

Cultural diversity in organizational communication management at English course in Vietnam

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ABSTRACT

English serves as the global lingua franca, facilitating communication and bridging cultural differences worldwide. Its significance in various sectors, such as business, technology, science, and media, solidifies its position as a universal means of communication. This study explores the increasing importance of English in Vietnam, particularly in major cities like Hanoi, where it plays a crucial role in business, tourism, and higher education. The focus is on Mercury Center, a prestigious language institution in Hanoi, which collaborates with foreign travelers as volunteer teachers to enhance Vietnamese citizens' English proficiency. Using qualitative research methods, including interviews, direct observations, and literature reviews, the study assesses the impact of foreign volunteer teachers on language education in Vietnam. It reveals that students and parents highly value and trust foreign teachers for their perceived authenticity and expertise in English. These findings underscore the significance of cultural diversity in English language education. By embracing foreign volunteer teachers and creating a cross-cultural learning environment, language institutions like Mercury Center can provide a more enriching and impactful learning experience for Vietnamese students. Understanding and managing cultural diversity can lead to improved communication and contribute to the success of language education initiatives in Vietnam. The recommendation from these findings is to optimize the utilization of cultural diversity within educational institutions to enhance organizational performance, create an inclusive work environment, and improve workgroup efficiency by considering consumer preferences and needs while developing more effective marketing strategies.

Keywords: Cultural diversification; English course; management communication; organization communication; volunteer

Diversifikasi budaya dalam komunikasi organisasi lembaga kursus bahasa Inggris di Vietnam

ABSTRAK

Bahasa Inggris berfungsi sebagai bahasa internasional yang memfasilitasi komunikasi dan menjembatani perbedaan budaya di seluruh dunia. Pentingnya bahasa Inggris tercermin dalam berbagai sektor, seperti bisnis, teknologi, ilmu pengetahuan, dan media, yang mengukuhkan posisinya sebagai alat komunikasi universal. Penelitian ini mengeksplorasi pentingnya bahasa Inggris yang semakin meningkat di Vietnam, khususnya di kota besar seperti Hanoi, di mana bahasa Inggris memainkan peran penting dalam bisnis, pariwisata, dan pendidikan tinggi. Fokus penelitian ini adalah Mercury Center, sebuah lembaga bahasa ternama di Hanoi, yang berkolaborasi dengan para pelancong asing sebagai pengajar sukarelawan untuk meningkatkan kemampuan bahasa Inggris warga Vietnam. Dengan menggunakan metode penelitian kualitatif, termasuk wawancara, observasi langsung, dan tinjauan literatur, penelitian ini menilai dampak pengajar sukarelawan asing terhadap pendidikan bahasa di Vietnam. Hasilnya menunjukkan bahwa para siswa dan orang tua sangat menghargai dan percaya pada pengajar asing karena keaslian dan keahlian bahasa Inggris mereka. Temuan penelitian ini menegaskan pentingnya keberagaman budaya dalam pendidikan bahasa Inggris. Dengan merangkul pengajar sukarelawan asing dan menciptakan lingkungan pembelajaran lintas budaya, lembaga bahasa seperti Mercury Center dapat memberikan pengalaman belajar yang lebih berharga dan berdampak bagi siswa Vietnam. Memahami dan mengelola keragaman budaya dapat meningkatkan komunikasi dan berkontribusi pada keberhasilan inisiatif pendidikan bahasa di Vietnam. Rekomendasi dari hasil ini adalah mengoptimalkan pemanfaatan keberagaman budaya di lembaga pendidikan untuk meningkatkan kinerja organisasi, menciptakan lingkungan kerja yang inklusif, dan meningkatkan efisiensi kelompok kerja dengan memperhatikan preferensi dan kebutuhan konsumen serta mengembangkan strategi pemasaran yang lebih efektif.

Kata-kata kunci: Diversifikasi budaya; komunikasi organisasi; kursus bahasa Inggris; manajemen komunikasi; sukarelawan

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INTRODUCTION

English holds the distinction of being one of the most widely spoken languages across the globe, serving as a primary international medium of communication between nations (Crystal, 2003). Its status has been cemented through its widespread adoption as a second language in many countries, transforming it into a vital tool for bridging linguistic and cultural divides. English's historical roots as a colonial language and its omnipresence in various sectors such as business, technology, science, and media have solidified its position as a universal medium of interaction (Mukarromah & Andriana, 2022).

The concept of English as a global language has forged pathways for cross-cultural dialogues and collaborations among diverse societies and civilizations. (Guilherme, 2012) People from all corners of the globe opt to master English as a means of effectively communicating with individuals from various countries, each with their own native languages. This phenomenon has substantially contributed to the sharing of knowledge, the promotion of cross-cultural comprehension, and the cultivation of harmonious international relationships. (Rao, 2019)

The significance of English as an international language is further underscored by its dominance on the internet and its role as

the primary language of instruction in higher education institutions worldwide. A multitude of websites, applications, and online platforms are predominantly accessible in English, fostering global access to information and learning resources without the hindrance of language barriers. (Lewis, 2006)

Southeast Asia, including Vietnam, is not immune to the far-reaching influence of English as a global language. Within this region, English has emerged as a pivotal asset in the realms of trade, tourism, and business. As Southeast Asia steadily evolves into a booming economic hub, it is becoming increasingly receptive to globalization, with English at the forefront of facilitating seamless communication between nations.

The unparalleled rise of English has had a profound impact on Southeast Asian nations. English's ascendancy as a lingua franca in this region is underscored by its incorporation into the educational curricula and its growing role in government, business, and the media. (Salomone, 2022) In an era of economic integration and globalization, mastering English has become a priority for many in Southeast Asia, as it opens doors to international opportunities and enhances the region's competitiveness in the global market. (Lupitasari, 2012)

Moreover, the prominence of English is evident in the tourist industry across Southeast

Asia. The ability to communicate in English has become a valuable skill for those working in hospitality, travel, and related sectors. English proficiency enhances the region's appeal to tourists from English-speaking countries, as it allows for a more enriching cultural exchange. (Traiger, 2008)

In essence, the rise of English as an international language transcends linguistic boundaries and permeates various aspects of life in Southeast Asia. As countries in this region continue to expand their global footprint, English remains a vital instrument for forging international connections, fostering economic growth, and facilitating cross-cultural understanding. Its role extends far beyond just a language; it is a driving force for progress and cooperation in an increasingly interconnected world.

Vietnam is one of the Southeast Asian countries that has shown significant growth in the use of English. While Vietnamese remains the primary language at the local level, English has gradually permeated various sectors of life in Vietnam (Tran & Tanemura, 2020). Particularly in major cities like Ho Chi Minh City and Hanoi, English is widely used in business, the tourism industry, and higher education. According to research conducted by Tini Mogeia from Universitas Negeri Manado, in today's global economy, companies often

engage in activities that involve individuals, employees, and managers from multiple countries, whether they are assigned abroad or remain in their home country. As a result, cross-cultural communication becomes inevitable in such circumstances.

The rise in the number of English speakers in Vietnam is a noteworthy trend in recent years. The country's education sector has placed significant emphasis on incorporating English language learning into schools and universities. Furthermore, many Vietnamese individuals have recognized the pivotal role of mastering this international language in expanding their job opportunities and advancing their careers in an increasingly globalized world.

In today's interconnected world, the role of English as an international language remains paramount in fostering unity among global communities. In the context of Southeast Asia, and more specifically in Vietnam, the prevalence of English is on the rise, significantly contributing to the facilitation of economic growth, international collaboration, and cultural interchange. (Lewis, 2006)

Enhancing English language proficiency in Vietnam stands as a top priority for both individuals and organizations within the country. One institution making substantial contributions to the development of English language skills in Vietnam is the Mercury

Center. Situated at 4 P. Chính Kinh, Thanh Xuân Trung, Thanh Xuân, Hà Nội, Vietnam, the Mercury Center is a renowned learning hub with a dedicated mission to elevate the English language capabilities of Vietnamese citizens.

The Mercury Center fundamentally comprehends the importance of English as an international language and a key tool for cross-border communication between Vietnam and other nations across the globe. Therefore, this educational institution is wholeheartedly committed to providing top-tier English language instruction, establishing collaborative ties with travelers, especially those from Western countries where English serves as the primary language.

Engaging travelers as teachers proves to be a twofold advantage for the Mercury Center. First and foremost, instructors hailing from Western countries bring innate expertise and fluency in English, offering students an authentic and immersive language learning experience. Moreover, these educators, stemming from diverse cultural backgrounds, introduce fresh and varied perspectives into the learning environment, thereby enriching students' language journeys with exposure to multiple languages and cultures. (Anshori et al., 2022)

The Mercury Center's understanding of English as a crucial tool for cross-border

communication underscores its commitment to effective management communication strategies. By engaging travelers as teachers, the center not only leverages their expertise in English but also benefits from their diverse cultural backgrounds, fostering a rich learning environment conducive to enhanced language proficiency and cross-cultural understanding.

The Mercury Center's approach of tapping into the expertise of foreign travelers as instructors serves as a potent strategy to bolster English language proficiency. The provision of authentic language experiences not only helps students become more proficient in English but also broadens their horizons by introducing them to a wealth of cultural diversity, thereby furthering the goals of global collaboration and understanding. The institution's commitment to this approach aligns perfectly with the changing dynamics of language acquisition in a globally connected world. (Gunawan et al., 2020)

One challenge faced by the Mercury Center when using travelers as volunteer teachers is the rapid turnover of volunteers. Involvement of these travelers is often temporary, as they are frequently in Vietnam for a limited period. This leads to instability in teaching at the Mercury Center, as each time a volunteer departs, there is a need to find and replace them with new volunteers.

The rapid turnover of teachers can affect

the continuity and quality of education at the Mercury Center. New volunteers must adapt to a different system and group of students, while students also need to adjust to new teaching styles. This can impact students' learning progress and create disruptions in the teaching and learning process (Gunawan et al., 2020).

Additionally, cultural differences pose one of the challenges faced by the Mercury Center. Travelers who become volunteer teachers have cultural backgrounds that differ from the local culture in Vietnam. These differences can affect teaching methods and understanding of students. Some practices considered normal or appropriate in one country may be seen as impolite or inappropriate in another culture. This can create communication barriers and misunderstandings between teachers and students (Sabarina Sitepu, 2011).

The research aims to describe the role of local and volunteers as native teachers and how organizational communication and cultural exchange occur between management, local and native teachers in Mercury Center as English education institution in Vietnam. Hopefully this research will be beneficial for English education institution in Indonesia which adopt the same method by using volunteers as native teachers.

RESEARCH METHOD

The research methodology employed in

this study is qualitative research, a method that prioritizes gaining an in-depth understanding and interpretation of the phenomena under investigation (Creswell, 2013). In the context of the Mercury Center case study in Hanoi, this approach is highly relevant as it allows for a profound exploration of how this language institution operates and how cultural diversification in organizational communication is implemented in the Mercury Center in Hanoi, Vietnam. Qualitative research enables the researcher to engage in direct interactions with key stakeholders. This includes conducting interviews with the manager of the Mercury Center, Nham Luong Thi, to gain profound insights into the institution's vision, mission, and operational processes. (Ma'sum, 2020)

Data collection through interviews is a common technique in qualitative research. In this case, interviews are conducted with the manager of the Mercury Center, Nham Luong Thi. These interviews aim to obtain her views and perspectives as a leader of this language institution. They provide valuable information about how the language institution functions, the challenges it faces, and its plans and future strategies.

Direct observation at the Mercury Center's location is another relevant method employed in this research. By conducting observations, the researcher can witness firsthand how the

language institution's operations unfold. This includes observing the dynamics between teachers and students and the interactions between management and staff. Observations offer direct insights into on-the-ground situations and contribute to a more accurate depiction of the Mercury Center's operational conditions.

Additionally, the researcher uses the literature review method to gather relevant data within the research context. Through a literature review, the researcher can access publications and theoretical sources related to institution management, human resource management, language education, and other aspects relevant to the context of the Mercury Center. A data triangulation approach is employed in this research, meaning that the researcher uses multiple data sources and methods to ensure the validity and accuracy of the research findings. By combining data from interviews, observations, and the literature review, the researcher obtains a more comprehensive and complete picture of the situation at the Mercury Center while minimizing potential biases and weaknesses that may arise from a single research approach.

This multi-pronged research approach enhances the depth and reliability of the findings, providing a more holistic view of the Mercury Center's operations and its approach to cultural diversification in organizational communication.

The qualitative research method offers the flexibility to explore nuanced details and gain a deeper understanding of the complex interplay between cultural diversification and effective communication within the language institution. This comprehensive method aligns with the research's objective to uncover insights into the practices and experiences at the Mercury Center in Hanoi, contributing to a better understanding of the use of foreign volunteer teachers and the impact of cultural diversification in educational settings (Anshori et al., 2022).

RESULTS AND DISCUSSION

The study's key revelation is that this phenomenon is a common occurrence in the city's language institutions, reflecting a striking reliance on the contributions of foreign volunteers. These volunteers come from a diverse array of educational backgrounds and experiences. However, their foreign status, often associated with authenticity, is perceived as highly appealing and credible both by the student body and their parents. (Anshori et al., 2022)

One particularly noteworthy finding concerns the high degree of trust that students and their families place in these foreign instructors. While the educational qualifications of these instructors may not always be the sole decisive factor, their role as foreigners is seen as

bringing added value to the teaching of English and basic mathematics. This perception is rooted in the belief that foreign instructors can deliver these subjects with greater authenticity, whether due to their status as native English speakers or their association with countries known for advanced education systems, as conveyed during an interview with Nham. (Gunawan et al., 2020)

Furthermore, this research underlines how students and parents are often willing to invest more in their educational pursuits when guided by foreign instructors. It indicates that the presence of these volunteers holds considerable

value for the educational institutions in Hanoi, as individuals are prepared to pay higher fees for the opportunity to learn from foreign educators. While this might appear to place a financial burden on students and their families, it underscores the perceived worth of the unique teaching experiences provided by these foreign instructors. (Ma'sum, 2020)

In addition to these financial aspects, the research also identifies that foreign volunteers are not limited to teaching just English. Basic mathematics, another subject of interest, is also commonly taught by these volunteers in Hanoi's language institutions. This diversity extends



Source: Mercury Center Facebook, 2018

Figure 1 Nham (woman with a white polo t-shirt) standing amidst a group of students and foreign instructors.

the opportunity for students to experience instruction from individuals with distinct cultural backgrounds, thereby enriching their overall learning experience. Top of Form

The research highlights the financial aspect of this practice, shedding light on the fact that students and parents are willing to invest more in their educational experiences when guided by foreign instructors. It's clear that the presence of these volunteers holds considerable value for educational institutions in Hanoi, as individuals are prepared to pay higher fees for the privilege of learning from foreign educators. While this might initially appear to place a financial burden on students and their families, it underscores the perceived worth of the unique teaching experiences provided by these foreign instructors.

In addition to the prevalent teaching of English, the research also reveals that basic mathematics is a subject commonly instructed by foreign volunteers in Hanoi's educational institutions. This not only highlights the extensive nature of utilizing foreign volunteers but also broadens the scope of subjects they are involved in. The inclusion of mathematics alongside language instruction enriches the educational offerings and provides students with the opportunity to learn from individuals with diverse cultural backgrounds, thereby enhancing their overall learning experience.

The findings of this research not only uncover the strong preference for foreign instructors but also reveal a significant cultural interest among the Vietnamese population. This fascination extends to various aspects of foreign cultures, such as language, traditions, arts, music, clothing, cuisine, and more. The study emphasizes the allure of foreign cultures and how this fascination greatly contributes to the popularity of foreign volunteer instructors in educational pursuits in Hanoi. Ultimately, it offers valuable insights for educational institutions, aiding them in developing effective marketing strategies and enhancing the recruitment of instructors to stay competitive in Vietnam's dynamic education industry. (Lewis, 2006)

Local instructors are indispensable in facilitating the success of educational institutions, like the Mercury Center in Hanoi, Vietnam. They play a multifaceted role in creating an effective and inclusive learning environment. One of their key functions is to act as a vital communication link between foreign instructors and the students. In an environment characterized by cultural and linguistic diversity, local instructors assist in overcoming communication barriers by translating complex concepts and ensuring precise understanding between foreign instructors and students. This, in turn, fosters seamless and efficient

interactions within the classroom, thereby elevating the quality of the learning experience.

Local instructors also play pivotal roles in the planning and management of classroom activities. They aid in curriculum development, lesson planning, and preparation of necessary materials for each session. This proactive involvement reduces the workload on foreign instructors and ensures the smooth conduct of every class. Moreover, local instructors offer valuable insights into the local culture and context, which can significantly influence the teaching approaches used by foreign instructors.

Furthermore, local instructors are actively

involved in the evaluation and feedback processes of the learning activities. After each session, they collect feedback from students about their learning experiences, progress, and areas that require improvement. This feedback is then relayed to foreign instructors and the institution's management, ensuring a continuous process of enhancing the quality of education. In essence, local instructors not only provide essential support in learning but also act as cultural and communicative bridges, creating an inclusive and effective educational environment that caters to the needs of all stakeholders.



Source: Research Data, 2020

Figure 2 The Mercury Center team took a group photo with foreign volunteers after their weekly meeting.

In addition to serving as communication facilitators, local teachers also play a crucial role in preparing and managing classroom activities. They assist in planning lesson materials, developing lesson plans, and preparing necessary materials for each session. This helps alleviate the workload of foreign teachers and ensures that each class runs smoothly. Furthermore, local teachers can provide valuable insights into the culture and local context that may influence teaching approaches. (Ma'sum, 2020)

Moreover, local teachers are also involved in the evaluation and feedback process of the learning activities. After each session, they can gather feedback from students regarding their learning experiences, progress, and areas that need improvement. This information can then be conveyed to foreign teachers and the institution's management to ensure continuous improvement and alignment with the student's needs.

Overall, the role of local teachers is not limited to supporting the instructional aspects but also serves as a crucial cultural and communication bridge between foreign teachers, students, and the institution's management. With their diverse roles, local teachers contribute to creating an inclusive, effective learning environment that caters to the needs of all parties involved.

This research reveals interesting findings

about the Vietnamese people's interest in foreign cultures, including language, traditions, customs, arts, music, dance, clothing, fashion, and cuisine. It was found that the Vietnamese show a high level of interest in foreign cultures, and this is one of the reasons why the use of foreign volunteers or teachers in educational institutions tends to be more attractive and appealing to consumers.

Another striking revelation from the research is the Vietnamese population's fervent interest in foreign languages and diverse cultures. This curiosity extends to the acquisition of foreign languages such as English, French, and various other linguistic options. Additionally, it encompasses a desire to comprehend the traditions and customs of different nations. This keenness may be attributed to the aspiration of broadening their horizons, enhancing language proficiency, and attaining a deeper insight into global cultural diversity. As highlighted by Nham during an interview with the researchers, a significant number of students at Mercury Center Hanoi opt to learn from foreign volunteers or teachers due to their inability to converse in Vietnamese. This linguistic barrier serves as a motivational factor that propels students to engage more earnestly in their studies to facilitate communication with foreign volunteers.

Intriguingly, the Vietnamese populace

exhibits a strong attraction to the arts, music, and dances originating from foreign cultures. They display a palpable interest in learning and exploring various forms of cultural expression from around the world. Furthermore, clothing and fashion from foreign lands constitute a noteworthy area of fascination. Vietnamese individuals take pleasure in adorning themselves with attire that bears the cultural imprints of foreign nations, viewing it as a means of expressing their multicultural identity and embracing a diverse lifestyle.

The gastronomic realm is yet another major allure for the Vietnamese people. They are eager to savor dishes hailing from diverse countries, and foreign cuisine has gained remarkable popularity within the Vietnamese

community. This culinary curiosity is intricately linked to their yearning for a more profound understanding of foreign cultures and a desire to acquaint themselves with the culinary traditions of diverse nations. The research findings encompass insightful observations made by the researchers, who noted that certain volunteers teaching at Mercury Center Hanoi were designated schedules to prepare dishes representing their respective countries. Students were actively engaged in these culinary endeavors, learning how to prepare and savor international dishes, further fostering their cultural appreciation.

In addition to culture, physical appearance also becomes a factor of attraction, especially for people from Western countries. Fairer skin,



Source: Research Data, 2020

Figure 3. Researchers taking a photo with students from Mercury Center during a meal together.

typical in Westerners, is often seen as an added value by the Vietnamese because it reflects social status and an interest in foreign cultures. This phenomenon can also be related to perceptions of beauty and physical attractiveness, which can vary across different cultures.

With an understanding of the Vietnamese interest in foreign cultures and its influence on preferences when choosing educational institutions, course providers can better understand market needs and develop effective marketing strategies. These findings also contribute to efforts to enhance the learning experience and customer satisfaction in educational institutions by leveraging foreign cultures and foreign teachers as one of the main attractions.

The use of teachers from various countries in the Mercury Center Hanoi Vietnam can present various communication challenges within the organization. First, language can be a major barrier. Although English is often the primary language used for communication, differences in language proficiency and accents among teachers from different countries can hinder understanding and disrupt smooth communication. For example, the pronunciation of the letters “B” and “P” can be somewhat challenging for Vietnamese speakers. Second, differences in culture and communication norms can also create barriers

within the Mercury Center Hanoi. Each country has different communication norms, such as the level of formality, how to deliver criticism, and workplace etiquette. These differences can lead to misunderstandings and conflicts if not managed properly. In Vietnam, for instance, there’s a cultural tendency towards indirect communication. Third, differences in education systems and teaching methods from various countries can also pose challenges. Teachers from different countries may have different approaches and teaching methods, which can affect the consistency and effectiveness of teaching at the Mercury Center.

One of core factors affecting the overall process in such courses is that native English language educators – those coming from the countries where English is the main language – are deeply involved in the process. Following the interviews and observations, it was revealed that students feel more absorbing and attentive while studying with native speakers. Thus, from cultural perspective, developing cross-cultural knowledge is essential, including the ability to effectively interact with and appreciate those from other cultures.

The observations and interviews in Vietnamese language institutions indicated an apparent effect of native English-speaking instructors on student engagements and outcomes. For example, the students were more

excited, active, and motivated while taught by native speakers. The authentic cultural experience and fluency of the native speakers enabled them to create a living, active learning atmosphere. For instance, teachers would use relevant examples and cultural phenomena to ensure the learning experience is engaging and relevant. Consequently, students would enhance their language skills more quickly and with higher proficiency.

While the presence of native English speakers in Vietnamese language institutions offers numerous benefits, it also presents challenges and opportunities. One of the primary challenges is ensuring effective communication and understanding between native instructors and Vietnamese students. Cultural differences in communication styles, teaching methodologies, and classroom dynamics may lead to misinterpretations or misunderstandings. However, these challenges also present opportunities for cross-cultural learning and exchange. By fostering open dialogue and mutual respect, both instructors and students can bridge cultural gaps and cultivate a more inclusive and enriching learning environment.

To maximize the benefits of cross-cultural understanding in English and math instruction, Vietnamese language institutions can adopt several strategies. These include providing

cross-cultural training for both native instructors and Vietnamese staff, facilitating collaboration and exchange programs, integrating cultural elements into the curriculum, organizing language and cultural immersion activities, and establishing channels for ongoing feedback and communication between instructors and students.

Cross-cultural understanding significantly enhances English and math instruction in Vietnamese language courses, particularly when facilitated by native speakers. The presence of native English-speaking instructors contributes to increased student engagement, motivation, and language proficiency. Effective integration of cross-cultural understanding requires proactive measures to address communication barriers and promote cultural exchange. By embracing cross-cultural understanding in teaching practices, Vietnamese language institutions can create a more inclusive, enriching, and effective learning environment for students.

The researchers found that Vietnamese students are accustomed to a reward and punishment approach, which can be quite harsh compared to what foreign volunteers or teachers are used to.

Cultural diversification in the context of organizational communication in educational institutions refers to efforts to create a working environment that encompasses diverse cultural

backgrounds, languages, and communication norms. The goal of cultural diversification is to enhance organizational communication effectiveness, create an inclusive atmosphere, and respect the cultural diversity within the educational institution.

In theory, cultural diversification within educational institutions can enhance organizational communication in several ways. (Sabarina Sitepu, 2011) First, by having staff and teachers from diverse cultural backgrounds, educational institutions can create teams with diverse thoughts and perspectives. This can lead to creative solutions to problems, as the variety of viewpoints offered by team members can be quite enriching. Second, cultural diversification can create an inclusive environment where every member of the organization feels valued and recognized. This can boost morale, collaboration, and commitment to common goals. In an inclusive environment, organization members feel more comfortable communicating openly and participating actively in organizational activities (Gunawan et al., 2020).

According to experts, cultural diversification within educational institutions can be a driving force for organizational excellence. Here are some insights from experts:

Dr. R. Roosevelt Thomas Jr., an expert in diversity and inclusion, states that cultural

diversity brings added value to innovation and problem-solving. Organizations that understand and appreciate cultural diversity are capable of creating products and services that are more relevant and responsive to diverse market needs.

An expert in cultural dimension theory Dr. Geert Hofstede, highlights the importance of understanding cultural differences in organizational communication. According to him, by recognizing cultural dimensions such as individualism vs. collectivism, power distance, and masculinity vs. femininity, organizations can identify ways to enhance effective cross-cultural communication. (Sent & Kroese, 2022)

Dr. Richard D. Lewis, a cross-cultural communication expert, emphasizes the importance of cultural sensitivity in organizational communication. In his book "When Cultures Collide," he describes differences in communication styles and interactions across various cultures and how awareness of these differences can improve communication effectiveness among organizational members (Lewis, 2018).

By creating an inclusive environment and respecting cultural diversity, educational institutions can achieve organizational excellence, enhance creativity, and foster effective communication among team members with diverse cultural backgrounds. Theoretically, cultural diversification in

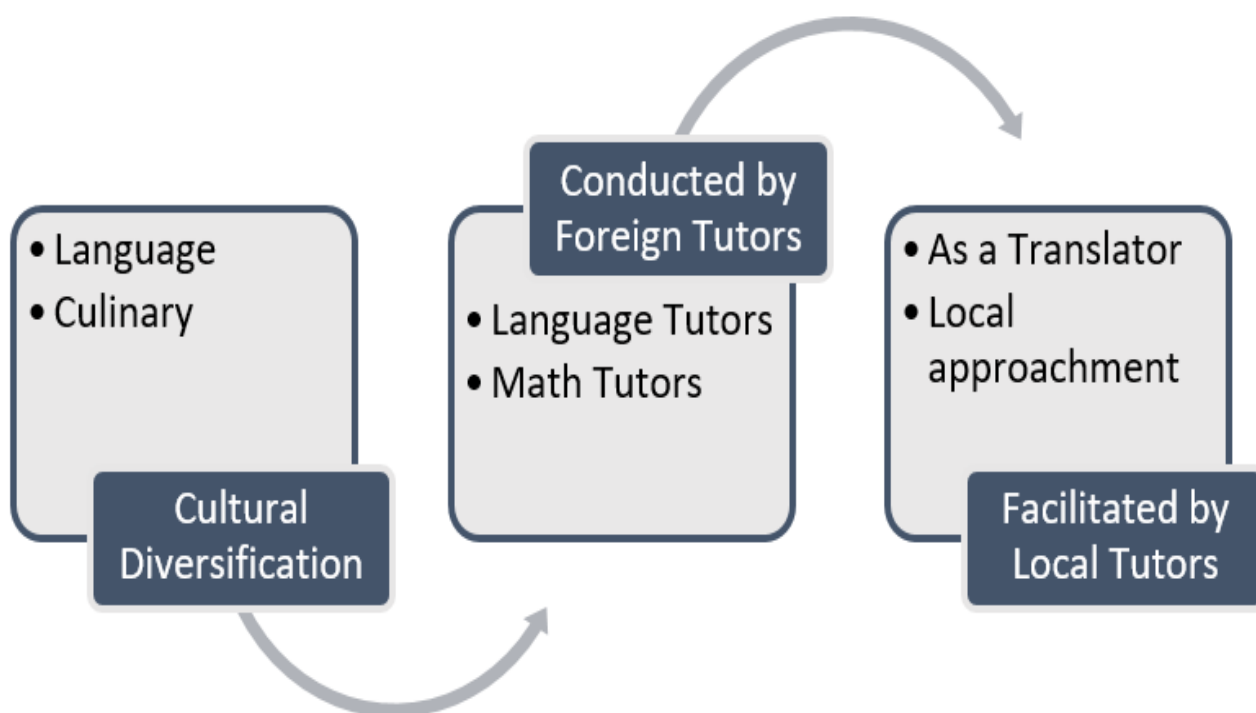
supporting organizational communication in educational institutions can be understood through several relevant approaches and theories. Here are some relevant theories:

Diversity and Organizational Performance Theory: This theory posits that the presence of diversity in an organization, including cultural diversity, can enhance overall organizational performance. By having staff and teachers from diverse cultural backgrounds, educational institutions can create an environment that is innovative, creative, and adaptable to change. The theory argues that cultural diversity can improve problem-solving and decision-making by providing different and broader perspectives.

Cross-Cultural Communication Theory: This theory focuses on communication

between individuals from different cultures. In the context of educational institutions with multicultural staff and teachers, this theory highlights the importance of understanding cultural differences in communication. Cultural diversification can create communication challenges but also provides opportunities to learn from other cultures and increase awareness of each individual's cultural uniqueness.

Organizational Inclusion Theory: This theory emphasizes the importance of creating an inclusive work environment where every organizational member feels valued and recognized. By introducing cultural diversity within educational institutions, this theory asserts that valuing differences and recognizing the unique contributions of each individual can



Source: Research data, 2020

Figure 4 Cultural Diversification in Organizational Communication for English Course in Vietnam

enhance morale, motivation, and collaboration.

Group Efficiency Theory: This theory focuses on the impact of diversity within workgroups. Theoretically, cultural diversification within workgroups can enhance group efficiency and creativity but also poses risks of conflicts and misunderstandings. Therefore, educational institutions need to ensure effective management and a good understanding of cultural differences to ensure that diversity is harnessed for optimal outcomes.

In theory, cultural diversification within educational institutions has the potential to enhance organizational performance, create an inclusive environment, and improve workgroup efficiency. However, the implementation of cultural diversification must be balanced with proper management efforts, cultural understanding, and awareness of the challenges and opportunities arising from cultural differences.

CONCLUSION

Foreign volunteer teachers in educational institutions in Hanoi Vietnam, is common and attracts the interest of students and their parents. The presence of foreign teachers is considered more appealing and trustworthy by students due to the perception that English and mathematics are taught more authentically by foreign teachers. Students and their parents are

also willing to pay higher fees for learning from foreign teachers, indicating the added value that foreign teachers bring to the educational institution.

Another interesting finding is the Vietnamese people's interest in foreign cultures, including language, traditions, arts, music, clothing, fashion, and cuisine. This interest is one of the factors contributing to the preference for and attractiveness of using foreign teachers in educational institutions. The physical appearance of foreign teachers, especially those from Western countries with lighter skin tones compared to Vietnamese people, is also considered an added value.

However, the use of foreign volunteer teachers can also pose communication challenges within the organizational context of the educational institution. Differences in language, culture, and communication norms among teachers from various countries can hinder understanding and disrupt smooth communication. Additionally, variations in educational systems and teaching methods from different countries can affect the effectiveness of teaching in the institution. Cultural diversification to support organizational communication in educational institution is crucial for creating an inclusive and effective work environment. However, it needs to be managed effectively to minimize potential

conflicts and misunderstandings.

In theory, cultural diversification within the educational institution can enhance organizational performance, create an inclusive environment, and improve the efficiency of workgroups. By understanding the factors influencing the trust and interest of students in foreign teachers, the educational institution can better comprehend the preferences and needs of their consumers. Furthermore, knowledge about the Vietnamese people's interest in foreign cultures can help the educational institution develop more effective marketing strategies and enhance the learning experience of students. When dealing with cultural differences, the educational institution should leverage the positive potential of cultural diversification and find ways to manage potential barriers to ensure effective organizational communication.

The idea of using foreign teachers in Vietnam's schools could also work well in Indonesia, where people are interested in foreign cultures too. To make it work, Indonesian schools should provide cultural training for both local and foreign staff. This training would help everyone understand each other better and work together smoothly. By doing this, Indonesian schools can offer better learning experiences for students and contribute to cultural understanding in society.

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