Higher Order Thinking Skills in Speaking Videos on British Council's LearnEnglish Website Based on Revised Bloom's Taxonomy

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Abstract

This study investigates the representation of Higher Order Thinking Skills (HOTS) in speaking videos provided on the British Council's LearnEnglish website based on the Revised Bloom's Taxonomy. Speaking skills require not only linguistic competence but also higher-level cognitive processes such as analyzing, evaluating, and creating. Using a qualitative descriptive design with content analysis, this research examined twenty speaking videos across levels A1 to B2. Data were collected through transcript analysis and supported by expert triangulation. The findings reveal that HOTS are embedded at all proficiency levels, with analyzing and evaluating frequently occurring at lower levels, while creating is more dominant at higher levels, particularly B2. These results indicate that LearnEnglish speaking videos promote not only communicative competence but also critical and creative thinking. The study contributes pedagogical insights for teachers, material developers, and learners in integrating HOTS-oriented digital speaking materials.

Keywords: Higher Order Thinking Skills, Revised Bloom's Taxonomy, Speaking Videos, British Council, LearnEnglish

INTRODUCTION

Speaking is widely acknowledged as one of the most essential yet challenging skills in English as a Foreign Language (EFL) learning. Unlike receptive skills such as reading and listening, speaking requires learners to produce language spontaneously while simultaneously managing pronunciation, grammar, vocabulary, fluency, and pragmatic appropriateness. This real-time nature of spoken communication demands not only linguistic competence but also cognitive engagement, as learners must organize ideas, interpret meaning, and respond appropriately within limited time constraints. Consequently, speaking proficiency is often viewed

as a direct indicator of learners' overall language ability and communicative competence.

In recent years, the objectives of language education have expanded beyond linguistic accuracy and fluency toward the development of critical and creative thinking skills. The growing emphasis on 21st-century skills has encouraged educators to integrate Higher Order Thinking Skills (HOTS) into language learning contexts. HOTS, as conceptualized in the Revised Bloom's Taxonomy, encompass the upper levels of cognitive processing, namely analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). These skills enable learners to engage more deeply with content, construct meaning, justify opinions, and generate original ideas rather than merely recalling or understanding information. In speaking activities, HOTS are reflected when learners analyze situations, evaluate arguments, and produce creative responses during communication.

The integration of HOTS into speaking instruction is particularly important in EFL contexts, where learners often face limited opportunities to practice authentic communication. Traditional speaking instruction has frequently focused on repetition, memorization, and controlled drills, which may help improve pronunciation or grammatical accuracy but often fail to promote meaningful interaction or critical engagement. Several studies have emphasized that speaking activities incorporating higher-order cognitive processes can enhance learners' communicative effectiveness, confidence, and autonomy. When learners are encouraged to express opinions, solve problems, and negotiate meaning, speaking becomes a cognitively rich process rather than a mechanical exercise.

Alongside pedagogical developments, technological advancement has significantly transformed language learning environments. Digital learning platforms and multimedia resources have become increasingly prominent, offering learners access to authentic language input beyond the classroom. Among these resources, video-based learning has gained particular attention due to its multimodal nature, combining visual, auditory, and contextual information. Videos provide learners with exposure to natural speech patterns, intonation, gestures, facial expressions, and cultural contexts, which are essential components of effective spoken communication. Moreover, video materials can stimulate learners' cognitive engagement by presenting realistic scenarios that require interpretation, judgment, and response.

Video-based speaking materials are especially relevant for fostering HOTS in language learning. Through dialogue-based scenarios, role plays, and problem-solving tasks, learners are encouraged to analyze communicative situations, evaluate responses, and create appropriate spoken output. Well-designed speaking videos can serve not only as models of language use but also as prompts for critical reflection and interactive engagement. As a result, video-based instruction has the potential to bridge

the gap between language learning and higher-order cognitive development.

One prominent platform providing video-based English learning materials is the British Council's LearnEnglish website. As a globally recognized educational institution, the British Council offers free and accessible resources for English learners across proficiency levels, aligned with the Common European Framework of Reference (CEFR). The LearnEnglish website includes a wide range of speaking videos designed to model authentic communication in everyday and professional contexts. These videos address various communicative functions such as making suggestions, giving opinions, negotiating, apologizing, and responding to news. Through structured dialogues and guided prompts, the videos aim to support learners in developing practical speaking skills.

Despite the widespread use and pedagogical value of the LearnEnglish platform, limited empirical attention has been given to examining the cognitive demands embedded in its speaking materials. While previous studies have explored HOTS integration in textbooks, classroom instruction, and written tasks, research focusing on video-based speaking materials remains relatively scarce. Many existing studies have concentrated on reading and writing skills, leaving speaking underrepresented in discussions of higher-order cognitive engagement. Consequently, there is a need to investigate whether widely used digital speaking resources genuinely support the development of HOTS or merely emphasize surface-level language practice.

Analyzing speaking videos through the framework of the Revised Bloom's Taxonomy provides a systematic approach to examining cognitive depth in instructional materials. The taxonomy's emphasis on observable cognitive processes allows researchers to identify whether learning tasks encourage learners to analyze information, evaluate alternatives, or create original responses. Applying this framework to video-based speaking content can offer valuable insights into the quality of cognitive engagement promoted by digital language learning platforms.

In the Indonesian EFL context, the relevance of this issue is particularly significant. Many learners have limited exposure to authentic English-speaking environments, making digital resources an essential supplement to classroom instruction. Video-based platforms such as LearnEnglish offer accessible opportunities for learners to observe and practice spoken interaction in meaningful contexts. If these materials effectively integrate HOTS, they can serve as powerful tools for enhancing both linguistic and cognitive development. Conversely, if they lack higher-order cognitive elements, their pedagogical potential may not be fully realized.

Therefore, this study aims to examine how Higher Order Thinking Skills are represented in speaking videos on the British Council's LearnEnglish

website based on the Revised Bloom's Taxonomy. Using qualitative content analysis, this research focuses on identifying indicators of analyzing, evaluating, and creating within selected speaking videos across proficiency levels from A1 to B2. By exploring the cognitive processes embedded in these materials, the study seeks to contribute to a deeper understanding of the role of video-based resources in fostering higher-order thinking in EFL speaking instruction.

The findings of this study are expected to provide pedagogical implications for English teachers, material developers, and curriculum designers in selecting and utilizing digital speaking materials that promote critical and creative thinking. Additionally, the study contributes to the growing body of research on HOTS integration in language education, particularly within technology-enhanced learning environments. Through this analysis, the study highlights the importance of aligning digital speaking materials with the cognitive demands of 21st-century language learning.

RESEARCH METHODOLOGY

This study employed a qualitative research design using content analysis to examine the representation of Higher Order Thinking Skills (HOTS) in speaking videos provided on the British Council's LearnEnglish website. Qualitative content analysis was chosen because it allows for systematic interpretation of textual and visual data by identifying patterns, themes, and meanings embedded in instructional materials. This approach is particularly appropriate for investigating cognitive processes reflected in learning tasks, as it focuses on the nature and depth of thinking required rather than on numerical measurement.

The data source of this study consisted of speaking videos selected from the British Council's LearnEnglish website. The videos were chosen purposively based on several criteria. First, the videos explicitly focused on speaking skills and communicative interaction. Second, the videos were designed for adult or adolescent learners and categorized according to the Common European Framework of Reference (CEFR) levels, ranging from A1 to B2. Third, each video contained interactive speaking tasks, prompts, or dialogues that potentially reflected higher-order cognitive processes. Based on these criteria, a total of twenty speaking videos were selected as the data set, representing various proficiency levels and communicative contexts.

The primary data in this study were derived from video transcripts and task instructions embedded within the speaking videos. Each video was transcribed verbatim to capture spoken language, task prompts, and interactional cues relevant to speaking activities. In addition to the transcripts, contextual information such as communicative goals, scenarios, and learner instructions was also considered in the analysis. These data sources enabled a comprehensive examination of how cognitive processes

were embedded in speaking tasks. Data analysis was conducted through several systematic stages. First, data familiarization was carried out by repeatedly watching the videos and reading the transcripts to gain an overall understanding of the content and communicative purposes. Second, the data were coded using an analytical framework adapted from the Revised Bloom's Taxonomy, focusing on the three levels of Higher Order Thinking Skills: analyzing, evaluating, and creating. Indicators for each cognitive level were developed based on theoretical definitions, such as identifying relationships and causes for analyzing, making judgments and justifications for evaluating, and generating original ideas or responses for creating.

During the coding process, each speaking task and learner prompt was examined to identify the dominant cognitive process required. A single task could reflect more than one level of HOTS; however, classification was determined based on the highest level of cognitive demand evident in the task. The coded data were then organized according to proficiency levels to examine patterns of HOTS representation across A1, A2, B1, and B2 speaking videos. To enhance the trustworthiness of the analysis, methodological rigor was maintained through triangulation and peer validation. An expert in English education and curriculum studies was consulted to review the coding scheme and sample data classifications. Additionally, selected data were reanalyzed by a second coder to ensure consistency and reduce subjective bias. Discrepancies in coding were discussed and resolved through consensus. These procedures strengthened the credibility and dependability of the findings.

Ethical considerations were also taken into account in this study. The data were obtained from publicly accessible educational resources provided by the British Council, and no human participants were directly involved. As a result, issues related to informed consent and confidentiality were not applicable. Nevertheless, the study adhered to academic ethical standards by acknowledging all sources appropriately and ensuring that the analysis was conducted objectively and transparently.

FINDINGS AND DISCUSSION

FINDINGS

This section presents and discusses the findings of the study regarding the representation of Higher Order Thinking Skills (HOTS) in speaking videos on the British Council's LearnEnglish website based on the Revised Bloom's Taxonomy. The findings are organized according to the three levels of HOTS—analyzing, evaluating, and creating—and are further examined across different CEFR proficiency levels from A1 to B2. The discussion integrates interpretation of the findings with relevant theoretical perspectives and previous research to provide a comprehensive understanding of the cognitive demands embedded in the speaking materials.

The analysis revealed that Higher Order Thinking Skills are present across all selected speaking videos, although the frequency and complexity of HOTS vary according to proficiency levels. At the A1 level, HOTS were identified primarily in the form of basic analyzing and evaluating tasks. Learners were required to interpret simple communicative situations, identify misunderstandings, and respond appropriately to short dialogues. Although these tasks employed limited linguistic structures, they encouraged learners to process meaning rather than merely repeat language forms. This finding suggests that higher-order thinking can be introduced even at beginner levels when tasks are carefully scaffolded.

At the A2 level, evaluating skills became more prominent. Speaking tasks frequently required learners to express preferences, agree or disagree with statements, and provide simple reasons for their opinions. These activities required learners to make judgments based on given information or personal experience. In some instances, early forms of creating were observed, such as when learners were asked to modify responses or suggest simple alternatives in everyday situations. This gradual increase in cognitive demand aligns with the progression principle of the Revised Bloom's Taxonomy, where learners move from understanding to more complex thinking processes.

The B1 level demonstrated a more balanced distribution of analyzing and evaluating skills. Speaking tasks at this level often involved problem-solving scenarios, negotiations, and discussions of familiar social issues. Learners were expected to compare options, justify opinions, and respond to differing viewpoints. These tasks required deeper cognitive engagement, as learners needed to connect ideas, evaluate consequences, and organize responses coherently. The findings indicate that at the intermediate level, speaking activities begin to function as platforms for meaningful communication rather than controlled language practice.

At the B2 level, creating emerged as the most dominant Higher Order Thinking Skill. Speaking videos at this level required learners to generate original ideas, construct arguments, and propose solutions to complex communicative situations. Learners were encouraged to express abstract opinions, evaluate multiple perspectives, and produce extended spoken responses. These findings demonstrate that higher proficiency speaking tasks place greater emphasis on creativity and independent thinking, reflecting learners' increased linguistic and cognitive readiness. This progression supports Anderson and Krathwohl's (2001) assertion that creating represents the highest level of cognitive processing.

The overall findings suggest a clear progression of HOTS complexity across proficiency levels, indicating that the LearnEnglish speaking videos are pedagogically designed to align cognitive demands with learners' language development. This progression reflects an understanding that speaking proficiency and cognitive skills develop concurrently. By embedding HOTS

within communicative tasks, the videos promote not only language use but also critical engagement with content.

From a pedagogical perspective, the integration of HOTS in speaking videos supports contemporary views of communicative language teaching that emphasize meaningful interaction and learner-centered instruction. Speaking tasks that involve analyzing, evaluating, and creating encourage learners to actively construct meaning rather than passively consume information. This aligns with previous studies highlighting the importance of HOTS-oriented instruction in enhancing learners' communicative competence and critical thinking abilities.

Furthermore, the findings demonstrate the effectiveness of video-based learning in facilitating higher-order cognitive processes. The visual and contextual elements of videos provide learners with realistic scenarios that stimulate interpretation and judgment. By observing authentic interactions and responding to guided prompts, learners engage in cognitive processes that mirror real-life communication. This supports earlier research suggesting that multimedia resources can enhance both linguistic and cognitive engagement in EFL contexts.

In the Indonesian EFL context, where exposure to authentic spoken English is often limited, the LearnEnglish speaking videos offer valuable opportunities for learners to practice language use in cognitively demanding situations. The presence of HOTS across all proficiency levels indicates that these materials can be effectively integrated into classroom instruction to support the development of critical and creative speaking skills. Teachers can utilize these videos not only as listening models but also as prompts for discussion, reflection, and extended speaking activities.

Despite these positive findings, it is important to acknowledge that the representation of HOTS is largely dependent on how teachers and learners utilize the materials. While the videos provide opportunities for higher-order thinking, effective implementation requires appropriate pedagogical support, such as follow-up questions, discussion activities, and reflective tasks. Without such support, the cognitive potential of the materials may not be fully realized.

Overall, the findings and discussion highlight that the British Council's LearnEnglish speaking videos are aligned with the principles of Higher Order Thinking Skills and the Revised Bloom's Taxonomy. The materials demonstrate a thoughtful integration of cognitive demands that correspond to learners' proficiency levels, making them suitable resources for promoting both speaking proficiency and higher-order thinking in EFL learning environments.

DISSCUSSION

The findings of this study reveal that the speaking videos on the British Council's LearnEnglish website successfully integrate elements of Higher Order Thinking Skills (HOTS) even at the A1 beginner level. For example, in the videos on "Agreeing and Disagreeing," learners are not only exposed to memorization or repetition but also encouraged to analyze speakers' stances and evaluate agreement strategies. This demonstrates that HOTS can be embedded in tasks designed for low-level learners by simplifying input while still maintaining opportunities for cognitive engagement (Anderson, 2020; Widodo & Ferdiansyah, 2022). These results reinforce the argument that language pedagogy should not restrict beginners to only Lower Order Thinking Skills (LOTS), but rather scaffold HOTS to suit their developmental stage (Ningsih, 2021).

From a methodological standpoint, the presence of analyzing and evaluating skills in A1-level speaking tasks suggests that digital video materials can stimulate learners beyond rote practice. For instance, learners are asked to differentiate between agreeing politely versus disagreeing directly, which aligns with the "analyze" dimension of Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). Previous studies have emphasized that scaffolding learners' ability to compare and contrast expressions enhances both linguistic and critical competence (Rahman & Singh, 2023; Wahyuni, 2020). These findings thus confirm that embedding HOTS in early-stage speaking practice is both feasible and beneficial.

Another key finding was the emergence of creative output at the A1 level. In the "Checking Understanding" video, learners were prompted to generate their own phrases for clarification rather than simply repeating model expressions. This reflects the create dimension of HOTS, which is often considered difficult to achieve with beginners. Studies on digital pedagogy argue that even novice learners can engage in creative language use when tasks are designed to be contextual and meaningful (Zhao, 2022; Duman & Gözüyeşil, 2021). In line with these studies, the British Council's materials show that structured scaffolding can encourage A1 learners to experiment with language and demonstrate creativity.

Comparing these findings with previous research reveals consistency in the effectiveness of digital learning platforms for promoting HOTS. For example, Krystalli and Pappa (2022) highlight that task-based online activities foster reflective and evaluative thinking in second language learners, while Azizah and Rachmawati (2023) found that even elementary learners benefit from digital role-play activities. However, the present study expands this

discussion by specifically showing how A1-level videos operationalize HOTS in simple yet cognitively engaging forms, such as short dialogues that require judgment or rephrasing. This confirms that HOTS is not limited to advanced learners but can also be adapted for beginners with the right level of support.

Methodologically, this study employed qualitative descriptive analysis, which allowed for a fine-grained examination of linguistic content and cognitive dimensions. Such an approach aligns with the recommendations of qualitative researchers who argue that analyzing learning materials in terms of HOTS requires contextual, interpretive insights rather than quantitative testing (Miles et al., 2020; Cohen et al., 2021). Nevertheless, future research could adopt a mixed-methods design by combining textual analysis of materials with classroom-based observations or learner interviews to examine how A1 learners actually perform HOTS-related tasks in real practice (Rahimi & Zhang, 2022).

Finally, this study provides implications for future curriculum design. The integration of HOTS into A1-level materials suggests that curriculum developers should rethink traditional sequencing that reserves HOTS for intermediate and advanced learners. Instead, HOTS should be gradually embedded from the earliest stages of language acquisition. This requires careful task design that maintains linguistic simplicity while increasing cognitive challenge. Future research could investigate how learners' affective factors, such as motivation and confidence, interact with HOTS-based tasks in digital environments (Li, 2023; Ahmed & Pawar, 2021). By doing so, the scope of HOTS research in language education could move beyond theoretical material analysis toward more empirical, learner-centered studies.

The analysis of A2-level speaking videos from the British Council's *LearnEnglish* website demonstrates that learners are consistently encouraged to activate Higher Order Thinking Skills (HOTS) through communicative tasks such as apologising, giving instructions, showing interest, and discussing personal experiences. These tasks go beyond surface-level language reproduction and instead require learners to evaluate, interpret, and restructure meaning in context. This finding echoes Li and Zhang's (2021) observation that task-based activities inherently foster critical engagement by prompting learners to move from comprehension toward application and analysis, while also aligning with Wu's (2020) revised Bloom's taxonomy evaluation in language learning. Furthermore, Harding and Alderson (2021) emphasize that speaking assessments grounded in authentic interaction are more likely to elicit higher cognitive processes, which is consistent with the interactive demands of the videos examined.

A closer look reveals that evaluation emerges as the most dominant HOTS category across A2 tasks, particularly in videos where learners negotiate meaning and express judgements. For example, in the video "Talking About Personal Interests," learners not only share opinions but also compare alternatives, which requires evaluative judgement. This resonates with Carless and Boud's (2021) argument that higher education contexts should nurture evaluative capacities in learners, a principle transferable to language classrooms. Similarly, Arias and Tarazona (2023) highlight that evaluative judgement plays a critical role in developing autonomy and decision-making, while Boon and Carter (2022) stress its relevance in digital learning environments. These perspectives reinforce the significance of evaluative tasks in language pedagogy, validating the predominance of evaluation as a HOTS dimension in the A2 findings.

The presence of applying and understanding as supporting HOTS categories further illustrates a gradual cognitive progression embedded in the videos. Learners often move from understanding instructions to applying them in situational dialogues, which reflects the scaffolding principle of task-based language teaching. Tavakoli and Hunter (2022) argue that motivational engagement is heightened when learners are able to connect comprehension with application in authentic contexts, and Kim and McDonough (2020) similarly found that task complexity stimulates learners to transfer knowledge into practice. Moreover, Zeng and Yang (2024) emphasize that oral interaction combined with self-regulated strategies enhances learners' ability to operationalize knowledge, a phenomenon observable in the stepwise structure of the A2 speaking activities.

Finally, the limited but observable instances of creating in the A2 videos suggest an intentional design to introduce learners to productive innovation in language use, even at this intermediate level. While not as frequent as evaluation or application, these creative elements appear in activities where learners generate personal responses or reframe information. According to Mao and Lee (2023), such opportunities for learner-generated output are essential for fostering originality and ownership in communicative performance. Similarly, Zheng and Cheng (2025) note that digital language learning ecosystems increasingly integrate creative problem-solving tasks, thereby promoting flexible thinking. In alignment, North and Piccardo (2020) argue that CEFR-aligned resources must balance linguistic accuracy with opportunities for innovation, reflecting the pedagogical balance evident in the A2 materials analyzed here.

The findings from the B1 level videos highlight how learners at this stage engage more systematically with higher-order thinking skills (HOTS),

particularly Analyzing (C4), Evaluating (C5), and Creating (C6). Compared to A1 and A2 learners, who relied heavily on comprehension and basic interactional strategies, B1 learners demonstrated the ability to integrate judgment, critical reflection, and problem-solving into extended dialogues. This aligns with Anderson and Krathwohl's (2001) revised taxonomy, which situates these skills as fundamental to advanced communicative competence. Recent research also emphasizes that at B1, learners begin to negotiate meaning and co-construct solutions, reflecting a developmental shift toward critical and collaborative discourse (Nguyen & Boers, 2019; Zhang, 2021). Moreover, these findings are consistent with communicative language teaching research showing that interactional tasks foster critical engagement when learners must justify choices, evaluate options, and propose alternatives (Koh, Tan, & Hong, 2022).

The first video illustrates negotiation of meaning in design-related discussions, where learners use evaluative critique ("I'm not convinced …") and analytical comparison ("too simple", "don't fit the brief") to assess ideas. These moves correspond to higher-order verbs such as *differentiate, critique, and check* within Bloom's taxonomy. The interaction progresses toward creative solution generation when participants collaboratively propose adjustments ("removing the blue for balance"), reflecting a co-constructive cycle of evaluation and creation. Such dialogic exchanges are central to B1-level discourse, where learners must manage both disagreement and resolution, reinforcing critical reasoning in authentic communicative contexts. Previous studies confirm that structured disagreement tasks foster analytical reasoning and critical negotiation among intermediate learners (Wegerif, Mercer, & Major, 2017; Reinders & White, 2020). This aligns with pedagogical approaches that frame disagreement not as conflict but as an opportunity for collaborative problem-solving (Swain, 2021).

The negotiation of workplace tasks in Video 2 reveals a balance between analytical identification of constraints ("finishing the campaign …"), evaluative assessment of feasibility ("planned for ages"), and creative negotiation of alternatives ("extra day's holiday", "6 a.m.? Deal"). This sequence demonstrates the iterative nature of problem-solving, where learners must diagnose challenges, judge their implications, and propose workable solutions. Such exchanges highlight the developmental trajectory of B1 learners, who move beyond basic requests to negotiated compromises, reflecting pragmatic and cognitive sophistication. Empirical evidence shows that negotiation of favors or compromises in task-based learning environments significantly enhances learners' pragmatic competence and decision-making strategies (Bygate, 2018; Taguchi, 2019). Moreover, research by Plonsky and Kim (2022) indicates that collaborative negotiation fosters

HOTS by requiring learners to integrate multiple perspectives into a shared outcome, exactly as demonstrated in this dialogue.

Although shorter, this interaction demonstrates the analytical processing of personal information and evaluative stances embedded in casual talk. Statements like "He's getting old then?" involve interpretive analysis, while "I absolutely loved it" reflects subjective evaluation. Importantly, the exchange shows that even phatic conversation at B1 engages learners in critical interpretation and judgment. Small talk, often underestimated, plays a vital role in fostering HOTS because it requires learners to infer meaning, revise prior knowledge, and evaluate relevance of shared information. This supports findings by Eskildsen and Wagner (2019), who argue that everyday conversational scaffolding provides critical opportunities for higher-order meaning-making. Similarly, Park and Kim (2021) emphasize that casual storytelling prompts learners to combine analysis and evaluation in authentic discourse, which is observable in this video.

The onboarding scenario in Video 4 illustrates how learners integrate evaluative judgments ("So good to meet you"), analytical checks ("Has Emir set you up with an email?"), and creative proposals ("I've got an idea … later?"). These moves reveal how social encounters at B1 are not only about etiquette but also involve critical situational analysis and proactive planning. The findings confirm that intermediate learners begin to take initiative in conversations by generating and scheduling actions, a developmental step toward autonomy in communication. Studies in workplace discourse training also show that onboarding and social integration tasks stimulate HOTS by requiring learners to critically evaluate needs and design supportive responses (Evans, 2020; Llinares & Morton, 2017). Furthermore, research in digital language learning environments suggests that structured role-plays in onboarding contexts enhance learners' creativity and evaluative reflection (Baralt & Moranski, 2022).

The final video emphasizes emotional and empathetic dimensions of HOTS. Learners analyze assumptions ("Good news, then?"), evaluate outcomes ("That's awful!"), and create supportive actions ("Can I help?"). Such discourse reflects the integration of cognitive and affective domains, as learners not only process information critically but also design socially appropriate responses. This aligns with Bloom's revised taxonomy, which highlights the importance of integrating evaluation and creation in socially embedded contexts. Empirical studies confirm that empathetic interaction fosters higher-order reasoning, as learners must assess emotional cues and generate constructive contributions (Mercer & Dewaele, 2020; Dewaele &

Wei, 2022). Moreover, research on emotionally responsive pedagogy shows that responding to peers' news in conversation provides a naturalistic platform for practicing both critical evaluation and creative support strategies (Lee & Canagarajah, 2022).

The findings from the B1 level reinforce the value of task-based video materials in stimulating HOTS development. The integration of disagreement, negotiation, small talk, and empathy-driven exchanges demonstrates that video-based tasks can scaffold learners toward analytical, evaluative, and creative communication. Methodologically, this supports research advocating for discourse-rich, scenario-based instruction as a means to operationalize HOTS in language learning (Ellis, 2021; Thomas & Reinders, 2022). Furthermore, the sequencing of tasks progressing from structured negotiations to open-ended social exchanges illustrates how curriculum designers can scaffold learners' cognitive progression within the CEFR framework.

Future studies should explore how B1 learners' engagement with HOTS varies across digital vs. face-to-face contexts, as multimodal resources may influence the depth of analytical and evaluative responses. Longitudinal designs could examine whether repeated exposure to such tasks leads to sustained development of critical discourse competence beyond B1, moving toward B2 levels. In addition, further research should employ classroom-based discourse analysis to capture how learners negotiate meaning and generate creative solutions in group settings. As suggested by Baralt and Moranski (2022), combining qualitative interaction analysis with quantitative proficiency measures would provide a fuller picture of HOTS development. Finally, future work could examine the role of emotional engagement in HOTS tasks, building on evidence that empathy-driven exchanges enhance both linguistic and cognitive outcomes (Dewaele & Wei, 2022).

At the B2 level, learners demonstrate a sophisticated engagement with higher-order thinking skills (HOTS), particularly analyzing (C4), evaluating (C5), and creating (C6). Unlike earlier levels where communication was more descriptive or explanatory, B2 learners are able to challenge assumptions, negotiate meaning, problem-solve, and design alternative solutions through spoken interaction. This reflects the shift toward advanced communicative competence, where language use is not only functional but also strategic and critical (Richards, 2021; Littlewood, 2022). The following analysis highlights how these processes are exemplified in each of the five videos.

The dialogue in this video illustrates how B2 learners are able to critically challenge viewpoints while maintaining politeness and constructive engagement. Utterances such as *"I'm not sure that's the best way to look at*

it" and "*Don't you think we should consider other perspectives?*" reflect evaluative thinking (C5) as learners question the validity and completeness of arguments. This aligns with Nguyen (2022), who emphasizes that learners at this stage are capable of critical inquiry rather than passive agreement. Furthermore, the statements "*What about the long-term effects?*" and "*Let's try combining both approaches*" reveal analytical (C4) and creative (C6) reasoning. Learners not only assess the consequences of decisions but also generate integrative solutions, demonstrating what Lee (2023) refers to as *interactional creativity*. From a pedagogical perspective, such activities highlight the value of debate and dialogic teaching, which have been shown to enhance learners' cognitive flexibility and metacognitive awareness (Mercer & Dewaele, 2020; Jeyaraj & Harland, 2021).

In this video, learners engage in collaborative problem-solving, showcasing an integration of analysis, evaluation, and creation. The utterance "*We need to identify what went wrong*" demonstrates diagnostic reasoning, while "*If we check the process again, we might find the mistake*" reflects evaluative thinking aimed at testing procedures. Such moves are characteristic of higher-order cognitive processing in task-based learning (Pham, 2022). The creative step emerges in "*Let's try another way to solve this*" and "*We could use a different tool next time*", showing learners' ability to propose novel solutions and apply them in practice. This resonates with Ellis (2021), who highlights the importance of problem-solving tasks in fostering learner autonomy and HOTS. Pedagogically, problem-based speaking tasks are particularly effective for B2 learners because they combine linguistic fluency with cognitive challenge, thereby reinforcing both communicative competence and critical reasoning (Rahmawati, 2022; Tran & Do, 2024).

The third video presents a dynamic negotiation of pros and cons, demonstrating the learners' capacity to weigh evidence, challenge assumptions, and propose modifications. For example, "*On the one hand it's a lovely idea… but it could be noisy and chaotic*" reflects evaluation through balancing positive and negative aspects. Similarly, "*I see what you mean … but is a trampoline necessary? There could be client issues*" reflects analytical reasoning by identifying risks and feasibility constraints. What makes this dialogue particularly significant is its combination of evaluative critique with creative adaptation, such as "*We can get extra insurance. It's a great idea!*" Learners not only identify weaknesses but also propose mitigating strategies, embodying what Bygate (2018) terms *communicative problem-solving*. In instructional terms, such tasks simulate authentic workplace discussions, encouraging learners to integrate linguistic skills with decision-making abilities. Research by Suryani and Aziz (2023) confirms that structured pros-and-cons

discussions foster criticality and collaborative problem resolution in EFL classrooms.

This video illustrates how advice-giving at B2 involves a blend of creating (C6) and evaluating (C5). The utterance *"Well, if I were you, I'd email and ask her to stop sending them"* exemplifies creative reasoning through generating possible strategies. In contrast, *"I'm not sure that's a good idea. I have to be careful… she's quite an important client"* reflects evaluative consideration of reputational risks, showing learners' ability to weigh context-specific factors.

The exchange further demonstrates collaborative refinement, as learners propose alternatives like *"Why don't you try doing nothing?"* and evaluate past experiences with statements such as *"I stopped replying … eventually it moved away."* Such reflective reasoning underscores the importance of metacognitive awareness in advanced advice-giving (Anderson & Adinolfi, 2021). Pedagogically, these findings suggest that role-play and scenario-based activities can effectively develop both strategic competence and intercultural sensitivity, especially as learners evaluate the social appropriateness of advice (Mercer & Major, 2017; Reinders & White, 2020).

The persuasive dialogue in this video demonstrates how B2 learners employ a combination of analytical reasoning, evaluative judgment, and creative strategies. For instance, *"So … how would you feel about DJing at the office party next week?"* prompts reflection, while *"Come on, I think you'd be brilliant at it!"* conveys a positive evaluative judgment. Learners also use personal justification (*"I wouldn't usually ask, but you're the only DJ I know"*) and risk reduction (*"Why don't you give it a go? There's nothing to lose!"*), both of which exemplify creative rhetorical strategies. The exchange further reveals learners' ability to anticipate objections (*"I'm not sure I'd be any good… what if everyone hates my music?"*) and counter them with reassurance (*"Trust me, it'll be fun! I promise you won't regret it"*). This reflects what Taguchi (2019) identifies as *pragmatic competence*, where persuasion involves balancing logical, emotional, and interpersonal appeals. Pedagogically, such tasks can train learners in advanced interpersonal communication, enabling them to practice persuasion in culturally appropriate ways while fostering fluency and spontaneity (Baralt & Moranski, 2022; Dewaele & Wei, 2022).

The integration of HOTS-oriented speaking activities at the B2 level carries significant pedagogical value. First, teachers should intentionally design tasks that move beyond accuracy-focused drills to incorporate analytical, evaluative, and creative dimensions of language use. For example, role-play activities that involve negotiation, speculation, or debate

can mirror the scenarios presented in the videos while encouraging critical reasoning. Second, scaffolding should be strategically implemented, beginning with guided exposure to functional phrases before progressing to more open-ended discussions. This ensures learners are not only linguistically equipped but also cognitively challenged. As suggested by Brookhart (2010) and Anderson & Krathwohl (2001), embedding HOTS requires a balance of linguistic support and cognitive demand. Finally, educators should view HOTS as not merely an advanced skill but as an essential competency for communicative competence, particularly in contexts where learners will need to articulate ideas, evaluate evidence, and collaborate across cultural boundaries. In this way, the British Council videos serve as a practical resource model for teachers seeking to elevate learners' critical thinking and communicative proficiency simultaneously.

CONCLUSION AND SUGGESTION

CONCLUSION

This study concludes that the British Council's LearnEnglish speaking videos effectively integrate Higher Order Thinking Skills based on the Revised Bloom's Taxonomy. HOTS are evident across all levels, with increasing cognitive complexity from A1 to B2. The findings suggest that video-based speaking materials can serve as powerful tools for developing critical and creative speaking skills. It is recommended that English teachers utilize HOTS-oriented video materials to enhance speaking instruction. Future researchers may explore learners' responses to these materials or compare HOTS integration across different digital platforms.

SUGESSTION

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

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