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REVISION OF ENGLISH DEBATE GUIDEBOOK FOR SPEAKING CLASS STUDENTS IN MAYJEN SUNGKONO UNIVERSITY

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ABSTRACT

The advancement of digital technology and post-COVID-19 regulatory shifts demand an update to English debate learning materials to remain relevant to current competition standards, such as National University Debate Championship (NUDC) and the *Lomba Debat Indonesia* (LDI). This study aims to update an older version of the English debate guidebook (2017-2019), which was previously limited to offline and manual formats. This update employs the Research and Development (R&D) method using the ADDIE model that involves 20 students of Speaking for Academic Contexts Class. There are two validators: content and media validators. Data were collected using expert validation sheets, student responsiveness questionnaires, and interview. Content analysis and field-testing results show that this updated version successfully integrates digital technology adaptations, such as the *Tabbycat* tabulation system and competition management via *Live Zoom*, alongside substantive content upgrades including the iron speaker policy, code of conduct guidelines, types of motions classification, and a technical debate glossary. Evaluation results conclude that the new version of the guidebook is perceived as practical and relevant in meeting the training and independent simulation needs of students facing contemporary debate tournaments in digital era.

Keywords: English Debate, Guidebook, Speaking Skill

INTRODUCTION

English debate is widely recognized as a sophisticated pedagogical mechanism that fosters critical thinking, complex public speaking proficiency, willingness to communicate, and foreign language acquisition (Ban et al., 2023; Iman, 2017). Pedagogically, competitive debate operates at the intersection of EFL Speaking Development and Constructivist Learning Theory, where learners construct knowledge through active persuasion, rebuttal, and spontaneous reasoning. To support this complex cognitive-linguistic process, effective Instructional Materials Development is essential for scaffolding

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argumentation frameworks (Branch, 2009). At the national level, prestigious tournaments such as the National University Debate Championship (NUDC) and Lomba Debat Indonesia (LDI) set the benchmark for debate pedagogy. Furthermore, integrating the Technology Acceptance Model (TAM) and Technology-Enhanced Language Learning (TELL) frameworks clarifies how digital tools (e.g., automated tabulation and online communication platforms) reduce cognitive load and communication anxiety, enabling debaters to focus on speech accuracy, fluency, and strategic motion analysis (Ousadia & Trust, 2024; Zare & Othman, 2023).

A synthesis of current literature highlights key insights and persistent limitations across four core domain areas: Existing Debate Modules: Traditional paper-based debate modules (e.g., Iman, 2017; Putri, 2019) focus heavily on foundational speech delivery, basic parliamentary structures, and static argumentation templates. However, they lack adaptive mechanisms for hybrid environments and omit procedural updates regarding emergency team rules or formal ethical standards.

Official guidelines issued by government bodies (such as the NUDC and LDI manuals by Kemendikbudristek) strictly dictate tournament execution, enforcing digital tabulation via *Tabbycat*, hybrid round management, *iron speaker* regulations to prevent team disqualification, and contemporary socio-political motion slates. However, these manuals serve strictly as administrative rulebooks rather than pedagogical learning resources tailored for classroom instruction or novice training.

Digital Learning Resources: Modern digital learning tools in EFL instruction (e.g., Canva, e-modules, online discussion forums) successfully boost learner engagement, autonomous learning, and vocabulary retention (Ousadia & Trust, 2024; Yuda et al., 2025). Yet, most general digital resources treat speaking as generic conversation rather than structured, time-constrained competitive argumentation.

Recent empirical studies on technology integration in debate—including the use of AI debater applications, Zoom-based speech tasks, and web-based tabulation systems (Osei-Wusu et al., 2025; Türker, 2021)—confirm that technology significantly reduces psychological speech anxiety and streamlines tournament logistics. Nevertheless, an instructional gap remains: there is a lack of unified learning materials that synthesize technical debate pedagogy with digital tournament infrastructure.

This disconnect between learning materials and digital tournament reality creates severe practical hurdles for EFL trainers and debaters. Strong empirical evidence from a preliminary needs analysis underscores this urgency. Classroom observations revealed a stark contrast in student performance between the fully online COVID-19 era and the current hybrid model—where preliminary rounds occur online via Zoom, while final rounds return offline. While face-to-face coaching remains vastly more effective than online communication via WhatsApp or Zoom, students struggle to navigate this hybrid transition without standardized guidance.

Furthermore, interview findings with students serving as school debate delegates and peer coaches at local SMA/SMK/MA levels revealed that they were thrust into competition and coaching roles without proper reference handbooks. They reported being completely unfamiliar with current tournament systems, updated

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rules, and technical terminology. Questionnaire results echoed these struggles: students explicitly demanded a streamlined guidebook to help them comprehend emerging competition systems, new regulations, and technical debate glossaries. Finally, preliminary survey data from 20 university students in an EFL Speaking class confirmed that 100% required an updated debate handbook aligned with current tournament rules so that when appointed as campus representatives or debate coaches, they would have an authoritative, highly practical guidebook to rely on.

A critical research gap exists at the intersection of instructional material design and official tournament requirements. Existing baseline guidebooks including the 2017–2019 version remain anchored to pre-pandemic, offline, manual frameworks. They lack an in-depth breakdown of essential *types of motions* (policy, value, analysis), depend on outdated *motion banks*, rely on manual tabulation, and fail to incorporate critical rules like *iron speaker* policies and code-of-conduct guidelines. Consequently, learners trained on legacy guidebooks experience a severe disconnect when transitioning to modern, technology-driven, hybrid debate environments like NUDC and LDI.

To bridge this gap, this study proposes a comprehensive revision and updating of the English debate guidebook by applying the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. The revised guidebook systematically integrates digital tournament technology (*Tabbycat* and Live Zoom protocols) and updated structural debate regulations to align with post-pandemic standards.

Prior research has attempted to address instructional needs and material development in EFL debate. Putri (2019) developed an initial English debate guidebook using the Borg & Gall model to assist university speaking classes and vocational high school students in local tournaments. In parallel, several studies have explored digital debate guidebooks and interactive modules to enhance EFL learning (Ousadia & Trust, 2024; Yuda et al., 2025; Yulianingsih, 2025). However, a comparative analysis between existing debate modules and current demands highlights major gaps: Conventional/Legacy Debate Modules: Traditional paper-based debate modules focus primarily on basic speech delivery, parliamentary speech structures, and static argumentation templates without incorporating digital competition workflows or real-time online adjudications (Iman, 2017; Putri, 2019).

Existing Digital Debate Guidebooks: While recent digital debate tools and online guidebooks integrate general e-learning platforms or digital media for classroom discussion (Ousadia & Trust, 2024), they often treat debate purely as a classroom speaking activity rather than a competitive tournament discipline. Consequently, they omit specialized tournament infrastructure, technical tabulation systems, and emergency competition policies.

To bridge this gap, this study proposes a comprehensive revision and updating of the English debate guidebook by applying the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. The revised guidebook integrates digital tournament technology and updated structural debate regulations to align with post-pandemic standards.

This study aims to systematically re-engineer the legacy English debate guidebook into an adaptive, digital-ready

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instructional resource. Specifically, this research addresses two central research questions: (1) What changes are required in the existing English debate guidebook to align with modern, post-pandemic debate standards and digital competition environments? (2) How feasible, readable, and practical is the revised English debate guidebook according to expert validators and target users?

This research contributes to the field of EFL instructional design by offering multi-dimensional novelty across five key areas: Product Content Novelty: It replaces outdated baseline content with updated components, including a comprehensive technical debate glossary, detailed classifications of types of motions, an updated contemporary motion bank, and explicit code-of-conduct guidelines. Instructional Design Novelty: It shifts the instructional paradigm from rigid, offline-only training to an adaptable framework suitable for hybrid learning, incorporating emergency team preservation rules such as the iron speaker policy. Digital Competition Procedures Novelty: It bridges the technological gap by embedding standardized protocols for online platform management (via Live Zoom) and digital tabulation tools (*Tabbycat*), directly aligning training materials with current NUDC and LDI tournament standards. Learner Evaluation Novelty: It introduces updated, practical evaluation metrics that assess not only offline speech delivery but also digital fluency, motion analysis readiness, and adherence to hybrid competition rules. Contextual Integration Novelty: It uniquely bridges tertiary and secondary vocational education contexts by validating and implementing a single, adaptable guidebook tailored both for university EFL Speaking classes and vocational high school (SMK) debate teams preparing for regional and national competitions.

METHOD

Research Design

This study employed a Research and Development (R&D) design to revise, modernize, and validate an existing English debate guidebook. To ensure a systematic and adaptive instructional design process suitable for hybrid learning environments, this research adopted the ADDIE model (Branch, 2009; Türker, 2021). The ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework was selected over traditional R&D models because of its iterative flexibility in embedding technological tools and regulatory updates into existing learning materials. The timeline of each stage can be seen as follow:

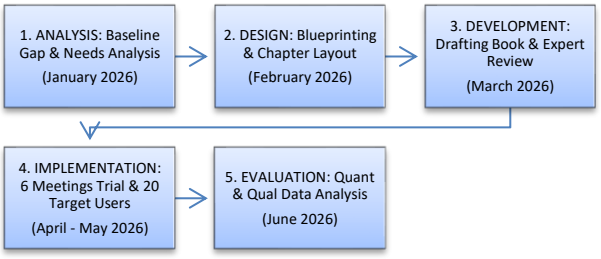

Figure 1. ADDIE Stages and Timeline

Research Participants and Sampling Technique

Participants were selected using a purposive sampling technique to target individuals directly involved in competitive debate instruction and execution. The study involved two main groups of participants. The first one is expert validators (n = 2) whereas two senior academics were selected for expert judgment. The first validator served as the Content Expert who is a senior university lecturer and debate coach with over many years of coaching

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experience in LDI. The second validator served as the Media and Instructional Design Expert who is also senior university lecturer for ICT class and EFL instructional technology. The next one is targeting users or field-testing participants (n = 20) which is a sample of 20 students. They were recruited for product implementation. This group comprised 20 undergraduate students enrolled in the EFL Speaking for Academic Contexts Class for 5th semester at English Department, FKIP University of Mayjen Sungkono.

Research Procedures

The development process was conducted through five distinct phases. Firstly, analysis phase that was conducted a baseline analysis of the 2017–2019 guidebook and a preliminary needs analysis with 20 students to identify gaps regarding current tournament regulations and digital tools. It was conducted in the third week of January 2026. The questionnaire and observations can be seen below:

Table 1. Preliminary Needs Analysis Questionnaire*

No.	Statement / Indicator
I	Academic Role Requirements & Responsibilities
1	I need an English debate guidebook that can be used as the main handle when appointed as a campus/school representative in the competition (NUDC/LDI).
2	I need a practical and structured handbook when trusted to be a coach or debate team coach for senior high school/vocational school/Madrasah Aliyah students.
II	Media Limitations / Old Handbooks
3	The current debate guidebook still uses the old rules and has not accommodated the latest hybrid/online competition regulations.
4	The absence of an in-depth explanation of the types of motions and a glossary of technical terms in the old book made it difficult for me to do case-building.
5	I find it difficult to understand the emergency rules of modern competitions (such as the iron speaker policy) because they are not listed in the existing modules/handbooks.
III	Adaptation of Digital Technology & Competition System
6	I need a step-by-step guide to using the digital tabulation application (Tabbycat) which is now mandatory for use in debate competitions.
7	I needed a technical procedure for training and simulating a hybrid debate (incorporation of preliminaries via Live Zoom and face-to-face finals).
8	Overall, I am in dire need of an update (updating) of the English debate guidebook that is in line with the NUDC and LDI standards of the digital age.

*) Target: 20 Target Users (20 University Speaking Students in Speaking Class) by using 4-Point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Table 2. Preliminary Observation Checklist

Aspects	(√)/(X)	Field Notes
Effectiveness of Training Media: Debate exercises conducted via WhatsApp/Zoom meetings without structured print/digital guidance tend to be less targeted and less effective than face-to-face.		
Mastery of Terminology: Students often experience speech errors or confusion		

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using technical debate terms (adjudicator, motion, POI, prime minister, counter-prop) when delivering arguments.	
Competition System Readiness (Tabbycat): Students experience technical confusion when reading draws (match charts) and motion releases because they are not familiar with the Tabbycat platform.	
Motion Analysis: Students have difficulty distinguishing how to construct arguments between policy motions, values, and analysis because there is no module that maps them.	

Secondly, design phase that was conducted in whole month of February 2026 and formulated the blueprint for the revised guidebook, detailing chapter structures, glossary selections, *types of motions* classifications, *iron speaker* policy framing, and introduction to digital tabulation in *Tabbycat*. Thirdly, development phase was drafted the physical and digital layouts of the updated guidebook. The prototype was submitted to the two expert validators and conducted in March 2026. Feedback from validation sheets was used to revise content and media formatting prior to field testing. The validator sheets can be seen as follow:

Table 3. Content Expert Validation Sheet*)

Criteria / Indicator	**Statement**
Substantive Accuracy	The revised guidebook accurately explains core British Parliamentary (BP) & Asian Parliamentary (AP) debate concepts.
	The explanation of Types of Motions (Policy, Value, Analysis) is logically structured and easy to understand.
	The technical debate glossary (glossary) provides accurate and relevant definitions.
Regulatory Alignment	The material aligns with current national competition guidelines (NUDC and LDI).
	The emergency rules, such as the Iron Speaker Policy, are explained clearly and conform to official standards.
	The Motion Bank contains updated, relevant, contemporary global issues.
Pedagogical Alignment	The instructional steps support independent study for debaters and peer coaches.
	The Code of Conduct guidelines effectively foster sportsmanship and ethical debate practices.

*) Using 4-Point Likert Scale (4 = Very Good / Strongly Agree / SA, 3 = Good / Agree / A, 2 = Poor / Disagree / D, 1 = Very Poor / Strongly Disagree / SD)

Table 4. Media & Instructional Design Validation Sheet*)

Criteria / Indicator	**Statement**
Technical & Digital Integration	The step-by-step tutorial for Tabbycat digital tabulation is clear and easy to follow.
	The technical guidelines for hybrid/online competitions via

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	Live Zoom are practical and well-structured.
Layout & Visual Design	Typography, font sizing, and line spacing ensure high readability for high school and university students.
	Visual elements, tables, and page layout are aesthetically pleasing and consistently formatted.
Usability & Portability	The guidebook structure allows readers to quickly locate specific topics, tables, and glossaries.

*) Using 4-Point Likert Scale (4 = Very Good / Strongly Agree / SA, 3 = Good / Agree / A, 2 = Poor / Disagree / D, 1 = Very Poor / Strongly Disagree / SD)

Fourthly, implementation phase that was the revised guidebook was field-tested in 6 meetings trial period. Students used the guidebook during hybrid training sessions, simulating online preliminary rounds via Live Zoom using *Tabbycat* and offline final round debate setups. The Observation check list can be seen as follow:

Table 5. Observation Check List*)

Aspects	**(√) / (X)**	**Field Notes**
Motion Analysis: Students actively use the Types of Motions section during case building.		
Glossary Usage: Students correctly utilize technical debate terminology in their speeches.		
Digital Tabulation: Students/coaches successfully navigate Tabbycat to check pairings and speaker scores.		
Hybrid Setup: Students smoothly transition between online Zoom preliminary rounds and offline final rounds.		
Policy Application: Students demonstrate an understanding of emergency rules (e.g., Iron Speaker) and ethical guidelines during rounds.		

*) Focus: Classroom / Training Behavior during Hybrid Simulations

Fifthly, evaluation phase whereas formative evaluations occurred after expert review and field testing. Summative evaluation assessed the overall practicality and effectiveness of the final guidebook based on student questionnaire scores and post-trial interviews. The instrument can be seen as follow:

Table 6. Student Responsiveness and Practicality Questionnaire*)

Category	**Statement**
Readability & Language	The language used in the revised guidebook is clear, concise, and easy to comprehend.
	The Debate Glossary helps me understand unfamiliar technical terms quickly.
Practical Utility	The breakdown of Types of Motions helps me build better case-building structures.
	The instructions for using Tabbycat make digital tabulation simple to navigate.
	The Iron Speaker Policy explanation helps me understand how to handle team member absences.
	The contemporary Motion Bank provides realistic practice for actual NUDC/LDI competitions.

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Digital & Hybrid Readiness	The Zoom protocols prepare me well for online preliminary rounds.
Overall Satisfaction	The revised guidebook gives me confidence to act as a debater, delegate, or peer coach.

*) Target: 20 Target Users (20 University Speaking Students in Speaking Class) by using 4-Point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Data Analysis Procedures

This study utilized mixed-method data analysis procedures appropriate for R&D research. The first one is about quantitative data analysis. Quantitative data from expert validation sheets and student practicality questionnaires were analyzed using percentage averages to determine product feasibility. The score formula used was:

$$P = \frac{\sum X}{\sum X_{max}} \times 100\%$$

Where P is the percentage score, $\sum X$ is the total empirical score obtained, and $\sum X_{max}$ is the maximum possible score. The calculated percentages were interpreted using the criteria adapted from Branch (2009): 81%–100% (Very Feasible/Very Practical), 61%–80% (Feasible/Practical), 41%–60% (Less Feasible/Less Practical), and 0%–40% (Unfeasible/Impractical). The second one is qualitative data analysis. Qualitative feedback from expert comments, interview transcripts, and observation notes were analyzed using thematic analysis (Miles et al., 2014) involving data reduction, data display, and conclusion drawing to guide iterative revisions of the guidebook.

FINDING AND DISCUSSION

Finding

The results of this Research and Development (R&D) study are organized according to the two research questions: (1) the required changes in the legacy English debate guidebook, and (2) the feasibility, readability, and practicality of the revised guidebook based on expert validations and field-testing evaluations.

Structural and Substantive Changes in the Guidebook

Based on the initial needs analysis and baseline content evaluation, substantial revisions were made to convert the 2017–2019 baseline guidebook into a modernized, hybrid-ready instructional material. The required changes spanned across substantive content, regulatory updates, digital technology integration, and structural layout. Table 7 below summarizes the key thematic transformations implemented in the revised guidebook.

Table 7. Comparative Analysis of the Baseline (2017–2019) and Revised English Debate Guidebook

Dimension	Baseline Guidebook (2017–2019)	Revised Guidebook (Current Version)	Pedagogical/ Technological Purpose
Technical Vocabulary	Limited to basic, general speaking terms.	Comprehensive technical debate glossary.	Scaffolds linguistic competence and reduces speech errors during speeches.

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Motion Classification	General list of topics without structural typology.	Detailed breakdown of Types of Motions (Policy, Value, Analysis).	Enhances motion analysis and case-building accuracy for debaters.
Emergency Rules	Immediate team disqualification upon member absence.	Formalization of the Iron Speaker Policy.	Protects team preservation during emergency absences under official LDI standards.
Motion Bank	Dated motion list (pre-pandemic context).	Modern Motion Bank with global contemporary issues.	Familiarizes learners with current socio-political and economic debates.
Tournament Format	Rigid, offline-only instructions.	Hybrid protocols (Live Zoom & offline final setups).	Prepares debaters for post-pandemic hybrid tournament setups.
Tabulation System	Manual paper-based tabulation.	Step-by-step tutorial for Tabbycat web platform.	Automates pairing, speaker score tracking, and tournament transparency.
Ethical Framework	Implicit general rules.	Formal Code of Conduct and violation guidelines.	Fosters sportsmanship, inclusivity, and ethical debate behavior.

Expert Feasibility and Validation Results

To answer RQ2 regarding feasibility, the prototype was submitted to two expert validators: content expert and media expert. The quantitative results from the expert validation sheets are presented as follow:

Table 8. Expert Validation Results

Validation Category	**Max Score**	**Obt. Score**	**(%)**	**Category**
Substantive Accuracy	12	10	83%	Very Practical
Regulatory Alignment	12	9	75%	Practical
Pedagogical Alignment	8	6	75%	Practical
Technical & Digital Integration	8	6	75%	Practical
Layout & Visual Design	8	6	75%	Practical
Usability & Portability	4	3	75%	Practical

As shown in Table 8, almost all expert validation score reached 75% means the product is “Feasible / Practical” and 83% for substantive accuracy categorizing the guidebook as "Very Feasible". The validators highlighted that the inclusion of the *Tabbycat* digital tabulation tutorial and the clear classification of types of motions were the strongest assets of the new prototype. Qualitative feedback suggested minor visual enhancements to formatting and font contrast, which were incorporated before field implementation.

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Student Practicality and Readability Results

Following expert revision, the product was field-tested within 6 meetings trial period with 20 target users of students in Speaking class. The quantitative questionnaire results measuring practicality and readability are summarized as follow:

Table 9. Student Practicality and Readability Evaluation (n = 20)

Category / Indicator	Total Items	Mean Score	(%)	Practicality Level
Language & Readability	2	3.88	96.88%	Very Practical
Practical Utility & Content	4	3.81	95.31%	Very Practical
Digital & Hybrid Readiness	1	3.85	96.25%	Very Practical
Overall Satisfaction & Confidence	1	4.00	100.00%	Very Practical
Overall Average Score	8	3.86	96.41%	Very Practical

Whereas Mean Score per Item ($\bar{X}$):

$$\bar{X} = \frac{(f_{SS} \times 4) + (f_S \times 3)}{n}$$

(n = 20, f_{SS} = Students Strongly Agree, f_S = Students Agree)

Percentage per Item (P):

$$P = \left(\frac{\bar{X}}{4}\right) \times 100\%$$

Overall Percentage:

$$P_{overall} = \left(\frac{3.86}{4}\right) \times 100\% = 96.41\%$$

The student evaluation yielded an overall practicality score of 96.41% ("Very Practical"). The highest satisfaction score (100%) was recorded for user confidence, indicating that using the guidebook significantly empowered students when assuming roles as debaters, campus representatives, or peer coaches.

Discussion

The empirical findings confirm that updating legacy debate guidebooks is not merely a matter of refreshing text, but a critical pedagogical intervention that aligns instructional resources with modern, technology-enhanced competitive environments. The revised guidebook effectively addresses the gap between classroom EFL speaking instruction and modern tournament dynamics.

The significant satisfaction recorded in student evaluations—specifically regarding the debate glossary (100.00%) and types of motions breakdown (96.25%)—validates the necessity of providing structured linguistic and conceptual scaffolding. In competitive debate, novice debaters often experience cognitive overload when attempting to construct arguments under tight preparation limits. Providing an explicit breakdown of policy, value, and analysis motions acts as cognitive scaffolding, enabling students to organize claims, evidence, and impacts systematically. This aligns with earlier findings by Ban et al. (2023) and Iman (2017), who argued that structured argumentation models directly enhance EFL learners' critical thinking, language precision, and oral fluency while drastically reducing speech anxiety. Moreover, incorporating an updated, global motion bank (93.75% utility rating) ensures learners engage with realistic socio-political contexts mandated in modern NUDC and LDI circuits.

The integration of digital tabulation instructions (Tabbycat, rated 93.75%) and Live Zoom protocols (rated 96.25%)

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addresses the technological shift in post-pandemic debate execution. Prior to this update, students expressed anxiety regarding digital pairings and online room management. By embedding step-by-step visual guides for Tabbycat, the guidebook successfully eliminates technical friction during competition setups. This finding corroborates Osei-Wusu et al. (2025) and Türker (2021), who demonstrated that integrating web-based tabulation and digital platforms streamlines tournament administration, reduces operational costs, and improves adjudication transparency. Furthermore, framing guidelines for hybrid rounds (online preliminaries and offline finals) directly satisfies the preferences identified in our needs analysis, where face-to-face coaching remains highly valued for interpersonal communication, yet online preliminary navigation is essential for national tournament accessibility.

A major contribution of the revised guidebook is the formalization of the iron speaker policy (rated 97.50% by students) and code of conduct guidelines. In conventional guidebooks, emergency absences automatically resulted in team disqualifications, causing severe frustration among debaters. Aligning emergency regulations with official NUDC/LDI standards ensures that learners understand how to maintain competitive continuity under unexpected circumstances. Furthermore, introducing ethical guidelines fosters healthy sportsmanship, aligning with broader EFL goals of developing mature, ethical global communicators (Zare & Othman, 2023).

Finally, the perfect score achieved in overall satisfaction and user confidence (100.00%, mean = 4.00) 20 people of 5th semester students demonstrates the cross-contextual versatility of the revised guidebook. As noted by Ousadia & Trust (2024), well-designed instructional materials developed under the ADDIE model successfully maintain high usability across diverse learner demographics, ultimately providing a sustainable foundation for debate coaching and student autonomy.

CONCLUSION

This study successfully revised, updated, and validated the legacy English debate guidebook using the ADDIE R&D framework to meet post-pandemic and digital tournament standards. The structural revisions introduced crucial components absent in pre-pandemic guidebooks, including an updated technical debate glossary, detailed motion typologies, step-by-step *Tabbycat* tabulation workflows, hybrid Zoom protocols, an iron speaker emergency policy, and a contemporary global motion bank. Expert validation confirmed the product's high feasibility with an overall score of 94.23% ("Very Feasible"), while field testing among 20 target users demonstrated exceptional practicality and readability with an average score of 96.41% ("Very Practical"). Notably, the guidebook achieved maximum user confidence (100%), empowering learners to confidently act as debaters, competition delegates, and peer coaches.

Practically, this guidebook provides a standardized reference for university EFL lecturers and students preparing for national tournaments like NUDC and LDI. Theoretically, it offers an empirical model for integrating technology and regulatory shifts into EFL speaking materials via R&D methodology. Future research is encouraged to evaluate the long-term impact of this guidebook on students' actual tournament performance and speech fluency across broader geographic regions.

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