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THE DYNAMICS AMONG NON-ENGLISH SPEAKING ONLINE LEARNERS'
LANGUAGE PROFICIENCY, COPING MECHANISMS, AND CULTURAL
INTELLIGENCE: IMPLICATIONS FOR EFFECTIVE PRACTICE FOR ONLINE
CROSS-CULUTRAL COLLABORATION.
 (320 pp.)

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        Cross-cultural online collaboration has evolved as an inevitable trend that people

influenced by globalization cannot neglect. The primary purpose of this study was to

discover major factors contributing to productive and effective online cross-cultural

collaborative learning for people from diverse cultural backgrounds with varying levels

of English language proficiency. Because of the preliminary nature of this study, ground

theory (GT) methodology and data analysis were implemented. Participants included 23

American and 17 Taiwanese graduate students majoring in educational psychology.

Divided into several problem-based learning (PBL) groups, they strived to collaborate

solely online to finish two problem-based tasks on an online learning platform.

        Several major themes emerged. First, Taiwanese students' persistent

apprehension about English proficiency became the major barrier to their online

collaborative learning. Second, their language apprehension evolved as problem focused

and task oriented; to reach their goal, however, maintaining mental perseverance was

vital. Third, exercising problem-focused coping strategies accompanied by proper

cultural intelligence not only facilitated their online learning performance but also

accelerated the acculturation process. Fourth, American peers' encouragement and

support in language and cultural knowledge played a key role in facilitating the overall

success of the online cross-cultural collaboration. Finally, to verify the themes above,

further empirical studies are necessary.