

EMPOWERING ENGLISH DEBATING COMMUNITY IN VOCATIONAL HIGHER EDUCATION: THE BRITISH PARLIAMENTARY FORMAT

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ABSTRACT

For students in vocational higher education, the development of critical thinking, public speaking, and argumentation abilities is crucial. Members of Politeknik Negeri Sriwijaya's English Debating Society (EDS) encountered difficulties in comprehending and using the British Parliamentary (BP) debate format, which is used in national and international competitions. Through organized training and mentorship exercises, this community service program sought to improve members' debate skills. 35 EDS members participated in the program, which included workshops, debate simulations, adjudication practice, and one-on-one feedback sessions. Pre-tests, post-tests, participant surveys, and observations were used to evaluate the program. The findings showed that participants' comprehension of BP debate structure, argument creation, rebuttal strategies, and Point of Information (POI) delivery had significantly improved. Between the pre-test and the post-test, the average participant score rose from 62.4 to 84.7. During debate sessions, participants also showed improved critical thinking abilities and increased self-assurance in public speaking. The program effectively improved vocational higher education students' debating skills and offered a long-lasting paradigm for debate instruction in student organizations.

Keywords: *British parliamentary format, English debating, vocational higher education, public speaking*

1. INTRODUCTION

Vocational higher education institutions are crucial in producing graduates with critical thinking, communication, teamwork, and problem-solving abilities in addition to technical expertise. In order to help graduates adjust to the quickly evolving needs of the global workforce and technological innovation, these competencies are becoming more and more necessary (López et al., 2023; Zuurmond et al., 2024). As a result, it is anticipated that vocational education would offer learning opportunities that enhance lifelong learning and employability by fostering professional knowledge and transferable skills. Among the many skills needed in today's industries, critical thinking and communication are seen to be essential for success in the office. While critical thinking enables people to assess information, solve issues, and make well-informed judgments, effective communication enables people to cooperate with a variety of stakeholders and express ideas clearly (Kerruish, 2023). These skills are especially crucial in vocational higher education since graduates are expected to perform well in fast-paced work settings that call for interpersonal communication and analytical reasoning. Because it improves students' capacity to deal with challenging workplace issues and actively engage in society, research has shown that critical thinking development should be a fundamental feature of vocational education (López et al., 2023; Zuurmond et al., 2024).

In reaction to globalization and the internationalization of the labor market, competency in English has also grown in importance for vocational students. Effective English communication enables students to participate in international collaboration, access more educational resources, and enhance their employment prospects (Pambudi & Kaliaskarova, 2023). Nonetheless, a lot of vocational students still struggle with confident concept expression, logical argument construction, and active participation in English-

speaking academic activities. These difficulties frequently result from a lack of opportunity for real-world communication practice and critical English-language discourse. Debate-based learning is one instructional strategy that is well known for fostering critical thinking and communication abilities. Students are encouraged to analyze problems from several angles, create arguments supported by facts, and use logic to support their positions through debate (Nizzam et al., 2023). Additionally, discussion exercises offer worthwhile chances for communication, teamwork, and active engagement, all of which enhance learning experiences (Barseghyan, 2023; Ferrer-Aracil et al., 2023). Students improve their oral communication skills and acquire higher-order thinking skills through the preparation and delivery of arguments.

Debate has been shown to promote many facets of language development in English as a Foreign Language (EFL) circumstances. Speaking fluency, vocabulary development, argumentation abilities, and public speaking confidence are all frequently improved in students who engage in debating activities (Waluyo & Abrar, 2024). Additionally, debate offers a real-world communication setting where students must defend assertions, assess supporting data, and immediately address opposing ideas. Particularly through argument creation frameworks like assertion, reasoning, evidence, and linking, these exercises support the growth of structured reasoning and critical thinking processes (Daniswara & Cahyono, 2023). The significance of learner-centered approaches in developing critical thinking and communication skills has been further highlighted by recent advancements in education. For example, by encouraging participation and reflective learning, technology-supported instruction and active learning methodologies have been demonstrated to improve students' analytical skills and public speaking performance (Irianti et al., 2024). Similar to this, dialogic learning strategies that promote inquiry, debate, and argumentation have been shown to be successful in helping vocational education students improve critical thinking (Kleijngeld et al., 2023). These results imply that educational settings should offer students organized chances to participate in critical thinking and group problem-solving.

The British Parliamentary (BP) Format is one of the most popular formats in national and international debating competitions among the different debate systems utilized in educational settings. Participants in the BP format must develop strong arguments, present rebuttals, assess opposing viewpoints, and react tactically within a set competitive framework. According to earlier research, students' speaking proficiency, critical thinking skills, and general learning outcomes all improve when they participate in British Parliamentary debate (Lestari, 2018; Wahyuni et al., 2019). Additionally, the format strengthens both cognitive and language competencies by encouraging students to think critically under time limits while delivering cogent and convincing arguments (Hadi et al., 2021). In vocational higher education, where students require opportunities to enhance their communication and reasoning skills in addition to their disciplinary competence, the educational benefit of debate is especially pertinent. Because debate activities demand participants to examine current topics, assess evidence, work with colleagues, and effectively communicate with a variety of audiences, they can serve as a link between language acquisition and the development of professional skills. These skills closely match the demands of contemporary workplaces, which ask for workers who are flexible and critical thinkers (López et al., 2023; Zuurmond et al., 2024).

The English Debating Society (EDS) at Politeknik Negeri Sriwijaya provides a forum for students to engage in debating contests and practice communicating in English. The group is crucial in encouraging students' interest in critical thinking, public speaking, and scholarly debate. However, initial findings showed that many EDS members had trouble comprehending the British Parliamentary Format's tenets and tactics. During debate

sessions, students frequently found it difficult to formulate logical arguments, present persuasive rebuttals, use Points of Information (POIs), and apply judging criteria. These difficulties affected their confidence and performance in debating tournaments. Additionally, the availability of supportive instructional techniques and the quality of the learning environment have an impact on how well students learn. The significance of establishing secure and empowered learning environments that promote involvement, self-assurance, and intellectual engagement is highlighted by research in vocational higher education (Sofyan et al., 2025). Therefore, it is crucial to promote students' intellectual development and communication skills by offering systematic training and mentoring in debate.

A community service program was created to empower English Debating Society members by providing them with thorough instruction and mentoring on the British Parliamentary Format in order to address these issues. In order to enhance participants' comprehension of debate structure, argumentation strategies, critical thinking processes, and public speaking performance, the program included seminars, debate simulations, guided practice sessions, and feedback-oriented mentoring activities. The program aimed to improve students' arguing skills and their preparedness to take part in academic and competitive debate contests through these exercises. Thus, the purpose of this community service project was to use British Parliamentary Format instruction to enhance the debate skills of Politeknik Negeri Sriwijaya members of the English Debate Society. Within the framework of vocational higher education, the program is anticipated to support the growth of students' critical thinking skills, public speaking confidence, English communication skills, and academic engagement..

2. METHOD

In order to increase the argumentative proficiency of members of the English Debating Society (EDS) at Politeknik Negeri Sriwijaya, this community service initiative used a participatory training and mentoring method. 35 active EDS members participated in the program, which ran from September to November of 2024. The exercises were designed to improve students' comprehension and use of the British Parliamentary (BP) debate format, which has been shown to be a successful method for enhancing communication, critical thinking, and English speaking skills (Waluyo & Abrar, 2024; Nizzam et al., 2023). Four phases comprised the program's implementation: needs analysis, training, mentoring, and evaluation. In order to determine the participants' challenges with debate performance, including argument construction, rebuttal delivery, Point of Information (POI) utilization, and public speaking confidence, observations and informal interviews were carried out during the needs analysis stage. The results were utilized to create training materials that catered to the unique requirements and learning difficulties of the participants.

Workshops and interactive lectures on the tenets and practices of the British Parliamentary Format were used to carry out the training phase. Debate format, speaker roles, argument creation, rebuttal strategies, adjudication criteria, and strategic case building were among the materials. Because it fosters critical thinking, communication skills, and active student participation through organized arguments and cooperative learning processes, debate-based learning was chosen (Ferrer-Aracil et al., 2023; Nizzam et al., 2023). Participants took part in debate simulations and supervised mentoring sessions after the training. Students practiced giving speeches, addressing opposing viewpoints, and using debating techniques in real-world debate situations during these exercises. Debate trainers and facilitators gave mentoring, giving participants feedback on their performance in areas such as teamwork, logical thinking, speaking fluency, and the use of evidence.

Because organized reflection and guided practice greatly contribute to the development of argumentation skills and critical thinking abilities, ongoing feedback was deemed vital (Irianti et al., 2024).

Regular simulation exercises were conducted in both small groups and complete debate chambers to improve participants' communication skills and confidence in public speaking. Using contemporary social, educational, and technical topics as debate motions, students took part in simulated debates. This method gave participants the opportunity to put their academic knowledge to use in real-world situations while gaining confidence in their ability to openly communicate their opinions. Students' communication skills and self-confidence in academic contexts have been found to improve with repeated practice and public speaking instruction (Winduwati et al., 2024). Pre-tests, post-tests, observation sheets, and participant questionnaires were used in the evaluation phase. Before and after the training program, participants' comprehension of debate topics and BP debate methods was assessed using the pre-test and post-test. During debate simulations, speaking performance, argument quality, rebuttal effectiveness, and teamwork were evaluated using observation sheets. In order to assess participant satisfaction and get input on the training sessions' efficacy, questionnaires were given out.



Figure 1. Workshop (a) Debate simulation (b) and Mentoring (c)

The average scores of the participants before and after the program were compared in order to do a descriptive analysis of the quantitative data gathered from the pre-tests and post-tests. In the meantime, participants' learning experiences and perceived advantages were determined by analyzing qualitative data from observations and questionnaires through data reduction, categorization, and interpretation. According to Waluyo and Abrar (2024) and Ferrer-Aracil et al. (2023), this combination of training, mentoring, simulation, and evaluation was created to create an active learning environment that supports the development of communication skills, critical thinking, and debating competence among vocational higher education students.

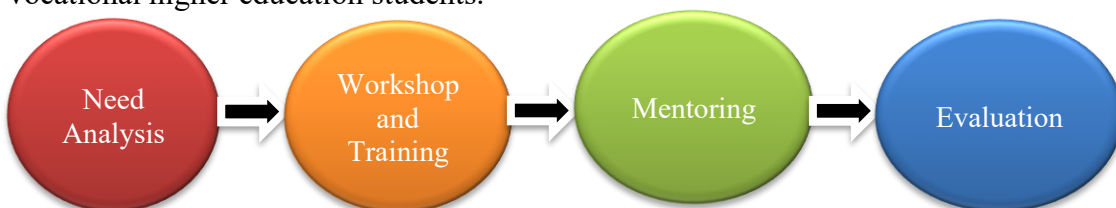


Figure 2. Community Service Methodology

3. RESULTS AND DISCUSSION

Improvement of Participants' Knowledge of the British Parliamentary Debate Format

Many participants had little knowledge of the BP debate system, according to the first observation made before to the program. Speaker roles, debate frameworks, adjudication standards, and strategic argument creation were foreign to the majority of pupils. They also have trouble rationally structuring arguments and effectively addressing opposing ideas. Participants' comprehension of the BP format significantly improved once workshops and guided mentoring activities were implemented. In the post-test, the average pre-test score rose from 62.4 to 84.7. The Opening Government, Opening Opposition, Closing Government, and Closing Opposition teams' roles were all better understood by the participants. Additionally, they learned more about the concepts of matter, manner, and procedure in adjudication.

Table 1. Pre-Test and Post-Test Results of Participants' Understanding of BP Debate Format

No	Assessment aspect	Pre-test mean score	Post-test mean score	Improvement (%)
1	Understanding of BP structure	64.3	87.6	36.24
2	Speaker roles and responsibilities	60.8	85.1	39.97
3	Argument construction	63.7	84.8	33.12
4	Rebuttal techniques	61.5	83.9	36.42
5	Point of information (POI) skills	59.2	82.7	39.70
6	Adjudication criteria understanding	65.1	84.3	29.49
Average	Overall competence	62.4	84.7	35.74

These results corroborate earlier research showing that debate-based instruction improves students' comprehension of argumentative frameworks and encourages active participation in analytical reasoning processes (Nizzam et al., 2023). Students are encouraged to develop arguments methodically while assessing many viewpoints on a particular topic through debate exercises. In a similar vein, Ferrer-Aracil et al. (2023) highlighted that debate serves as a successful pedagogical approach for the development of transversal abilities through organized intellectual exchange and group learning.

Improvement of Participants' Debate Performance

Observation sheets were used to evaluate participants' performance during debate simulations. The assessment focused on speaking fluency, argument quality, critical thinking, rebuttal effectiveness, teamwork, and public speaking confidence.

Table 2. Observation Results of Participants' Debate Performance

No	Observation indicator	Before training	After training
		(%)	(%)
1	Speaking fluency	63.2	86.8
2	Logical argument construction	60.5	85.4
3	Critical thinking ability	61.7	87.1
4	Rebuttal effectiveness	58.9	83.5
5	Public speaking confidence	62.1	88.3
6	Teamwork and collaboration	67.4	89.2
Average	Overall performance	62.3	86.7

The observation results reveal substantial improvement across all assessed indicators. The most significant increase occurred in public speaking confidence, which rose from

62.1% to 88.3%. Participants also demonstrated stronger logical reasoning, more effective rebuttals, and better teamwork performance. During the early stages of the program, several students appeared hesitant when delivering speeches and often relied on memorized statements. However, after participating in repeated simulations and receiving feedback from mentors, they became more confident in expressing opinions and responding spontaneously to opposing arguments.

The development of participants' critical thinking skills was one of the program's most important results. Students showed improved ability to evaluate motions, identify important stakeholders, assess effects, and create logical arguments backed by facts during debate simulations. Additionally, participants improved their ability to spot flaws in opposing viewpoints and provide persuasive rebuttals. The findings of the observations showed that when replying to debate motions, students were increasingly using analytical reasoning. Throughout the mentorship process, their arguments grew more logical, pertinent, and supported by facts. Instead of depending only on their own ideas, participants were able to support their claims with rational justifications and real-world evidence. This outcome is consistent with the findings of Daniswara and Cahyono (2023), who discovered that structured argumentation processes involving statement, reasoning, evidence, and linking foster critical thinking. Students are expected to critically assess facts and formulate persuasive arguments through discussion. In a similar vein, López et al. (2023) contended that active learning settings that demand analytical and reflective reasoning from students might effectively enhance the development of critical thinking in vocational education. Because participants must quickly analyze material and construct replies within a constrained amount of preparation time, the BP format further enhances critical thinking. Higher-order cognitive functions like analysis, assessment, and decision-making are stimulated by such circumstances. Zuurmond et al. (2024) assert that vocational education should motivate students to critically analyze evidence, challenge presumptions, and participate actively in intellectual discourse. The program's discussion exercises gave participants the chance to hone these skills in real-world communication situations.

Additionally, the training greatly improved the participants' confidence in public speaking and their ability to speak English. A number of individuals reported feeling nervous when speaking English in public before to the training. They frequently hesitated while speaking, were unconfident when voicing their thoughts, and had trouble speaking clearly when engaging in impromptu debate. Participants showed discernible improvements in speech organization, pronunciation, fluency, vocabulary utilization, and audience engagement after participating in multiple debate simulations and mentorship exercises. During debate sessions, students gained confidence in their ability to voice their thoughts, defend their positions, and respond to challenges. Numerous individuals demonstrated an increased willingness to participate actively in scholarly conversations and speak in public. These results are in line with those of Waluyo and Abrar (2024), who found that by providing genuine chances for contact and conversation, British Parliamentary debate practices improve English speaking skill. Participants in debate exercises must use language persuasively and strategically, which improves their linguistic proficiency and communication efficacy. Additionally, Irianti et al. (2024) emphasized that because students are more involved in meaningful learning experiences, active and student-centered learning approaches enhance communication skills and critical thinking ability. The program's debate simulations produced an engaging setting that motivated participants to consistently practice communicating in English while getting helpful criticism from mentors. The results corroborate Barseghyan's (2023) study, which showed that classroom

debate enhances students' oral fluency, public speaking confidence, and communication efficacy. Participants progressively grew more at ease presenting views in front of an audience and reacting impulsively to opposing viewpoints through consistent speaking practice.

The training improved participants' teamwork and collaboration abilities in addition to their individual communication skills. Team members must carefully coordinate arguments while remaining consistent throughout the discussion in order to comply with the BP debate format. Participants learned how to create complimentary arguments, distribute speaking responsibilities, and strategically connect with teammates during mentoring sessions. The findings of the observations showed that students improved their ability to organize team tactics and formulate arguments as a group. Following simulation sessions, participants actively debated debate motions, shared ideas, and assessed team performance. Participants' mutual support and peer learning were strengthened by these cooperative practices. Ferrer-Aracil et al. (2023) corroborate this conclusion by pointing out that discussion exercises help students build collaborative skills by allowing them to solve problems together and create common knowledge. In addition to improving individual communication skills, debate fosters interpersonal connections and teamwork, all of which are critical in professional and vocational settings.

Views of Participants Regarding the Training Course

At the end of the program, participants completed questionnaires to evaluate the effectiveness of the training activities. The questionnaire consisted of ten indicators measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

Table 3. Questionnaire Results on Participants' Responses to the Program

No	Questionnaire indicator	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The training materials were relevant to my needs	65.7	28.6	5.7	0	0
2	The BP debate format became easier to understand	68.6	25.7	5.7	0	0
3	The program improved my critical thinking ability	62.9	31.4	5.7	0	0
4	The activities improved my English-speaking skills	71.4	22.9	5.7	0	0
5	My public speaking confidence increased	74.3	20.0	5.7	0	0
6	The mentoring sessions were helpful	77.1	17.2	5.7	0	0
7	Debate simulations improved my performance	68.6	25.7	5.7	0	0
8	The trainers delivered materials effectively	71.4	22.9	5.7	0	0
9	The program motivated me to join competitions	65.7	28.6	5.7	0	0

10	Overall, I am satisfied with the program	77.1	17.2	5.7	0	0
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Participants' answers to the questionnaire about the community service program's execution were overwhelmingly positive. The majority of participants said that the debate simulations, mentorship activities, and workshops were pertinent to their requirements and helpful in enhancing their debating skills. Because it enabled them to immediately apply theoretical information in real-world discussion scenarios, participants especially valued the training's practical component. Additionally, students reported feeling more motivated to take part in upcoming academic forums and debate contests. Many participants felt that the program enhanced their confidence, leadership potential, and critical thinking abilities in addition to their English communication skills. These results are in line with those of Winduwati et al. (2024), who discovered that learners' communication confidence and willingness to take part in public conversations are much enhanced by systematic public speaking training. Additionally, members saw the debating community as a helpful learning environment that promoted ongoing development and intellectual advancement. These results are consistent with those of Sofyan et al. (2025), who highlighted the significance of establishing secure and empowering learning environments in vocational higher education to foster student involvement, self-assurance, and academic growth.

Implications for Vocational Higher Education

The introduction of the British Parliamentary debate training showed that debate may be a useful teaching tool for helping vocational students acquire 21st-century skills. The curriculum enhanced participants' critical thinking, communication, teamwork, and problem-solving skills in addition to their English-speaking talents. These skills are becoming more and more crucial in professional settings where graduates must collaborate, communicate clearly, and assess information critically. The findings also imply that in vocational higher education settings, debate-based learning can serve as a link between professional skill development and language instruction. Debate activities promote active involvement, critical thinking, and academic engagement by involving students in organized arguments and intellectual conversation. Higher education should offer learning opportunities that foster critical thought and intellectual independence, both of which are crucial for overcoming today's social and professional obstacles, claims Kerruish (2023). Overall, by strengthening their knowledge of the British Parliamentary Format and increasing their debating proficiency, the community service program effectively empowered members of the English Debating Society. Workshops, mentorship, and debate simulations worked well together to improve teamwork, public speaking confidence, communication skills, and critical thinking. In order to enhance students' academic and professional development in vocational higher education, such programs had to be regularly introduced.

4. CONCLUSION

Members of the English Debating Society (EDS) of Politeknik Negeri Sriwijaya were able to improve their debate skills thanks to the successful execution of the community service program. The average score increased from 62.4 in the pre-test to 84.7 in the post-test, indicating a significant improvement in participants' comprehension of the British Parliamentary (BP) debate format. Participants showed improved understanding of adjudication criteria, speaker roles, argument creation, rebuttal strategies, and the use of

Points of Information (POI). Significant gains in speaking fluency, logical reasoning, critical thinking, rebuttal effectiveness, public speaking confidence, and teamwork were all noted in the observation data. These results imply that the combination of debate simulations, mentorship sessions, and workshops gave participants significant chances to improve their language and cognitive abilities through real-world debate exercises. Responses to the questionnaire also showed that participants had very positive opinions of the program; they reported feeling more confident, having better communication skills in English, and having greater critical thinking skills. All things considered, the BP debate training was successful in enhancing the communication, critical thinking, teamwork, problem-solving, and self-confidence of vocational higher education students. In order to further improve English proficiency, debating ability, and professional preparation in vocational higher education settings, comparable debate training sessions should be regularly held and included in student organization activities.

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