**Summary of Literature vs Practice: Challenges for International Students in the US.**

In “Literature vs Practice: Challenges for International Students in the US”, Ozturgut and Murphy (2009) connected the literature and practice regarding international students’ adaption and adjustment issue. Authors found that there is a gap between the theoretical good practice of adaption and practical adaption. Namely, the practice suggestion commended by scholars is not apply to the real world. Moreover, the understanding of “cross-culture” is insufficient by educational professionals. Authors conducted their work to point out the difference between theory and practice, also provide suggestion to make those “good practices” occur.

Authors elaborated the findings that first, Communication is a focal challenge for both international students and institutors. Second, adaptation problems are faced by every international student. Ozturgut and Murphy (2009) suggested that institutions should pay closer attention to international students on aspect of their concerns and needs. In addition, It can be more efficient by approaching to international students and have deeper understanding individually. Organizations provide personalized adjustment strategy according students’ various background.

Three key concepts are included in this article: language ability, social support and adaption/adjustment. As mentioned previously, this article is focus on how to connect theory with practice. Authors provided some strategies to both institution and society, like institutions can conduct deeper understanding of their historical and cultural influence basic on individuals. In similarly, more research focus on what has been done for international students can be extended further.

**A focused analysis of one key concept**

As other CPP articles, this article also took “adjustment” as one of the key concept. Authors introduced “adjustment issue” by pulled out the findings from previous research. For instant, “found that homesickness, finances, and housing represented the three most difficult areas of adjustment for two-thirds of the 747 students they surveyed” (p.376); “surveyed the adjustment problems experienced by….” (p.378) and “frequent social contact with other students is a comforting factor that goes a long way to helping students’ smooth adjustment to their new campus environment.” (p.378) By doing this, authors provided readers a scaffold of how “adjustment issue” of international students be cognized in literatures. Then in the practices section, Ozturgut and Murphy (2009) successively talked about the adjustment issue by describing the situation. Such as “…most U.S. citizens and educators do not understand their roles in the acculturation of international students.” (p.379) Authors used prepositional phrase to limit the “adjustment issue” under the range of describing the situation. Moreover, authors provided information about the same concept in details without mentioned of the word “adjustment” per se. They may intend to make readers understand the situation that the difference between theory and practice toward adjustment issue.

**A focus analysis of language pattern**

Since this article is basic on previous literature review. Great amount of quotation was used in the context. Author used indirect quotation much more than direct quotation. In similar, they used various reporting verb. The interesting point is “argue” is the most frequency emerged reporting verb. According to my rough statistics, “argue” emerged six times in the whole context. But three times appeared in the section of related findings. Like “ Bunz (1997) argued that the lack of interaction between… (p.376)”; “Lin and Yi (1997) argued that the psychological stressors such as academic demands…(p.376)”; “Surdam and Collin (1984) argued that the cultural background of the international students can… (p.376)”. Argue is a verb with negative tone. Authors probably intend to use this word to show their position that there is a gap between theory and practice. Readers could foster the understanding that institutions had a long way to go to provide assistance with practical effect in the latter section. In contrast, the negative reporting verbs do not appear in the summery and conclusion section. Positive and neutral reporting verbs emerged which advising and conclusive kind of verbs is in the majority such as explained, concluded, suggested. For instance, “Wan (2001) recommended ….” (p.380); “Heggins and Jackson (2003) suggested that…” (p.380)authors also utilize plenty of neutral one. For instance, “Peterson, et al (1999) explained that international students…”(p.375);” This might because using positive and neutral reporting verbs could establish an convincing atmosphere to the reader. Then make the article fairness.

**A connection across CPP text**

Like other four CPP articles, this article is also focus on international students. Moreover, adjustment is the key topic as well. It is thus clear that adjustment is an important issue for international students. Despite four previous CPP articles mentioned of adjustment issue of international students. They all focus on students’ perspective. As Philips (2014) provided an example of how students proactively improve their writing skill to adjust to academic life. De Araujo (2011) listed six factors required international students to adjusted according literature review. Strayhorn (2012) go deeper to enhance better adjustment by connecting the sense of belong and socialization. Li (2008) talked about her personal experience to switch role from outsider to insider. All these articles provide either suggestion or sample of how international student adapt to the academic life aboard proactively. However, in Ozturgut and Murphy’s (2009) article, they point out the insufficient effort of institutions. In addition, author focus on what should originations and faculties do instead of international students. For example, Ozturgut and Murphy’s (2009) concluded “the authors wish to start a conversation about what is being done for international students on U.S. campuses while providing an extensive research database from which to begin this conversation (p.382).”