

British Council videos serve as a practical resource model for teachers seeking to elevate learners' critical thinking and communicative proficiency simultaneously.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

This study set out to reveal that the speaking videos across levels A1 to B2 consistently incorporate HOTS, even though the materials were primarily designed as practical language learning resources. Learners were found to engage in Analyzing (C4) by differentiating, categorizing, and identifying causes; in Evaluating (C5) by making judgements, expressing values, and sharing responsibility; and in Creating (C6) by generating new ideas, reframing situations, and imagining future goals. These higher-order processes emerged naturally within everyday communicative contexts such as apologizing, giving instructions, showing interest, discussing personal interests, and talking about professional roles.

The study also demonstrated that HOTS are not limited to higher proficiency learners but can be fostered from beginner levels (A1) upward, with increasing complexity as learners progress toward B2. This finding highlights the pedagogical value of embedding HOTS into communicative language tasks, as it allows learners to move beyond rote memorization of vocabulary and structures into deeper engagement with meaning and critical decision-making. However, two limitations were identified: first, the speaking video series only covers A1-B2 and does not extend to C1 and C2, leaving a gap in resources for advanced learners; second, the materials currently do not incorporate accessibility features for learners with special educational needs, such as sign language or adaptive support.

5.2 Implication

1. Theoretical Implications: This study provides empirical support for the integration of the Revised Bloom's Taxonomy into digital language learning resources. The results show that HOTS can be meaningfully developed in communicative video-based materials across multiple CEFR levels. This aligns with broader educational theory that cognitive development and language acquisition are interconnected processes, suggesting that future

research and curriculum design should treat them as complementary rather than separate goals.

2. **Pedagogical Implications:** For classroom practice, the findings emphasize that video-based speaking tasks are not merely functional tools for practicing dialogue but are also effective platforms for stimulating higher-order cognitive engagement. Teachers can use these resources to scaffold learners' analytical, evaluative, and creative thinking by designing follow-up activities such as critical discussions, problem-solving tasks, or role-plays based on the scenarios in the videos. This reinforces the importance of task-based and communicative approaches in fostering both language proficiency and cognitive growth.
3. **Practical Implications:** For institutions and content developers, the findings suggest the importance of designing materials that explicitly integrate HOTS into language practice. The British Council, as a leading provider of global language learning resources, demonstrates through these videos that critical thinking can be embedded into simple communicative contexts. However, the absence of materials for advanced CEFR levels (C1 and C2) and the lack of accessibility features highlights areas for improvement in order to achieve more comprehensive and inclusive language learning support.

5.3 Suggestion

Based on the findings and implications, several recommendations are proposed:

1. **For the British Council:** It is recommended that the British Council extend its *LearnEnglish* speaking video series to include C1 and C2 levels. Advanced learners require opportunities to engage with complex, abstract, and sophisticated speaking tasks such as academic debate, persuasive communication, and professional presentations. By expanding coverage, the British Council would ensure a complete CEFR-aligned progression.
2. **Accessibility and Inclusivity:** It is strongly suggested that the videos integrate accessibility features, including sign language interpretation, closed captions, and adaptive technology. These additions would provide

equitable learning opportunities for learners with hearing impairments or special educational needs, aligning the resources with international standards of inclusive education.

3. For Educators: Teachers are encouraged to use the speaking videos not only for functional language practice but also as a springboard for critical and creative tasks. For example, after watching a video, students can be asked to critique decisions made by the speakers, propose alternative outcomes, or design new scenarios. Such activities would deepen engagement with HOTS while reinforcing language practice.
4. For Future Researchers: Future studies may investigate the extent to which HOTS-oriented video tasks influence learners' cognitive development and language proficiency in real classroom contexts. Further research could also explore the integration of accessibility features and examine their impact on learners' comprehension, engagement, and performance across different CEFR levels.