

ENHANCING ENGLISH FOR NETWORKING, PRESENTATION, AND COLLABORATION (ENPC) COMPETENCIES THROUGH AN INTERNATIONAL VISITING LECTURE: A DESCRIPTIVE REFLECTIVE CASE STUDY

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ABSTRACT

English language education in higher education increasingly emphasizes authentic and competency-based learning to prepare students for global academic and professional communication. Within this context, international visiting lectures are often positioned as part of internalization at home initiatives that provide intercultural exposure without physical mobility. This study aims to document and examine the implementation of an international visiting lecture entitled “*Beyond the Classroom: English for Networking, Presentation, and Collaboration*” and to explore how such an activity supports the development of English for Networking, Presentation, and Collaboration (ENPC) competencies among undergraduate English Education students at Universitas Muhammadiyah Brebes. Adopting a descriptive reflective case study design, qualitative data were collected from 47 participants through online survey responses, individual reflection logs, and selected student produced learning artifacts. The data were analyzed thematically and triangulated across sources to identify recurring patterns in participants’ experiences and perceived learning outcomes. The findings indicate that students reported increased awareness and confidence in using English for networking, presentation, and collaborative communication, alongside heightened intercultural awareness and learning motivation. Reflection narratives and learning artifacts further suggest that participants began to view English less as a classroom subject and more as a practical lingua franca for academic and professional interaction. Challenges related to varied English proficiency levels and limited opportunities for sustained collaboration were also identified. Overall, this study suggests that a well-structured international visiting lecture can serve as a pedagogically meaningful learning experience that supports competency-oriented English instruction and contributes to internationalization at home practices in non-Anglophone higher education contexts, while acknowledging the contextual and descriptive scope of the case study.

Keywords: *International Visiting Lecture; English for Networking, Presentation, and Collaboration (ENPC), English Education, Intercultural Awareness, Internationalization at Home.*

Introduction

In the last decade, English learning in higher education has increasingly shifted from isolated, classroom-based tasks toward integrated and practice-oriented experiences that mirror real academic and professional communication. This is in line with authentic assessment, which emphasizes real-world tasks and 21st-century skills (Vlachopoulos & Makri, 2024). In this context, three key competencies: networking, presentation and collaboration (ENPC) have emerged as essential for undergraduate development, as they link language ability with employability outcomes that are increasingly emphasized in modern higher education policy and scholarship (Tight, 2023).

Accordingly, English education programs are encouraged to incorporate scaffolded tasks, to intentionally support the development of these competencies. However, while ENPC competencies are widely acknowledged as essential, their systematic development through short-term international learning activities remains underexplored in English education contexts.

One pedagogical approach that can support the development of English for Networking, Presentation, and Collaboration (ENPC) competencies is the international visiting lecture. As high-impact educational practice, international visiting lectures situate language learning within authentic participation contexts, including professional introductions, short academic

presentations, and collaborative interaction, allowing learners to engage in input, interaction, and meaningful language production. When delivered through online platforms, such lectures also facilitate cross-institutional participation and reflect communication practices common in global academic and professional environments. Empirical studies confirm positive attitudes and successful learning results in synchronous online settings (Carmi, 2024). In addition, Structured peer feedback enhances these advantages even further, as meta-analytic studies demonstrate that providing instructional support can significantly strengthen feedback quality and overall learning outcomes (Hornstein et al., 2025). Despite these advantages, international visiting lectures are often treated as supplementary activities rather than examined as intentional pedagogical interventions for developing ENPC competencies, particularly in non-Anglophone English education contexts.

However, empirical studies that document how short-term international visiting lectures function as pedagogical models for developing English for Networking, Presentation, and Collaboration (ENPC) competencies, particularly in non-Anglophone higher education contexts, remain limited. Existing research has largely discussed international visiting lectures in terms of general exposure, institutional branding, or student satisfaction, while offering limited insight into how such short-term interventions are pedagogically designed, enacted, and reflected upon to support specific communicative competencies. Addressing this gap, the present study examines the implementation of an international visiting lecture entitled “*Beyond the Classroom: English for Networking, Presentation, and Collaboration*” conducted within the English Educational Study Program at Universitas Muhammadiyah Brebes (UMBS). The lecture was intentionally designed as a structured learning intervention that made ENPC competencies explicit, practiced, and observable through authentic interaction with an international speaker and participants from multiple institutions. By documenting the instructional context, implementation process, and participants’ reported learning outcomes, this study seeks to illustrate how a carefully designed international visiting lecture can function as a pedagogical model for strengthening competency-based English instruction and supporting sustainable internationalization-at-home-practices. A descriptive reflective case study design is employed to capture participants’ experiences, perceptions, and contextual factors surrounding this bounded educational intervention, where in-depth understanding is prioritized over statistical

generalization.

As higher education becomes increasingly interconnected, internalization in higher education has emerged as a crucial strategy for enhancing global engagement and elevating academic quality through diverse perspectives (Msomphora, 2025). Internalization in higher education emphasizes the development of intercultural competence and the creation of learning spaces that allow students to participate in meaningful cross-cultural communication without requiring physical mobility (Orsini-jones, n.d.). These initiatives extend beyond traditional academic exchanges to include virtual collaborations and curriculum-based innovations that connect local learning contexts with global academic practices (Orsini-jones, 2025.). Within this framework, the present study specifically examines an international visiting lecture as a practical approach to supporting internalization at home, within the English for Networking, Presentation, and Collaboration (ENPC) course context (Victoria et al., 2025). This perspective recognizes the role of English as a lingua franca in academic and professional context, such as Indonesia, where sustained exposure to authentic English interaction remains limited (Liu & Kinginger, 2021). Strategically integrating international visiting lectures offers learners opportunities to engage with diverse English users in both classroom and online environments, thereby strengthening their intercultural communication awareness and communicative confidence (Lee, 2020).

This study therefore aims to critically investigate how an international visiting lecture influences the learning experiences of English Education undergraduates at Universitas Muhammadiyah Brebes, focusing on its contributions to strengthening their networking, presentation and collaboration competencies, as well as cultivating intercultural awareness. Specifically, the research employs a descriptive reflective case study methodology to analyze student perceptions and documented outcomes, interpreting these results through the lens of current literature on internalization and English as a Lingua Franca pedagogy. The analysis also extends to outlining practical implications for curriculum design, co-curricular initiatives, and institutional collaboration, informed by the insight generated through this particular intervention. In addition, it recognizes the challenges faced during the implementation process and provides considerations to guide future internalization efforts in comparable educational settings (Brito et al., 2025; Huertas-abril & Palacios-hidalgo, 2025). This comprehensive analysis aims to advance the

evolving discourse on virtual exchange and collaborative online international learning, emphasizing their effectiveness as strategies for internationalizing the curriculum and building global competencies (Borger, 2022). This exploration examines how these virtual interactions can act as key drivers for reshaping pedagogical practices, particularly in educational setting with limited resources (Dovrat, 2023). The virtual exchange framework, particularly Collaborative Online International Learning, provides a flexible and sustainable pathway for internalization, facilitating intercultural dialogues and cross-border engagement that deepens learners' appreciation of cultural diversity (Huertas-abril & Palacios-hidalgo, 2025; Spieler et al., 2025).

This study is guided by the following research questions: (1) How does an international visiting lecture support the development of English for Networking, Presentation, and Collaboration among English Education students? (2) How does engagement in this lecture influence learners' intercultural awareness and motivation? (3) What challenges and opportunities arise when implementing an international visiting lecture in a non-Anglophone context? and (4) What practical considerations arise for integrating such initiatives into current curricula and institutional frameworks to more effectively promote global competencies?

Method

This study adopts a descriptive and reflective qualitative case study design, focusing on a single, bounded educational intervention in the form of an international visiting lecture. The case is bounded by a specific event, institutional context and participant group, allowing for in-depth examination of pedagogical design, participant engagement, and reported learning outcomes within an authentic learning environment.

Grounded in an interpretative qualitative research tradition, this case study approach is appropriate for capturing participants' perceptions, experiences, and reflections as socially constructed meanings rather than measuring casual effects or generalizable outcomes. Accordingly, the study is descriptive rather than explanatory, aiming to document and reflect on how the international visiting lecture was designed and enacted, rather than to test hypotheses or establish casual relationships.

This design aligns with methodological practices commonly applied in studies of virtual exchange and internalization-at-home initiatives (Huertas-abril & Palacios-hidalgo, 2025), where context-sensitive analysis is essential for understanding intercultural interaction and learning

processes. The reflective dimension of the design further supports a critical examination of the intervention's pedagogical strengths and limitations, generating practical insights and transferable design considerations for future internalization initiatives.

The study involved 47 undergraduate students, primarily from the English Education Study Program at Universitas Muhammadiyah Brebes, along with a smaller number of students from several other higher education institutions who participated in the international visiting lecture. Participants were recruited through voluntary convenience sampling, as the lecture was designed as an open and collaborative academic event, and participation was based on students' willingness and availability (Zhang et al., 2025).

The participant group was heterogeneous in nature, encompassing students at different stages of undergraduate study and representing varied levels of English proficiency, as reflected in their prior coursework and self-reported confidence in academic communication. Students from other institutions came from related education and language focused programs, contributing to cross-institutional interaction during the session.

In addition to student participants, the visiting lecturer was a faculty member from Bahir Dar University. Selected based on expertise in English language pedagogy and experience in international and intercultural contexts. The inclusion of an international academic introduced a distinct pedagogical and cultural perspective that encouraged participants to critically reflect on their communicative practices and assumptions.

Data for this descriptive reflective case study were collected through multiple qualitative data sources, including an online open-response survey, individual reflection logs, and selected student-produced learning artifacts. Although the survey included scaled perception items to prompt participant reflection, it was employed as a qualitative elicitation instrument rather than for quantitative measurement.

The survey was distributed within 24 hours after the international visiting lecture, as participants represent multiple institutions and synchronous data collection was not feasible. It invited participants to reflect on their learning experiences related to networking, presentation and collaboration practices, as well as their intercultural awareness (Binu, 2022). Open ended prompts encouraged elaboration, clarification, and personal interpretation of learning experiences.

Reflection logs were completed individually within a flexible timeframe following survey submission. This reflective narrative provided

deeper insight into participants' learning processes, perceived challenges, and meaning-making related to ENPC competencies. As noted by (Tobias Kidde & Simon Norgaard, 2023), reflective writing offers rich qualitative evidence for examining learner engagement in cross-institutional and international learning environments.

Students-produced artifacts, such as presentation slides, collaborative task outputs, and written summaries, were purposefully selected as contextual evidence of engagement with ENPC competencies. Together, these data sources supported qualitative triangulation, strengthening the credibility and depth of the case analysis.

This study adhered to established ethical guidelines by obtaining informed consent and ensuring participant anonymity throughout the research process. Prior to the international visiting lecture, participants received a digital consent from outlining the purpose of the study, the types of data to be collected, and the measures taken to protect confidentiality. Participation was voluntary, and students were informed of their right to withdraw from the study at any stage without penalty.

All collected data, including open-ended survey responses, individual reflection logs, and student-produced learning artifacts, were anonymized through the use of unique participant codes to safeguard participants' identities. This ethical procedure was particularly important given the reflective and experiential nature of the data, which may contain personal perspectives related to learning processes and intercultural interaction (Thway et al., 2025).

From an analytical standpoint, the study adopted a qualitative interpretative approach consistent with a descriptive reflective case study design. Data analysis focused on identifying patterns of meaning across multiple qualitative sources through thematic analysis, rather than measuring variables or testing causal relationships. To enhance analytical rigor and trustworthiness, qualitative triangulation was conducted by comparing converging and diverging insights across survey narratives, reflection logs, and student-produced learning artifacts (Chan et al., 2021; Dahal, 2025; Nurhaliza et al., 2025).

This analytic strategy aligns with contemporary qualitative research practices that emphasize interpretive depth, reflectivity, and ethical sensitivity, particularly in educational and intercultural research contexts (Makateng & Mokala, 2025; Rana & Poudel, 2023). By prioritizing contextual understanding over generalization, this approach enabled the study to capture participants' lived experiences and perceptions of the international visiting lecture

within its specific institutional setting, while maintaining transparency and methodological coherence with the exploratory aims of the study.

Data analysis followed a qualitative interpretative analytic framework consistent with a descriptive reflective case study design. Qualitative data from reflection logs, open-ended survey responses, and learning artifacts were analyzed through thematic analysis, combining deductive categories derived from the research questions with inductive themes emerging from the data (Höffken & Lazendic-Galloway, 2024). The initial coding framework was developed collaboratively by the research team and refined through iterative discussion to ensure analytic coherence and interpretive consistency. Discrepancies in coding interpretations were resolved through reflective dialogue, strengthening the trustworthiness of the analysis (Sahan et al., 2024; Wolfgang et al., 2021). Rather than generating numerical comparisons, the analysis focused on identifying patterns of meaning convergence, and divergence across participants' reflection and artifacts. This approach enabled a nuanced understanding of how participants experienced the international visiting lecture and how ENPC competencies and intercultural awareness were perceived and enacted within the learning context (Vučković et al., 2021; Yadav, 2023). Triangulation across data sources allowed the researchers to corroborate interpretive insights and develop a holistic account of the learning experience, enhancing the credibility and depth of the qualitative findings (Fernández-Corbacho et al., 2024; MacDowell et al., 2024).

Undergraduate English Education program; focus on communicative competence and academic-professional skills. The curriculum emphasizes a blend of linguistic proficiency, pedagogical theories, and practical teaching applications, preparing students for diverse roles in language education. A key component of this program is the integration of English for Networking, Presentation, and Collaboration modules, which aim to equip students with the essential communication skills required for global academic and professional engagement (Alghamdi, 2022). This emphasis aligns with contemporary demands for graduates who can effectively navigate international academic and professional landscapes, fostering an environment conducive to initiatives like the international visiting lecture. Furthermore, the program strategically incorporates internationalization at home initiatives, broadening students' global perspectives without requiring overseas travel.

Speaker & Partner (Bahir Dar University)

Speaker : Dawit Dibekulu Alem,

	Ph.D (Bahir Dar University).
Moderator	: Ela Kristi Permatasari, M.Pd.
Host	: Lutfiana, M.Pd.
Welcome Speaker	: M. Aznar Abdillah, M.Pd., M.Kom.

Session Goals, Format, Timeline

Title	: International Visiting Lecture “Beyond the Classroom: English for Networking, Presentation and Collaboration”
Date/Time	: Tuesday, July 15th 2025, 1 p.m. to 3 p.m.
Access	: Meeting ID 638 906 7444; Passcode umbs.ac.id.
Participants	: 47 attendances from multiple institutions, they are UMBS, UIN Saizu/Prof. K.H. Saifuddin Zuhri Purwokerto, UNY, UNS, Universitas Harapan Bangsa, Universitas ‘Aisyiyah Yogyakarta, Universitas Terbuka, Universitas Peradaban, Universitas Nahdlatul Ulama), including an international student (Cambodia) studying at UIN SAIZU.

Implementation Overview Content focus: English for Networking, Presentation, Collaboration (ENPC)

Networking	: Initiating professional contacts (LinkedIn, forums), introductions/small talk, follow-ups, mentoring/peer support
Presentation	: Structuring talks, using visual aids, delivering clear arguments
Collaboration	: Giving/receiving feedback (e.g., “feedback sandwich”), online teamwork, intercultural project coordination

Learning Activities & Materials

Role-plays	: introductions, coffee chats, mentoring circles
Profile building	: online presence/LinkedIn

Micro & Mini	: 30 seconds to 2 minutes & 3 minutes to 5 minutes, presentations with peer feedback
Team tasks via Zoom/Teams/virtual exchange tools	: problem solving, role-plays

Participant & Engagement Indicators

Active Question & Answer	: at least three substantive questions on networking impact, micro/mini presentation techniques, and the role of social/LMS platforms
Multicampus audience contributions	: cross-institutional sharing and reflections

Findings and Discussion

This study explored the implementation of an international visiting lecture and its contribution to the development of English for Networking, Presentation, and Collaboration (ENPC) competencies among undergraduate students in the English Education Program at Universitas Muhammadiyah Brebes. Drawing on a thematic analysis of open-ended survey responses, reflection logs, and student-produced artifacts, four interrelated themes emerged: (1) development of ENPC competencies, (2) growth in intercultural awareness, (3) enhanced learner motivation, and (4) pedagogical opportunities and challenges.

Qualitative data indicate that participants developed a clearer understanding of networking as a communicative practice emphasizing clarity, politeness, and relationship-building. Reflection logs reveal that several students felt more confident introducing themselves, initiating academic conversations, and engaging in question-and-answer interactions with unfamiliar interlocutors. These perceptions were supported by student-produced discussion notes and written summaries, which illustrated more purposeful use of functional expressions for greeting, responding to questions, and maintaining interactional flow in academic contexts.

Analysis of student presentation artifacts, including micro- and mini-presentation slides and recorded performances, suggests improved organization and message clarity. Many artifacts demonstrated clearer structural elements, such as explicit openings, logically sequenced main points, and concise conclusions. Reflection logs further suggest that short presentation formats helped students focus on key ideas and manage speaking

anxiety, allowing them to deliver messages more confidently and coherently.

Collaborative communication skills were particularly evident during peer feedback activities and group discussions. Reflection logs because how participants became more actively involved in negotiating, meaning, sharing ideas, and providing constructive feedback using structured strategies introduced during the lecture. Group task outputs further illustrate increased coherence and shared responsibility in collaborative communication, indicating that students were able to engage more effectively in English mediated teamwork.

Qualitative evidence suggests that interaction with an international speaker and participants from multiple institutions fostered greater intercultural awareness among students. Reflection logs indicate that learners became more attentive to differences in communication styles, cultural norms, and academic practices. Several participants reported a shift in their perception of English, viewing it less as a subject tied to native speaker norms and more as a practical lingua franca for international academic and professional communication

This heightened intercultural awareness was closely linked to increased learner motivation. Open ended survey responses and reflection narrative reveal that students felt more motivated to use English beyond the classroom, particularly in digital and cross-institutional contexts. Student artifacts further demonstrate more purposeful and contextually appropriate language use, suggesting that intercultural exposure supported deeper engagement and sustained interest in English

learning.

The international visiting lecture offered several pedagogical opportunities, particularly through the integration of authentic communication tasks, short presentations, and collaborative and digitally mediated format, which enabled real-time engagement with peers and an international academic audience. At the same time, the data reveal challenges. Differences in English proficiency levels occasionally limited the depth of interaction for some participants, while variations in digital literacy affected students' ability to fully engage with online collaborative tasks. Reflection logs also suggest that some students struggled with reflective writing, producing brief or surface or surface -level reflections, indicating the need for clearer guidance and scaffolding in reflective practices. These findings highlight the importance of instructional clarity, structured support, and follow-up activities to maximize the pedagogical impact of short-term international learning interventions.

Overall, the findings indicate that the international visiting lecture functional as a meaningful pedagogical intervention that supported the development of ENPC competencies, fostered intercultural awareness, and enhanced learner motivation. While the intervention was limited in duration, the qualitative evidence suggests that a carefully designed international visiting lecture can contribute to competency-based English instruction and support internationalization-at-home initiatives in non-Anglophone higher education contexts.

Table 1
Summary of Qualitative Themes and Supporting Evidence

Focus area	Key learning activities	Main findings	Supporting evidence
Networking skills	Professional introductions, Q&A session, discussion on LinkedIn and social platforms	Students reported increased confidence in initiating professional communication and maintaining academic networking relationships	Reflection logs open-ended survey responses
Presentation skills	Micro presentations (30 seconds-2 minutes) and mini presentations (3-5 minutes)	Short presentation formats helped students organize ideas clearly and reduce speaking anxiety	Student presentation artifacts and reflections
Collaboration skills	Peer feedback using structured strategies, interactive discussion	Students developed the ability to give and receive constructive feedback and engage collaboratively in English	Reflection logs and observed interaction patterns
Intercultural awareness	Interaction with international speaker and multi-institutional participants	Students developed greater awareness of diverse communication styles and perceived English as a lingua franca	Reflection narratives and survey comments
Learning motivation	Online delivery through the Zoom and authentic academic interaction	Students showed increased motivation to use English beyond the classroom	Survey responses and reflection logs

DISCUSSIONS

This study examined the implementation of an international visiting lecture and its contribution to the development of English for Networking, Presentation, and Collaboration (ENPC) competencies among undergraduate EFL students

in non-Anglophone higher education context. Rather than merely confirming skill improvement, the findings offer insights into how short-term international academic engagement can function pedagogically within internationalization at home and English as a Lingua Franca (EFL) frameworks.

First, the findings reinforce existing literature that emphasizes the role of authentic communicative exposure in fostering professional communication skills. Interaction with an international lecture positioned English as a functional medium for academic and professional purposes rather than as an object of formal linguistic mastery. This aligns with EFL-oriented pedagogy, which conceptualizes English as a shared communicative resource shaped by context, interlocutors, and communicative goals. In this study, ENPC competencies emerged not through explicit language instruction but through situated interaction, supporting claims that professional communication skills develop most effectively in authentic and meaningful contexts.

Second, the prominent role of reflective practices highlights the importance of metacognitive engagement in experiential environments. Consistent with theories of reflective learning and experiential pedagogy, reflection logs enabled students to make sense of their communicative experiences, identify personal strengths and challenges, and internalize communication strategies for networking, presentation, and collaboration. Within ENPC development, reflection appears to function as a mediating process that transforms interactional experience into sustained professional competence, rather than short-lived performance gains.

Third, analysis of student artifacts illustrates how task-based and experiential learning approaches can promote integrative language use that combines linguistic, pragmatic, and intercultural dimensions. The observed shift toward clearer organization, audience awareness, and professional tone supports prior research on task-based language teaching and project-oriented instruction in EFL contexts. Importantly, these outcomes suggest that international visiting lectures can serve as a compact yet effective form of virtual exchange, particularly when physical mobility is limited.

This study also contributes to discussion on internationalization at home by demonstrating that meaningful international exposure does not require extended mobility programs. Even a brief, well-designed visiting lecture can create interactional spaces that support intercultural learning, collaborative communication, and professional identity development. In this sense, the visiting lecture functions not merely as a guest session but as a pedagogical intervention that integrates internationalization into the core curriculum.

Despite these contributions, several limitations should be acknowledged. This study was conducted within a single institution and

involved a relatively small, self-selected group of participants, which limits the transferability of the findings. The descriptive qualitative design prioritizes depth of understanding over generalizability, and reliance on self-reported reflections and artifacts may introduce subjective bias. Additionally, data were collected within a short instructional timeframe, and asynchronous reflection formats may not fully capture evolving communicative development over time. Future research could address these limitations by incorporating longitudinal designs, multiple institutional contexts, and complementary observational data.

In terms of novelty, this study advances understanding of ENPC development by situating international visiting lectures within an integrated qualitative framework that combines EFL-informed pedagogy, reflective learning, and internationalization-at-home practices. Rather than treating networking, presentation and collaboration as isolated skills, the study conceptualizes ENPC as an interconnected competence shaped through interaction, reflection, and intercultural engagement. This perspective offers a pedagogically grounded model for EFL programs seeking sustainable and inclusive approaches to internationalization in resource-constrained contexts.

CONCLUSION

This study examined the implementation of an international visiting lecture, “Beyond the classroom: English for Networking, Presentation and Collaboration”, and its contribution to the development of communicative competencies among English Education students at Universitas Muhammdiyah Brebes. Using a descriptive reflective case study approach, the findings indicate that the visiting lecture supported students’ development of networking, presentation, and collaboration skills, alongside increased intercultural awareness and learning motivation.

The study demonstrates that embedding ENPC-oriented activities, such as professional networking simulations, micro and mini presentations, and structured peer feedback within an international lecture context can create meaningful and authentic opportunities for English use. Students increasingly perceived English not merely as an academic subject, but as a functional medium for academic and professional interaction across institutional and cultural boundaries. Interaction with an international speaker and participants from diverse institutions also encouraged a more flexible understanding of English as a *lingua franca*.

Despite its short duration, the international

visiting lecture contributed positively to students' communicative confidence and intercultural engagement. At the same time, the study identified challenges related to varying levels of English proficiency and limited opportunities for sustained collaboration. These constraints highlight the importance of careful instructional design, scaffolding, and follow-up activities to maximize the pedagogical value of international visiting lectures.

Based on these findings, several practical implications can be drawn. For practitioners, international visiting lecture may be more effective when designed with clear ENPC-focused objectives, interactive tasks, and structured reflection opportunities. For program designers and policymakers, integrating such lectures into existing curricula can serve as a complementary strategy for supporting internationalization at home, particularly in contexts where physical mobility is limited.

In conclusion, while the findings are context-specific and not intended for broad generalization, this study suggests that international visiting lectures can function as a pedagogically meaningful approach for supporting competency-based English education and fostering intercultural learning in non-Anglophone higher education settings.

Based on the findings of this descriptive case study, several pedagogically grounded recommendations are proposed to enhance the effectiveness of international visiting lectures in English education contexts. First, future implementations may benefit from clearer instructional scaffolding to accommodate students varied English proficiency levels. As reflected in participants' learning logs, preparatory support—such as guided vocabulary input, structured networking prompts, and brief rehearsal activities can help reduce communicative anxiety and encourage more active participation.

Second, international visiting lectures are likely to be more impactful when integrated into a sequence of learning activities rather than conducted as stand-alone events. Follow up reflective tasks and short collaborative assignments may help students consolidate their English for Networking, Presentation, and Collaboration (ENPC) competencies and extend learning beyond the lecture session itself.

Third, reflective learning practice and formative assessment can be more systematically incorporated through the use of clear reflection guidelines and competency-oriented rubrics aligned with ENPC objectives. Findings from reflection logs suggest that structured reflection

supports students' awareness of their communicative development and learning strategies.

Finally, at the program level, higher education institutions may consider positioning international visiting lectures as a complementary component of internationalization at home initiatives. Supporting virtual intercultural engagement and sustainable academic partnerships can provide students with continued exposure to international communication practices without reliance on physical mobility. Future qualitative research may further explore how repeated or sustained international visiting lectures influence students' communicative confidence and intercultural awareness over time.

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