:** What general statement do your examples illustrate? Will it be clear to readers what ties the examples together?
- **SUPPORT:** Do you have enough examples to establish your generalization, or will readers be left needing more?

- **SPECIFICS:** Are your examples detailed? Does each capture some aspects of the generalization?
- **RELEVANCE:** Do all your examples relate to your generalization? Should any be cut because they go off track?

We would also like to highlight that the TOEFL and IELTS independent writing criteria are somewhat different. The TOEFL essay is generally more permissive than the strictly academic IELTS essay. According to some sources, the latter criticizes personal language (e.g. “We must...” should be replaced by “It is essential we ...”; “I think” by “It is my firm belief”). It recommends that formal vocabulary be used instead of basic and familiar words (e.g. “dilemma” for “problem”, “peril” for “danger”, “ensure” for “make sure”). By the same token, the IELTS gives preference to examples that are impersonal, although personal examples are all right for the TOEFL essay. This is not to say that the TOEFL uses only simple, common language and routine personal examples to clarify and reinforce ideas. While both tests appreciate formal linking words (*furthermore, nevertheless, therefore*) and formal language structures such as the passive voice, complex sentences, participial clauses, the inversion, and *that*-clauses with the bare infinite, chances are the test-taker may still score high on the TOEFL essay using basic unsophisticated vocabulary and personal examples, provided s/he has good organization and cogent arguments supported by relevant examples and details.

To sum up, an essay backed up with strong evidence not only demonstrates the writer’s logical thought, but also makes his/her piece of writing well-grounded and convincing. In particular, examples support the topic ideas in a more comprehensive, forceful and interesting way, bringing the arguments – and the entire essay – to life. The phrase of the leading authority on business communication Lesikar seems particularly apt at this point: “In back of every fact there is life – people doing things, machines operating, a commodity being marketed” /Lesikar, 2002: 277/. Likewise, an essay is enlivened through examples. Examples are what keeps readers alert and attentive and helps them follow the writer’s train of thought. So ensure that your students make exemplification an inseparable part of their persuasive essays!

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**Մ. ԿԱՐԱՊԵՏՅԱՆ – Օրինակների ընտրության կարևորությունը և դերը պերսուազիվ էսսեում.** – Օրինակների օգտագործմամբ էսսեն դառնում է առավել համոզիչ և հետաքրքիր: Սակայն օրինակներ մտաբերելը բարդ առաջադրանք է ստանդարտ թեստերի պատրաստվող շատ ուսանողների համար: Այդ իսկ պատճառով հոդվածում ուսումնասիրվում են պերսուազիվ էսսեում օրինակների արդյունավետ օգտագործման հնարավորությունները, ինչպես նաև վերլուծության են ենթարկվում առավել հաճախ հանդիպող սխալները:

**Քանալի բաներ.** պերսուազիվ էսսե, լուսաբանող օրինակներ, հակիրճ օրինակ, ընդարձակ օրինակ, հիպոթետիկ օրինակ, նկարագրություն, բնորոշ սխալներ

**Մ. КАРАПЕТЯН – Об эффективном использовании примеров в персуазивном эссе.** – Иллюстративные примеры подкрепляют основную аргументацию в персуазивном эссе, делая его более убедительным и интересным. Однако для многих студентов это является сложной задачей. В статье рассматриваются стратегии компетентного использования примеров, а также трудности, с которыми при этом сталкиваются армянские студенты.

**Ключевые слова:** персуазивное эссе, иллюстративные примеры, краткие примеры, расширенные примеры, гипотетические примеры, описание, типичные ошибки