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## **Creativity Assessment in English Writings of University Students: An Application of Four-C Model of Creativity” (mini-c, little-c, Pro-c, and Big-C)**

Muhammad Kashif (Corresponding Author)

MPhil Scholar, Department of Applied Linguistics, Government College University Faisalabad,  
Email: malikkashifaura@gmail.com

Dr. Jabir Hussain

Lecturer (English), Department of English, Division of Arts and Social Sciences, University of Education Lahore.

Madeeha Dustgir

Riphah International university Sahiwal campus, In-charge Undergraduate DELL

### **Abstract**

The concept of creativity is as old as the history of the world. Creativity is directly related to mental health and growth so creativity is born with living organisms having a brain like human beings or other animals. Assessment of any idea was generated with the emergence of that specific field or ideology so the synthesis can be made that creativity assessment is as prior as the history of the world. In this paper, the researcher tried to find out the solutions and different ways of language competency improvement tools and categorize the creativity level of the university students according to the Four-C Model of Creativity” (mini-c, little-c, Pro-c, and Big-C) proposed by Kaufman and Beghetto. Creativity is defined as the ability to find out the problem solutions differently from the others. Creativity is defined as moving from familiar to unfamiliar. Creativity is how any layman can prove him superior by realizing his works are done differently, accurately, and perfectly in comparison with all others. Researchers in this field attempted to measure and define creativity by answering two major questions what are the types of assessment of creativity in English writings of university students? And what are the creative activities to evaluate the second language competence of university students? This chapter gives a brief overview of creativity and creativity assessment tools and categorization.

**Keywords:** Creativity, Creativity Assessment, Critical Thinking, Language Competency, Divergent Thinking, Creativity Levels, English as a Second Language.

### **Introduction**

Creativity is the ability to create something new; it is a mental process that helps to generate new ideas that have not been done before. Creativity is the mental capacity to explore new ideas while moving from familiar to unfamiliar things. In our shared comprehension creativity or creative thinking is to make something new, but the question is



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who will be the authority to judge that the thing which is being explored by someone is known? Most probably the idea that I had made as being a creative person would be very familiar to the people or students of the other field. According to Martin Luther (The Art of Creative Thinking published in 1990), creativity is to create something new. Here creation is meant to be your mental capability, feelings, and emotions. What do you think about the things that are new for you? How do you perceive things in reality? Did you equally grade the processes of mind and realistic words? How do you appeal to the writers, poets, and painters? Did you realize that being a poet or writer is more important than being a very hardworking person? All of these questions define and explore the definition of creativity in learners.

Anon (The Art of Creative Thinking published in 1990), says that creativity or creative thinking is defined as a desire to achieve, desire to do some unfamiliar actions, and try to explore the untouched things means that seeing the world from that angle or perspective which is not considered as an angle or perspective. He says in "The Art of Creative Thinking How to Be Innovative" that a creative person acts like a child who is always busy exploring things in his way of perceiving, and who wants to know and experience more and more. Anon says that this is the way you can define creativity or a creative person. Robin (The Art of Creative Thinking How to Be Innovative) makes a statement that inventing something new is not creativity rather than rediscovering. He says that every idea is in the world, now it depends upon us how we will interpret or use that idea. If we are the followers of our forefathers or using those creative ideas in the same way then we are not creative ones, but if we are doing some different works means that according to our social demands if we can mold those specific ideas according to our day to day situations this is the creativity, and he named it as rediscovering the things.

According to John Adair (1990), creative people think familiar means their thoughts are not in search of others' world. All creative human beings read the things which are in their surroundings but the angle of thinking or interpretation is somehow different from others. They start their journey with the things or ideas that are very familiar to everyone or have some shared definitions with every person. Then those creative people think that what can be a new thing be created from this old one. What changes can be made to surprise all? What should we do to dominate ourselves? What should be every next step to make a new statement? When a person makes a new statement and introduces a strange idea he is known as a creative one.

While discussing creativity historically it is as old as a human being. Looking back we have come to know that creativity was defined as doing some work that was appropriate and useful, somehow this definition prevails with some basic changes as of the latest studies. Creativity or creative thinking is defined as a creative thought or as a result of a mental process. Moving towards assessment of creativity we will say that assessment or judgments are as old as creativity. Whenever you talk about some ideas you start to pass judgments about those ideas so the assessment can be studied under the chronological order of creation. Adair (1990), says that creativity or creative thinking can be defined as divergent thinking. Divergent thinking is meant to be collecting unlimited ideas or perspectives about a single theme or a topic. For further explanation of creativity or divergent thinking, we will



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take help from an imaginative example; we have a chair in a room; and make an aesthetical sketch of that. What can be the interpretations of this statement? Every listener or reader will comprehend it according to his background knowledge that will describe his or her mental process or as being familiar with things like a chair, room, etc. Making a sketch of that room or chair as it is will not be an appropriate example of divergent thinking rather if a person assumes himself a person sitting on the chair playing with cards, there is a window on the back side of the chair, there is a baby tide up with loops, and there is also a gun on the side table of the bed. All of these things presuppose that this situation can also be captured as being a painter. This thing defines divergent thinking. A creative person describes the whole room's scenario or environment it defines the characterization or gives you a story situation of the criminal-minded person. The way I had tried To explain tells you what divergent thinking is meant. Divergent thinking is to make some pre-supposed statements/ ideas living within the setting thematically of your study work.

Goethe (1749-1832), says that no one thought is new or latest, every creative thought is old but the need is to think all of these thoughts or creative ideas again. We can explain in simple words that the writer is saying that creativity is not something unfamiliar or very new; all things are interconnected with each other. Every creative person makes some new sub-ideas under the main ideas which have branches of some small ideas. Esra Kanlı (Assessment of Creativity: Theories and Methods) says that the statement "creative people are not common people" is nothing more than a myth. Creative thinking is a mental process that moves towards useful productions. When any layman tries to solve any kind of problem to achieve any kind of perfection he is creative. Creativity works on the rules of making useful products. If the people in any community are thinking positively and they can make things very productive which are very near to their day-to-day needs, they are creative ones.

### **Research Objectives**

By focusing on the data collected from the Applied Linguistics Department GCUF I will light on the definitions of creativity/ creative thinking and will define how can we improve the English language competency of university students. Moreover; I will try to explain the levels of creativity under the given instructions of Kaufman and Beghetto in "Four-C Model of Creativity". Furthermore, I will apply this model to my data collected from the Applied Linguistics Department GCUF to check out the levels of creativity in university students as well as try to introduce some creative activities to make the students more effective learners.

### **Research Questions**

- 1) What are the types of assessment of creativity in English writings of university students?
- 2) What are the creative activities to evaluate the second language competence of university students?

### **Significance of the Study**

This study contributes as an introductory chapter on creativity and creative thinking by



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describing types of assessment of creativity and introducing some creative activities to evaluate the second language competence of university students. Moreover, this paper explores the dimensions and divergent definitions of creativity and creative thinking according to the different writers and creativity-authorized personalities. The study tells how much creativity is important and what are the ways we can categorize creativity in its different levels such as the Four-C Model of Creativity” (mini-c, little-c, Pro-c, and Big-C).

### Literature Review

As already mentioned creativity plays a vital role in a student’s life, education is nothing without thinking something new or creative. Creativity makes the students ensure to use their learning or comprehended ideas in a productive and useful way. More specifically creativity has a major role in practical fields such as biology, physics, engineering, etc. Moving toward students’ English language comprehension creative thinking can be a very useful tool to make the students very fluent and efficient in foreign languages. According to Starko (1995), students’ creativity can be improved by linking up their previous concepts with the latest ones. This means that creativity is a reorganization of prior thoughts to new ones to forward them in the same way. To make the learners more creative thinkers it is very much needed to make them connected with little and mini creative activities such as paragraph writing, solving the puzzles, and drawing the picture of the stories.

Second language competency is the ability to pass on your message to others in a very comprehensive way; the language can be English or any other one. Second language competency allows users to utilize their communication skills to interact with people in a very comprehensive way. In prior times the language was considered a set of rules and regulations which works in a straight stream. However, the theory of speech acts proposed by Austen and Searle made the changes in meanings. They said that language carries a specific message for others according to its contextual use. We can correlate things such as language competency and a meaningful message. Whenever we correlated the ideas we had come to know that language comprehension directly answers the language competence according to the situation. So if the students are unable to correlate the things to make their message more comprehensive and meaningful language Competency in any language cannot be achieved rather than specifying only English or a second language.

Lin (1998) pointed out that writing activities are very useful to promote creativity among learners. He says that writing creative activities are near to the language teaching methods and approaches, as can be exemplified by the David Nunan language teaching methods in the form of direct approaches. Furthermore in the elaboration of language competence and making the learners more efficient in the English language Lin (1998) says that teaching creativity with some creative methods can be more useful for the learners. He says that creative learning and teaching methods have very mutual relationships.

Whenever we talk about language competency and levels of creativity in our educational institutes more specifically in universities our social settings would be very important. Creativity or the creative mind thinks of new ideas with the help of prior knowledge as well as social context. Guilford (1950) was the first theorist who introduced creativity in education. He talked about divergent thinking. He said that divergent thinking makes the



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learners unfamiliar with the things that are the basic needs of learners and educational institutions. So to make it possible there is only one tool named divergent thinking we have to make a lot of products under the supervision of one major field or an idea named as a familiar idea or prior knowledge.

Taylor (1959); and Torrance (1962) focused their works on the assessment and evaluation of creative works and studies of the students. They talked about some important ways of creative thinking evaluation as well as making sense between prior activities with the latest ones. As a result, Guilford (1967) and Torrance (1965) have developed the Torrance Test of Creative Thinking (TTCT) to assess the creativity in writing of the learners. It is very useful and is being widely used all over the world's educational institutions. This test consists of two subsets (verbal and figural). This test is very helpful in measurements of creativity dimensions such as fluency, flexibility, and originality.

Creativity can be further assessed with the following tools also Creative Thinking, Consensual Assessment Technique, Creativity Test, and Divergent Thinking likewise. These assessment tools are further comprised of different assessment activities such as brainstorming, picture description, and story writing by connecting some thematic chunks of words or making predictions and thinking divergently in the supervision of a single topic sentence. Ibnian (2010), introduced a creative activity in creative writing for learners named as story mapping technique. This technique was used for 10<sup>th</sup>-grade students in EFL. This technique works according to the latest language competency/ essay writing skill techniques such as brainstorming. The effects of the story mapping technique were very positive and made a statement that creative writing can be improved with the help of making a collage of wondering ideas.

Ayasrah and Hamadne (2010), researched to investigate the differences between levels of creativity among school students. The results of this study were also very useful to organize educational institutions according to creative skills. There were differences between schools' results such as private and government, moreover, there were also wide differences in creative thinking among the grade levels of the students. It is also the age level of learners in the form of mental age maturity level and thinking precisely and in a different way. There were no differences in creativity among the students as divided according to the genders (male & female). Siswono (2009), conducted a study that aimed to describe the levels of creativity in the students. The results of this study were in figures as levels of creativity from 0 to 4. These distinctions were made based on fluency, flexibility, and novelty in problem-solving and problem-solving.

Jiazeng et al (1997), conducted a study to check out the levels of creativity in the students. TTCT test was used as a tool. The results of this research examined that most of the students fall in moderate levels of creativity. A study was conducted by Long and Hiebert (1985), which aimed to explore the differences between writing practice and imagery training effects. The results were in favor of imagery training rather than writing practice as imagery training is near to creativity or creative thinking rather than writing practice which can be any type.

Jampole et al. (1994), studied in-depth and examined that imagery is very much closure to creativity. The results were in favor of originality as divided by the levels of creativity. Tse





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and Wong (1995) studied 18 primary pupils using a mind map, imagery writings, and sensory. Writings. This research explored the results in favor of the variables as the pupils were improving with the help of mind maps, imagery writing, and sensory writing tools.

Aksan, (1990), in his book, says that language is an entity that has a lot of secrets in it. It's not only limited to communication skills or ends upon interacting within the community to exchange messages. He says that language is that entity that travels in the form of ideas and explores how the world is created and what are the basic chunks of language, but the main of them is creative thinking and ideology rather than communication or passing through the information from the speaker to listener.

Kumaravadivelu, (2008), in his book, "Understanding Language Teaching-From Method to Post Method", explained that language is the means of communication having ideology and creativity. Creativity decides what message should be chosen and what type of means of communication should be adapted. Fatherly; he says that language is a phenomenon depending upon written or spoken form which carries the chunks of information and knowledge comprehension in-depth study those chunks are creative ideas under the subordination of creativity.

Demirel (2011), explains language as a system of sounds, social values, and communicative ingredients. His main focus is the interpretation of the message according to the situation and community values of a specific language in a social setup. According to Aksan (1997), language is a very organized way of expressing your feelings and emotions. He says that language is a versatile way of passing information from person to person to engage the people within one idea or concept. You can pass the wishes to anyone through the communicative tools of any language.

Roucek (1968), as cited in Demirel, 2011a, defines language as a communicative tool among people that helps to exchange messages for specific purposes. Communication is the very basic and powerful skill of language to exchange a message. Language can be divided into two major categories receptive and productive skills. Receptive skills are reading and listening whereas writing and speaking are productive ones. Your message and storyline decide what type of message is suitable for what type of mode (Brown, 2001; Harmer, 2007). Adair (1990), says that creativity can be studied as a psychological trait. He says that creativity or divergent thinking is a purely mental process in which the level of creativity improves as one growing age of the mind. He says that creative thinking is a psychological trait that involves mental health growth according to its approach and field of interest; as a child grows his level of creativity also increases.

Kaufman and Beghetto proposed a "Four-C Model of Creativity" (mini-c, little-c, Pro-c, and Big-C). This model studies the levels of creativity as well as differentiates the categories.

Mini-C involves some degree of creativity; at this level, the product would be creative or new for the person who had created the thing or idea himself. Little-C is the next level to Mini-C, which involves this is the level in which the creation or product is something new for the audience also along with the person himself who has created that special idea.

Moving towards the third one which is named Pro-C, this level involves the creativity status in which the person who is behind the product is an experienced one and is followed by the experts and named a creative artist. The last level is named Big-C; this category involves the



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people who are named as creative artists from society and communities. Their works are studied as the guide materials and those personalities remain alive in the history books always.

The 4P framework (Process, Person, Product, and Press) proposed by Rhodes is a widely accepted categorization in the psychometric study of creativity. The process involves creative thinking or creative works. A person discusses personality traits within creativity or divergent thinking. Products are the results that involve the judgments of whether the results are related to creativity or a social group. The press involves the environment means that it studies the setting of the whole creation, which means what is the context of happening. If a creative activity is being done in a classroom; whether the setting is near to the context or not.

Adair (1990), cited in the book (The Art of Creative Thinking published in 1990); that creativity works upon some steps which lead a creative person from familiar to unfamiliar. He says that creativity works in a series starting from problem identification and moving towards solution finding with the help of divergent thinking and cognitive abilities. It ends in the evaluation process if a person works without being distracted.

Guildford (1967) and Torrance (1965) developed the Torrance Test of Creative Thinking (TTCT) helps to think creatively tools named as making a story with the help of pictures and writing a storyline using the help of some thematic words. Its figural part works upon picture construction, completion, and circles. In construction, pupils take pictures and make expansions according to their divergent thinking and mental capability. Completion involves the completing process of a picture by adding the final touch to that picture. In circles, participants are asked to modify a series of lines and circles.

The verbal part involves Asking participants to ask questions about the picture. Guessing Causes engages the students to guess some actions of the picture. Product Improvement asks participants to make some changes to the picture. Unusual Questions make the participants do some unusual questions to verify their cognitive ability by divergent thinking. The final form of the verbal part is Just Supposed to suppose some unusual conditions.

### **Creativity Development**

M.A. Clarke (2015), pointed out the importance of creativity in language teaching and learning. He said that computer-assisted language learning can play a vital role in this regard. Creativity makes the sense of communicational connections as working in the supervision of creative ones in familiar to strange explorations perspectives. Livingston (2010) tackles an urgent issue of technology use in divergent thinking. He cited that with the help of modern media and IT developments, it is easier to solve problems within creativity such as problem selection, comprehension, analysis, interpretation, and synthesis.

### **Creativity in Education**

According to the book “Teaching and Learning for the Twenty-First Century,” educators do not know creativity but they try to apply it in their field of work. Creativity is to make



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something new from nothing. Creativity is critical thinking. Creativity has been categorized into different levels but the more common definition of creativity is to be divergent thinking in which a mind explores the things that are not very familiar to the others, it can be a new idea, product, or a piece of poetry. Critical thinking is when we deeply analyze the lessons we were doing a creative activity; furthermore, the type of the work will decide the level of that critical thinking. In education divergent thinking is very much needed, without being creative educational setup cannot be developed and updated. Current Scholars and educators in The US realize that in modern education; creativity is the basic need of learning. Without creativity learning process is below the line, there was an age when school education was only working on the skimming and scanning techniques but now things are not the same. It had made a major change in it.

Because of this, every layperson is connected with creativity consciously or unconsciously. Modern education in the United States standardized the tests of creativity and critical thinking that make the realization of the major changes in syllabus and educational setup. The students in their classrooms are being introduced to some creative ideas/ activities or asked for the answers to some specific questions such as making the picture have a thematic idea, asking questions about any idea, what the mechanical changes in coming decades with the help of brainstorming quiz sessions and what can be replacement of the book for coherent learning.

### **Innovation and Creativity**

Richards (2007), being creative is to be confident, courageous, and engaged. From an early age, it was considered that making something new was creativity rather than highly progressive. In old age, there was a myth that creativity is an innate quality that cannot be achieved with high spirits and dedication. But creativity is the thing that can be archived. Any layman can be creative; the need is to be disciplined hardworking, ambitious, and engaged with the works of study. When a man makes the solution to any problem he proves his capability to be a creative one as a problem solver who has moved from a familiar to an unfamiliar field of activity.

Innovation is related to novelty and originality. Innovation makes the sense of meaning with change and evolution in any kind of idea. Whenever we talk about familiar to unfamiliar indirectly we discuss the changes or adaptations being made by the innovative persons. Craft (2005), points out that innovation has made some changes with time. In early ages, innovation was meant to be the solution to the problem under some specific consequences, but now innovation is meant as something revolutionary. The problem solution is at the secondary level, the thing which comes first is to draw a line between the previous and the latest one. Defining the unfamiliar ways of problem solution as familiar ones to the topic sentence or the problem.

### **Creativity and Innovation in School Curricula**

Gregor Heilmann and Werner B. Korte (2010) that creativity and innovation play an important role in school education. The pupils start as learners to make sure they how to think and how to be creative but in school education word creativity is just limited to use





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rather than application. The word innovation is hardly used in school education. Some European schools are using the models of creativity as well as innovation in their school syllabuses as the major part of the activities. They are using Mini-c and Little-c to forward the creative agendas and activities to make sure their learners are creative. To achieve these purposes they use some creative activities from the figural part of the model as painting the picture on a theme and making some expansions as well as changes.

### Research Methodology

The selected approach for this piece of paper was the mixed method. I collected the data from M.A 4<sup>th</sup> Morning Applied Linguistics Department Government College University Faisalabad in a subjective questionnaire format. The question I had made to answer as a researcher was “What are the creative activities to evaluate the second language competence of university students?” The sample size is limited to 12 participants only from the same grade but the background status of language competency and language speaking fluency in a second language are different among the participants. The data has been described and analyzed in the data analysis and discussion sections. The data analysis section is compared to three sub-sections Tabulated data representation, Tabulated data representation in percentage, and Graphical representation. The data analysis section had been described in a quantitative way of research method as the description of tables, figures, and graphs. The results and discussion section is compared to the qualitative way of research in which the results were discussed in a very descriptive and subjective way. Levels of creativity and language competency in the second language of university students had been analyzed in the application of the Four-C Model of Creativity” (mini-c, little-c, Pro-c, and Big-C) proposed by Kaufman and Beghetto. The subject topic of my research was a number one question was to answer the question “What are the types of assessment of creativity in English writings of university students?”

### Data Analysis

Data analysis is represented in the following tables and graphs. Data was collected in the form of twelve different descriptive answers to the same question “What can be the Creative Activities to Evaluate Second Language Competence of University Students?” From M.A 4<sup>th</sup> Morning Department of Applied Linguistics Government College University Faisalabad.

### Tabulated Data Representation:

The data collected from the Applied Linguistics Department is being represented according to the levels of creative assessment “Four-C Model of Creativity” (mini-c, little-c, Pro- c, and Big-C)” as an introduction of creative activities to improve language competency suggested for the university students as second language learners.

Sr No.	Mini-C	Little-c	Pro-c	Big-C



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1	CALL tools, Google Forms, Hot Potatoes, Quizlet, and Online Websites.			
2	Movie naming in SL, Joking in SL, Commenting on authorized speeches.			
3	Tea hours, Different debates, Overview of Certain topics, and Interaction with the other departments.			
4	Dialogue activities, Vocabulary, Solving puzzles, Different learning apps, Video games, and Vocabulary boxes.			



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5	Presentations and Quizzes in a second language.			
6	Paragraph writing, Presentation sessions, Dialogues, and General quiz competitions.			
7	Games, Quizlet and Brainstorming.	Kahoot		
8	Picture diagram, Visiting Markets, and Dialogues.			
9	Introducing yourself, Quiz, and Gaming.			
10	Performance, Presentations, Portfolios, Written	Rubrics and Book reports.		



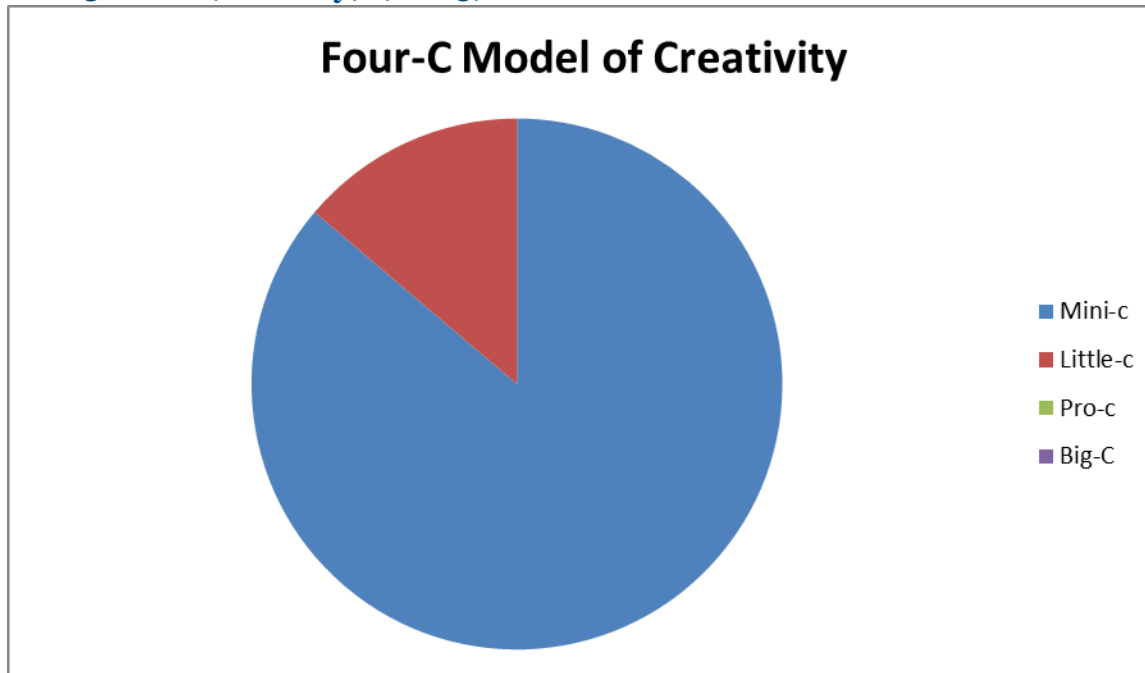
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	assessment, Nonverbal assessment, Interviews, Editing writing, Tests, and Auditory presentations.			
11	Presentations and Feedback.			
1 2	Fluency and Pronunciation.			

### Tabulated Data Representation in Percentage

Mini-C	Little-c	Pro-c	Big-C
100%	16%	0%	0%

### Graphical Representation



## Results and Discussion

This study reported the creativity levels and second language competence of university students. Data was analyzed at three levels in the application of the Four-C Model of Creativity” (mini-c, little-c, Pro-c, and Big-C) proposed by Kaufman and Beghetto. This model explains the creativity levels in four types mini-c, little-c, Pro-c, and Big-C. As already mentioned mini-c is the level of creativity where the product is something new for the creative one only. Little-c is the second level where the product might be something new or unfamiliar to others than the creative one. Pro-c is the professional level of creativity where years of experience tell that someone is how much creative in his divergent thinking. The last level in this categorization is Big-C which seconds the products of creative ones as fine arts by adding the works in historical galleries and cultural history books to introduce that creative person as a real artist to future generations.

Moving towards my data section “Tabulated Data Representation” the results are explained figuratively. Almost all the participants had recommended the creative activities like Paragraph writing, Presentation sessions, Dialogues, General quiz competitions, Performance, Portfolios, Written assessment, Nonverbal assessment, Interviews, Editing writing, Tests and Auditory presentations Games, Quizlet and Brainstorming, Picture diagrams, Visiting Markets, and Dialogues, etc. All of these suggestions as an answer to my data collection question fall in the Mini-C level of creativity due to the point that at this level product can be different for the creative one only. All recommendations are according to the point if we visit the university to study these recommendations all of the students excluding some rare cases would be known of these learning and assessment tools. So the point is that these recommendations most possibly would be new for the participants they are suggesting.





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Only two participants' recommendations somehow fall under the Little. The recommendations are Kahoot, Rubrics, and Book reports. According to the 4C model, Little-c involves the products that might be new ones for the others also rather than creative ones only. Two out of the twelve participants had recommended the Little-c categorizations as Kahoot, Rubrics, and Book reports. We the survey study I can justify that most of the university students are unaware of these language study or assessment tools as well and most of the students from BS grades are unaware of these. A brief introduction to these CALL tools is explained to the students in M.Phil of Applied Linguistics. So the results justify that these two recommendations might be new for other than participants who are recommending these specific tools. Participants did not recommend the activities that can be categorized as Pro-C and Big-C as justifying the application of the 4C model of creativity.

Moving towards the "Tabulated Data Representation in Percentage" and "Graphical Representation" the analysis cited that levels of creativity are at 100% Mini-c, 16% at Little-c, 0% at Pro-c, and also 0% at Big-C in university students especially generalizing Applied Linguistics. In pie graph representation of the results explains the same; the blue-colored area is for Mini-C, Little-c representation is in red but the Pro-c and Big-C do not fall in the pie graph representation that explains the levels of creativity in university students that what can be the creative activities to evaluate the second language competency of university students? Which does not fall in the Pro-c and Big-C likewise.

### Conclusion

Meeting the objectives of the study we can conclude that the level of creativity in university students of applied linguistics falls in Mini-c in the highest percentage. There are some of the students that can be categorized in the second level of creativity named Little-c. As described in the results and discussion section, there are several tools to assess the language competency of university students with the help of creative activities. But what can be the creativity activities further than Mini-c and Little-c? To answer the second research question creative activities for language competency improvement may be picture descriptions in the second language hanging on the wall. Storytelling after assuming it by the students with the help of some chunks of words from a second language. Students can be asked to make some predictions and explain those ideas in a second language for instance what would be the educational scenario after twenty years?

What would be the political changes in Pakistan in the upcoming years? So the result is that creativity of the learner's and second language competency can be improved with the help of divergent and critical thinking more specifically in the form of imagination and predicting the things that will happen in upcoming years.

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