Out-of-The-Box Teaching Activities to Develop Creativity and Critical Thinking in a Second Language

Designing an Electronic Tourist Brochure

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Duration: A few weeks, with 45 minutes for presentations

Target student proficiency level: High school students

Target student age: 16-18 years

Objectives: To develop

- Language skills: using all 4 skills to collaborate and design a tourist brochure in English
- Content knowledge: relevant information to include in a tourist brochure in English about countries worldwide
- Cognitive abilities: critically evaluate information to present to target audiences
- Social abilities: working in groups

Materials:

- Any websites that students find appropriate for their creation
- Any applications that can help students design an electronic brochure

Preparation:

- Select some samples of electronic tourist brochures
- Create a rubric for grading students' brochures

Procedure:

- 1. Have students work in groups of 4.
- 2. Let students choose any country to create the brochure.
- 3. Ask students to decide on their brochure's target audience.
- 4. Make sure that groups of students do not select the same country.
- 5. Show a sample of tourist brochures and help students learn what to write in a tourist brochure.

creative

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- 6. Have students work in groups and design their own brochures in and outside of class. Their brochure must include 4 pages and use attractive images and text.
 - 1. Page 1: Some general information about the place (location, typical festivals, etc.)
 - 2. Page 2: Places to visit (choose the most interesting ones)
 - 3. Page 3: Special food and drinks
 - 4. Page 4: Unique cultural practices (costume, customs, communication, etc.)
- 7. Check and give feedback on language when necessary.
- 8. Have students run a Travel Fair in which groups take turns to promote their country by using the brochure they designed. The audience votes 'yes' or 'no' on whether they would take a trip to the country promoted by each group.

Variations & Extensions:

Create a booklet of all the brochures and distribute copies to students, or create a digital book with all the brochures to share with students.

Example of Students' Work and Grading Rubric:

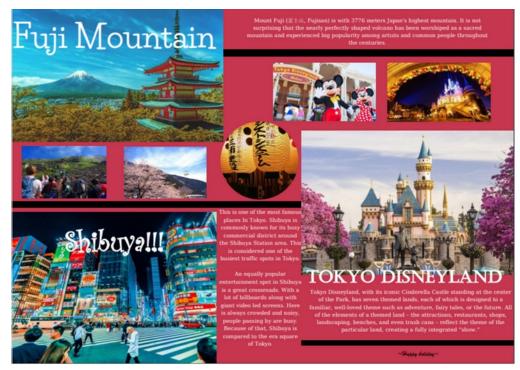
(see next pages)

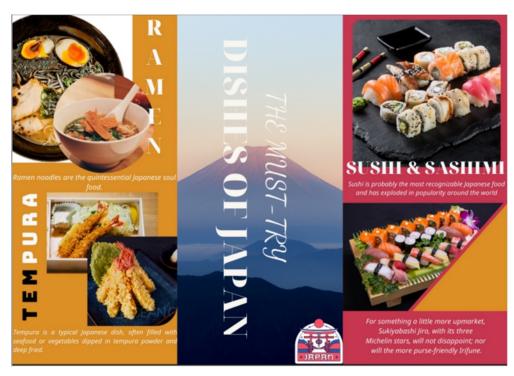
About the author

Linh Tran holds a MA in TESOL degree from Hawaii Pacific University and is currently teaching English in Phu Quoc city, Viet Nam. She has been teaching English in Viet Nam for 16 years. Her research and teaching interests are raising students' learning motivation through communicative language teaching and enhancing students' language use in real life.

Example of Group Contributions









Example of Class Brochure's Opening and Closing Pages

Introduction Not long ago, on date of April 12th 2021, our class 10A4 2020-2021 received a creative project from our English teacher Ms Linh for the last term exam. This project later became an album of travel brochure when everyone took part in collecting small details to put them altogether in the big picture. Here will you be flying from one country to another and another until you have a broad vision among these 11 lands of different cultures, foods, infrastructures and specific ecologies. Reading this "travel brochure album", you will learn and experience more in less given time, like Gustave Flaubert, a famous French novolist, said " travel makes you modest. You see what a tiny place you are occupying in the world".



Example of Grading Rubric ASSESSMENT FORM FOR BROCHURE

	ASSESSMENT FORM FOR BROCHURE		
	Excellent	Average	Poor
	(2.5-3 pts)	(1.5-2.4 pts)	(Below 1.5 pts)
	The content of the	The content of the brochure is	The content of the brochure
Content or	brochure is clear, easy to	mostly clear, easy to understand	is sometimes unclear but
Ideas	understand, and includes	but lacks 1 or 2 pieces of	lacks more than 2 pieces of
(3 points)	all the required	required information in the four	required information in the
	information in the four	pages.	four pages.
	pages.		
	(1.5-2.0 pts)	(1.0-1.4 pts)	(Below 1.0 pt)
	The brochure is well-	The brochure is mostly well-	The brochure is mostly
Organization	organized. Required	organized. One or two pieces of	unorganized. There are more
(2 points)	information is located on	required information are not	than 2 pieces of required
	the right pages.	located on the right pages	information placed in the
			wrong pages.
Language (2 points)	(1.5-2.0 pts)	(1.0-1.4 pts)	(Below 1.0 pt)
	The language used for	The language used to describe	There are more than 3 cases
	describing detailed	detailed information in the	of using inappropriate
	information in the	brochure is mostly appropriate,	language for expressing
	brochure is appropriate.	although there are two or three	detailed information in the
		cases of inappropriate words or	brochure.
		expressions.	
Grammar (1 point)	(0.8-1.0 pt)	(0.5-0.7pt)	(Below 0.5 pt)
	Grammar is accurate	Grammar is mostly accurate	Grammar is sometimes
	and includes various	and includes a few grammatical	accurate with 4 incorrect
	grammatical structures.	structures. There are 2 to 4	grammatical structures.
		incorrect ones.	
	(0.8-1.0 pt)	(0.5-0.7 pt)	(Below 0.5 pt)
Accuracy (1 point)	Facts and information	Facts and information reported	There are over 2 cases in
	reported in the brochure	in the brochure are mostly true	which facts or information
	are true and accurate.	or accurate but there is some	presented in the brochure are
		wrong information.	inaccurate.
Creativity (1 point)	(0.8-1.0 pt.)	(0.5-0.7 pt.)	(Below 0.5 pt.)
	The brochure shows a	The brochure shows some	The brochure shows minimal
	high level of creativity in	creative organization of the	creativity in its organization
	organizing the pictures,	pictures, language, and colour	of pictures, language, and
	language, and colour	combinations, but there are 1-2	colours. The overall design is
	combinations, which	places where there is	imbalanced.
	creates a balanced	imbalance.	
	appearance overall.		