

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Domestic review

After WWII, overseas study intermediary had been gradually developed in many countries with good achievements made. In 1999, along with the issuance of “Regulations on Management of Self-paid Overseas Study Intermediary Services”, legal status of overseas study intermediary institutions was legally recognized. The overseas study intermediary industry was developed late in China, lagging behind other countries by more than 50 years. Along with the pursuit of overseas study and increasing momentum, citizens had become more and more enthusiastic. Then, scholars have begun directed their attentions to the burgeoning industry. From then on, there were more and more relevant academic researches. However, in terms of current actual situation, no complete system has been formed for the overseas study intermediary industry in the academic circle. The research lays emphasis on past several aspects. It may be said that there are very few monograph or book researches, most of which refer to the research on literature of paper. Meanwhile, there are also few in terms of total quantity, characterized by large research quantity, less emphasis of content and lack of monograph book research (Gao, 2015).

As far as the current research result, it can be generally divided into three categories. The first category lays emphasis on internal management of overseas study intermediary company, like “Study on the Market of Self-financed Study Abroad Agency Services - Study on the Problem of Regulating the Operation of Intermediary Service Institutions in China” written by Yan Yang, “Study on the Management of Study Abroad Agency” written by Liu Jianjun. Such literature lays the research focus on how to strengthen internal management of overseas study intermediary company and proposes new methods and requirements for management and introduces successful cases by analyzing the status of current management and influences arising from the inadequate management. Such literature mostly lays emphasis external influence factors and concludes new strategies for the management by combining the government’s management policy and company’s actual situation and introducing market environment factors. The second lays emphasis on research on overseas study cases. Through research on several cases, the success and failure is analyzed to provide reference and warning for each intermediary company to handle overseas study service. Through summary of experimental education, the consumer group is expanded, which not only plays a role warning the overseas intermediary companies but also providing lessons for the students with intention of studying abroad and

inoculating them with rational thinking about being more precautionous of choosing overseas study service to avoid some dangerous aspect and ensure smooth overseas study career. Such articles truly manifest the fact that some intermediary companies have illegal operation and there is no resource for ideal university that the customers apply for. The customers pay high intermediary expenses but ultimately cannot get it and are arranged to be admitted to foreign university not notable, thus their whole study career is delayed. Besides, as for another category, it has legal right of management and true resources of overseas study, but the overseas study intermediary company asks the customers to pay high difference price in information when providing service to obtain high profit by collecting arbitrary charges, thus exploiting customer's legal rights and benefits to a great extent. The two situations are discussed in detail such literature research. Besides, corresponding solutions are proposed. The third lays emphasis on the role of overseas study intermediary company in overseas study trend to carry out research. The inductive analysis on economy, culture and politics is carried out. Such literature mostly shows that the overseas intermediary builds a bridge to the foreign ideal university for the international students to further education and also provides comprehensive information about overseas study for the self-sponsored international students systematically, like information about each university, recruitment of international students and local accommodation, consigned handling of trivial procedures such as admission and visa and solving low efficiency in self-sponsored international students' application handling. For China's education cause, the overseas intermediary conveys a large batch of international excellent talents, provide talent resources for the state's development and also facilitates cultural exchanges between China and other countries around the world. Though the scholar studies each category very carefully. However, no rigid research is not overall formed and there is lack of richness of content (Yi, 2006).

In "Study on Service Brand of Overseas Study Intermediary Institution", The scholar Tang Chunhui discussed the brand management and development overseas study intermediary institution based on relevant theories of service brand development in 2010. He also proposed the viewpoints that building strong brand is the road they should take for the overseas study intermediary companies regarding how to strengthen the service brand building and be adapted to the situation of fierce competition in the current industry (Liu, 2009).

In "Research on the Development Strategy of JY", the scholar Lu Ruilong analyzed the current status and problems of JY by utilizing related theoretical knowledge and tools of strategic management, based on introducing theoretical knowledge of overseas study intermediary and by taking JY for example in 2012.

Through analysis on external and internal environment of JY, he selected and positioned the strategies of JY, formulated company's long-term and five-year development goals and also proposed strategies and guarantee measures for implementing new strategic goals (Liu, 2013).

In "Analysis of Consumer Demands of Overseas Study Institutions Based on Analytic Hierarchy Process - A Case Study of Wuhan, Hubei Province", the scholar Wan Mingjia made detailed statistics of the university students' preferences when they choose overseas study intermediary companies in 2015. By summarizing these preferences, he concluded relevant factors mainly influencing university students' selection of overseas study intermediary companies, including the size of intermediary companies, whether the intermediary company has certain social notability, intermediary expense, whether the whole process of intermediary company's application can be known about, and the success rate of the applications made by the intermediary company in the past. Then, after building corresponding comparison matrix by comparing and quantizing five unspecific factors through AHP mathematical model, he calculated the combined weight vectors and implemented consistency check and eventually got the factors that the universities mainly think of when choosing overseas study intermediary company. He found that consumers were more inclined to choose small-sized institution with low expense, more transparent process and further enabling consumes to participate in the process of application (Li, 2010).

In "Study on the Development Strategy of the Overseas Study Institution Market - A Case Study on the Future of the New Oriental", the scholar Xiang Xuwei analyzed the market segmentation and positioning of overseas study intermediary company, influence factors of the status of overseas study industry, development status and problems of overseas intermediary market in 201. Besides, by taking the Vision Overseas of New Oriental for example, she overall analyzed the development status and problems of Vision Overseas of New Oriental and also objectively analyzed and evaluated advantages and disadvantages of its internal and external environment and also studied the application of market development strategies of Vision Overseas of New Oriental (Jin, 2014).

In "Research on the Strategic Transformation of YG", the scholar Chen Wei proposed suggestions over improving the rules of overseas study intermediary institutions in China and provided strategic guidance for YG and middle and small-sized overseas study intermediary companies through analysis on monitoring status and problems of overseas study intermediary institutions (Li, 2002).

## 2.2 Foreign literature

Overseas study is pretty universal around the world at the present. Therefore, the overseas study intermediary arises at the right moment. For example, overseas study intermediary service has emerged in many countries such as Japan, Singapore, Malaysia and Australia. After WWII, overseas study intermediary began being spread to each country and rapidly developed. The academic circle of each country began carrying out more studies about overseas study intermediary institution. In general, foreign studies on overseas study intermediary mostly lay focus on how the government standardizes monitoring, or commercial mode of overseas study intermediary. Their studies on transformation strategy of traditional overseas study intermediary company are based on strategies such as marketing. Under the background of big data, the studies on transformation strategies of traditional overseas intermediary company are not searched (Feng, 2015).

Conclusion: there are total 10200 papers concerning inputting keywords “overseas study intermediary” through Baidu Academic, in which most deal with marketing strategies or studies on management situations, there are total 1030 papers by inputting keywords “study on transformation strategies of overseas study intermediary company”. Meanwhile, at CNKI, there are total 24120 journals by inputting keywords “overseas study intermediary” and there are only 100 papers by inputting keywords “overseas study intermediary company”. More importantly, there is no one monograph study by inputting keywords “study on transformation strategies of overseas study intermediary companies under the background of big data” at all websites. However, if by inputting keywords “overseas intermediary” at CNKI, the literature obtained mostly deal with the development, status and future trend of overseas study intermediary. However, there is small proportion of monographs about studies on transformation strategies of overseas study intermediary companies. As for as monograph study is concerned, the author inputs “overseas intermediary” at public service account number of WeChat national library, it’s found that the monograph work is very rare and most are mainly about master’s theses. By inputting “study on transformation strategies of overseas study intermediary company under the background of big data”, there is no retrieval meeting the condition. It thus could be found that there is still lack of studies on transformation strategies of certain overseas study intermediary company under the background of big data (Yu, 2015).

Thought overseas study intermediary is developed earlier in foreign countries, the academic circle also pay heeds to the development of overseas study intermediary.

However, among the contents retrieved by the author, most of foreign literature materials deal with the study on development status, development trend and innovation methods of overseas study intermediary. By taking the representative overseas study intermediary for example, there are few literature and monographs on studying transformation and reform strategies, in which there are most research papers but nearly no monograph books. Especially, the studies on transformation strategies of certain overseas study intermediary under the background of big data, which are still not found through the author's retrieval.

On the other hand, the problems about development of overseas intermediary not only exist in China but also still exist in other foreign countries. Overseas is a topic about social education. Severe influence will be directly brought to the customers once the problems occur. Speaking of this aspect, the industry has always been the emphasis of media focus. The media is not only keen on reporting the negative side of overseas study intermediary to remind the consumers of enhancing self-warning awareness but also keen on reporting the new measures that the government takes to standardize the overseas study intermediary industry and directly showing the governmental monitoring situation. As a result, an phenomenon existing at home and abroad comes into being. The more the media reports the overseas intermediary industry the less the academic circle studies it but less the media topics and academic monographs and one-sided the content. Judged according to the status of research on overseas study intermediary at home and abroad, it could be found that the total quantity of the researches made by academic circle on overseas study intermediary is large but there is no one complete system still not formed. The emphasis of the research is inclined to be laid on several aspects such as how the government standard monitoring, commercial model of overseas study intermediary, marketing strategies of traditional overseas study intermediary company, research focus still not scattered and especially transformation strategies of overseas study intermediary companies under the background of big data. The research content of these aspects is not retrieved by the author. For the other aspect, it may be said that there are few monograph and book researches, most of which deal with the study on paper literature. Overseas study is a social topic, which is the common content focused and reported by the media at home and abroad, showing a state of multiple media topics and few academic monograph. In this by taking JYL Overseas Education for example, it is certainly meaningful to study the transformation strategies of overseas intermediary companies under the background of big data, thus the research content of overseas study intermediary is enriched.

## **2.3 Theoretical review**

### **2.3.1 Definition of relevant concepts**

Overseas study: Tang Dynasty, Japan assigned envoys to visit China for many times to strengthen the association between China and absorb advanced culture from China. Overseas study is the abbreviation of “international student” based on broaden horizon and experience, many learn the language and cultural knowledge about the country, pursue better educational condition. For the sake of foreign diplomacy, the governments may assign students to each other to show goodwill cooperation and assign officials or soldiers to learn in each other’s schools. For the sake of immigration, juveniles living abroad along with their parents apply for student visa as international students to obtain temporary right of residence and make preparation for permanent residence in the future by getting familiar with the country’s society and accumulating experience to lay foundation for finding better job in the future and applying for overseas study. The path for overseas study includes overseas study intermediary, overseas study at domestic universities and international exchange student, etc.

Overseas study intermediary: indicating services including the preparation of necessary documents and materials for assisting students in completing during the process of application, overseas universities’ interview and professor’s daily communication. Overseas intermediary generally provides “one-stop” services including career plan, overseas study plan, guidance in overseas study preparation arrangement, overseas documents and guidance in applying for visa. However, there is difference in implementation and service quality of foregoing services among different overseas study intermediaries and consultants. In 1999, along with the issuance of “Regulations on Management of Self-paid Overseas Study Intermediary Services”, legal status of overseas study intermediary institutions was legally recognized. Self-sponsored overseas study intermediary service belongs to the franchised service industry. What’s necessary is the required condition that the education institution with the legal person qualification or the institution with the nature of education service. Besides, it also includes professional worker with certain understanding about China and related overseas study policies and who was engaged in education work with the service nature, stable partnership with foreign education institutions, making sure about having the qualification of having students admitted to foreign universities, having certain fund basis, possessing certain guarantee of students’ legal rights and benefits and also having compensation ability when students suffer from losses of economic benefits (Zhen, 2017).

Big data: indicating quantity of materials related to certain event and its magnitude. It is necessary to abstract, processing and analyze it so that it can be information to be certainly helpful to the enterprise. However this goal cannot be fulfilled through human brain or computer software that is popular at the present. As a concept rather methodology, it can be generalized as a sentence, indicating non-sampling data-aided decision through analysis and tapping of whole content. In “Big Data Era”, it points out: big data features four characteristics such as large data bulk, fast data inputting and processing speed, various data categories and low value density of data. After these characteristics are proposed, they are basically quoted in the articles mentioning the characteristics of “big data”. Large data bulk: rising to PB and even EB level from the TB level. The data size of the printing materials manufactured around the world has reached 200PB up to the present. by making the statistics of words spoken by the humans in the history of the world, its data can reach more 5EB. There are more than 13000 iPhone APPs downloaded every minute, over 370 thousand minutes of voice communication on Skype and over 98000 messages on Weibo. There are numerous data types: structure data, non-structure data such as character, image, audio, video, record and sensing. Such diversified data types also can be divided into different classifications such as, structure, non-structure and semi-structure data. Compared to the past structure data with the text as the main type and convenient to save, the current non-structure data that is more and more inconvenient to save, which thus proposes higher requirements for data processing. Low value density: for example, as for a long video saved, there is valid data of one or two seconds. However, to obtain such valid data, it is necessary to gradually monitor it. The larger the proportion of valid data into the total data volume the higher the value density, vice versa. There is a problem to be solved urgently, namely how can the valid data can be extracted from lots of data more efficiently through machine algorithm, which seems to look for a needle in the sea. Fast processing speed: one-second law. Big data is certainly sensitive to the time. To reach the business requirements, the response should be fast identified and responded. In the meantime, it’s also the most prominent intrinsic characteristic that the big data is differentiated from the traditional data analysis methods. As for large amount of data, efficiency in processing data is the life of the computer development. The requirement of real-time data flow processing is a key difference that big data is different from traditional processing technology. As for application of big data, 1s is the maximum time limit of data processing. However, if exceeding this time, it indicates the invalid processing result. To obtain more efficient data processing and enable the result of data processing to possess larger decision-making power and diversified information resource, it is necessary to upgrade the processing mode of big data. Through big data,

huge information resources can be obtained. However, it is not the strategic significance of big data but professional processing of enormous information data through bit data. The key of big data lies in strengthening data processing capability and turn data into more value through data processing.

Enterprise transformation: indicates the process of transforming enterprise into the new normalcy. New competition advantage can be built and social value can also be increased, which is mainly completed through overall transformation of operation mode and business direction. In a word, enterprise's change in nature and operation mode relates to the enterprise's survival. However, the change in nature is that the qualitative change is caused by the quantitative change or directly emerges rather than the change quantity. There are mainly five directions in transformation of most enterprises in China: firstly, enterprise strategic transformation, definition of business and corporate core value. Secondly, business transformation, like business goal and market positioning. Thirdly, functional transformation, deformation of functional mode. Fourthly, project transformation indicating the enterprise realizes transformation of certain aspect through monograph strategy (Qi, 2003).

### **2.3.2 History of overseas study intermediary**

Beginning of overseas study in modern times. Xuanzang is the first person studying abroad in China in the ancient times while that in modern times is Hong Moshu, whose contribution to the overseas study is that he organizes the infants to study in America at public expense for the first time as an international student graduating from Yale University. It's no doubt that Hong Moshu is the pioneer having Chinese students studying abroad. In the late Tang Dynasty, students studying abroad at public expense and knowledgeable Chinese scholars learned about advanced scientific knowledge far in the west, whose necessary paths included official path and acquaintance's introduction. At this stage, the overseas study was still the privilege of few people as common people only could feel powerless and frustrated. There is no place to talk about the development of overseas study intermediary industry. After the implementation of reform and opening up policy, the two principles Guangdong and Fujian were approved by the central bank to implement special policies in foreign trade activities, thus expediting introduction of various advanced philosophies and products into China. Chinese students studying abroad yearned for the west. Studying more advanced scientific knowledge and philosophies became the choice of many students. Besides students studying abroad at public expense, there were many choosing to study abroad at their expense.

1990s was the development phase of overseas study intermediary. The problem of food and clothing was just solve in the earlier stage of 1990s. high expense for overseas study and living expense still cannot be afforded. Overseas study was choice of few people. Therefore, studying abroad at own expense was still privilege of few people

There were many forms of overseas study intermediary studios. Several people only needed one office to start normal business of overseas study application. At this stage, the overseas study intermediary was still at burgeoning stage. After 1990s, Chinese economy was swiftly developed national income was also increased gradually. Many people not only possessed the finance for studying abroad but also further year for foreign education. As a result, the number of students studying abroad was increased abruptly. Along with the rising industry of overseas study, many overseas study intermediary companies with business covered around the country was developed prosperously at this time, becoming the nationwide chain companies. After arrival of self-sponsored overseas study, the overseas study intermediary came into being. At this stage, the overseas study intermediary industry was just developed and the service was simple. The overseas study intermediary provided services of submitting application and consigned writing of paper by relying on information non-transparency, asymmetry of information at home and abroad and the resources that the overseas study intermediary possessed. Students' all demands no longer cannot be satisfied by simply consigned writing of paper and submitting application and overseas intermediary industry was at starting stage, the size of overseas study intermediary was very small.

The period from 2000 to 2010 was the period of flourishing development of overseas study intermediary. Along with the further deepened implementation of reform and opening up policy, there had been more and more students studying abroad. Meanwhile, the number of students studying abroad showed explosive-type increase and was increased gradually. As a result, the overseas study intermediary industry also showed the eruptive increase momentum. The overseas study intermediaries established at earlier stage built networks around the country along with the gradual increase in the number of consumers. Then, overseas intermediary institutions with national chain nature was gradually built. The whole overseas study intermediary industry was developed gradually and the number of people engaged in the industry was also gradually increased at this stage. However, the professional level of people engaged in the industry was different, which was the most typical characteristic at this stage. Along with the development of institutions, the incessant increase in the number of people engaged in the industry also brought high complaint

rate and disputes. Meanwhile, the students who wanted to study abroad had to rely on the overseas study intermediary to apply for the ideal foreign university. The significant change in the period of flourishing development of overseas study intermediary was the large size of institution and the arrival of national chain institution. However, there was no obvious difference in service between this and last stages. The service of overseas study intermediary was still limited to application submitting and consigned writing of paper, disqualification of people engaged in the overseas study intermediary industry due to its expansion, and different levels of consultants and copywriters. Thus, there was high complaint rate and many disputes over service at this stage.

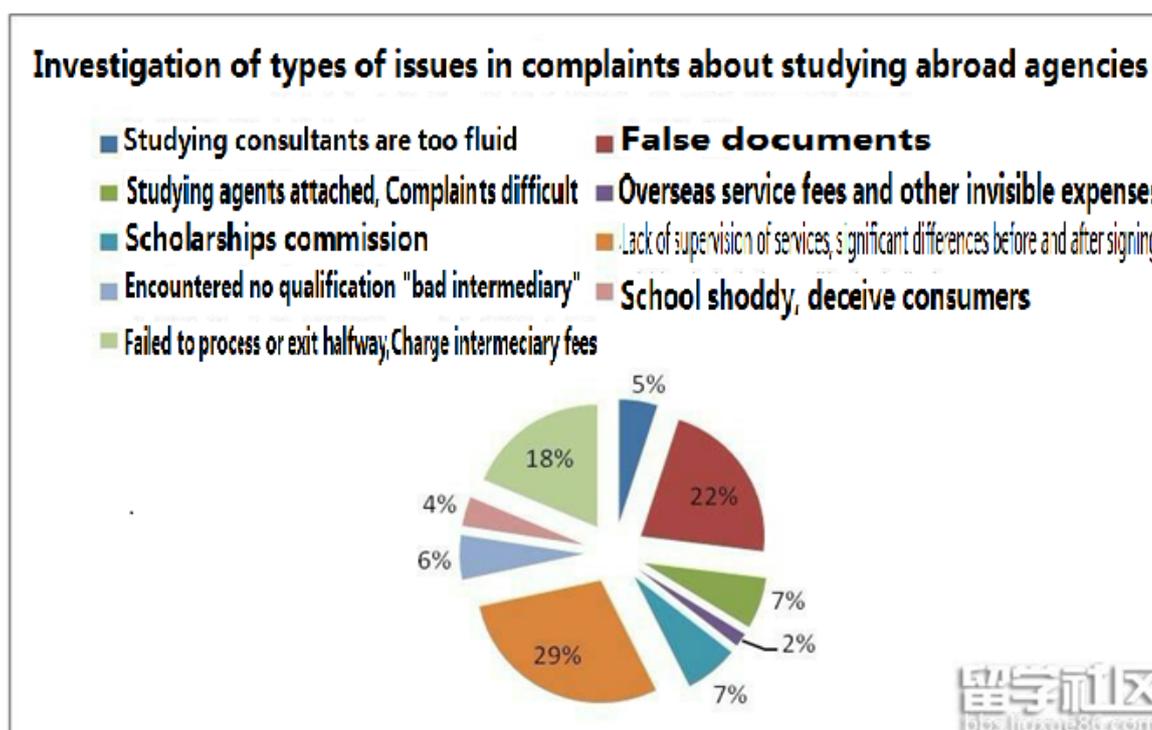
The period after 2010 was the mature stage of overseas study intermediary. Along with the popularization of internet and application of big data, the information about overseas study has become more and more transparent. Many universities' student recruitment information and enrollment condition has been publicized. Thus, many overseas study intermediaries rely on asymmetry of information and university's information non-transparency as main service contents. It's hard for the large-sized national chain institution to realize transformation. Therefore, large-sized institutions only could rely on brand notability to provide main service contents such as simple overseas study application and consigned writing of paper. At this stage, any other types of overseas study intermediary companies came into being, like foreign institutions and overseas study consulting studio. Unlike domestic intermediaries, foreign overseas study intermediaries provided more valuable services by relying on mature service contents and systems. Meanwhile, the category of overseas study institutions showed the pattern that was different from the past ones.

### **2.3.3 Development status and trend of overseas study intermediary**

The official approval of overseas intermediary companies varied at different periods. Initially only a limited examination and approval was limited at the initial stage and the condition for approval was quite rigid. Initially, only the institutions having strong background or strength got official approval. There were only 68 institutions obtaining the qualification in the first batch. In Beijing, the second batch of institutions that obtained qualification enjoyed a common and significant feature, namely the background of ministry and committee. Subsequently, more than 400 institutions got official approval. For the approval and recording of the Ministry of Education, the office was set up in four provinces and cities such as Jiangsu, Tianjin, Shandong and Jiangxi. At present, there are more than 400 overseas study intermediary institutions approved by the Ministry of Education across the country.

After years of development, the total number of students studying abroad at their own expense is six times of that in the past. Overseas study intermediary industry also shows a thriving phenomenon. Meanwhile, there are still numerous overseas study intermediary service institutions that have not obtained any qualifications. Along with the increasingly fierce market competition, some go bankrupt, some stand out and some become notable large enterprises. However, fierce market competition doesn't make the industry more sincere, transparent, responsible and professional. Due to the lack of legal norms, there are various operation modes of overseas study intermediary institutions, which are confronted with consumers' complaints. The complaint type is as shown as below (Yuan, 2005).

**Figure 1:Types of consumers' complaints against overseas study intermediary**



To solve some problems emerging during operation of self-sponsored overseas study intermediaries, the Ministry of Education has adopted a series of standards and rectification measures successively, including announcing service example contract, list of foreign standard universities, overseas study warning and exposing serious regulation-violating cases, etc. By relying on network platform and media, the supervision of the Ministry of Education has played a guiding and deterrent role in overseas study intermediary institutions and has also aroused the emphasis of the society and students.

Under circumstance of scarce educational resources, overseas study becomes a

highlight of the education market. Through general statistics, it can be concluded that about 60% of self-sponsored students studying abroad handled the procedure for studying abroad through overseas study intermediary. As for overseas study intermediary, this is brilliant and data they are proud of. It explains that necessary many students need the service provide by overseas study intermediary institutions. Due to the influences of different cultures and the integration & utilization of educational resources, the overseas study intermediary institutions will become increasingly rational and the service level will also be improved continuously. For a long time in the future, the derived overseas study consulting industry may emerge in the education market. Exploration of overseas study industry also means the exploration of the overseas study market and educational products. Through the analysis of these aspects, market share will be increased. As far as the future development is concerned, it includes following main several aspects:

#### (1) Resource integration

The first performance of competition in the overseas study market is the competition for resources as the company's business ability and scope is determined thereupon. To be better and prosperous, the overseas study intermediary company not only should integrate and acquire high quality resources but also should integrate the derivative products for it can provide effective resource for customers. Customer have begun not no longer limited to being satisfied with overseas study consulting service but also have begun paying attentions to the resources that the overseas study intermediary companies possess. Services provided by the overseas study intermediary company not only has to meet the rational demands of the customers but also has to meet their potential demands. For example, besides the rational demands of customers, the services including language training, follow-up services, immigration and Sino-foreign cooperation both can meet the customers' potential demands and enhance the market competitiveness of the overseas study intermediary companies. Under normal circumstances, overseas study consulting company is mainly responsible for providing services such as registration, visa handling and others. However, with the increasing development of cooperation in running school, some overseas study consulting companies begin develop Sino-foreign cooperation in running school in order to monopolize some student resources.

#### (2) Struggle for market share

Market competition is evolved into national one from the urban one. The overseas study consulting companies meet bigger challenges. They need to obtain advantage nationwide instead of relying on the region. These large-scale and famous companies have built branches in each major city so as to gain market share across the

country.

### (3) Adhere to international education consulting philosophy

Along with social development, students and their parents have learned about more and more relevant information. Meanwhile, the overseas study intermediary institutions no longer have great authority. Problems about language training, majors with high employment rate and immigration have begun arousing the attentions of students and their parents. As a result, the overseas study intermediary institutions are required to gradually update service philosophies, enrich content and increase quality according to the change in consumer demand. Along with the increase in information that students and their parents have known about, they have been far not satisfied with the consulting of study in certain foreign country. Therefore, the overseas study intermediary institutions only capable of consulting of study in certain foreign country cannot keep foothold in the market any more. Thus, it is necessary for the overseas study intermediary institutions to transform the service of single country to the global information. Meanwhile, it is also necessary to students' educational background and the feasibility of the project. The trust of students and their parents should be enhanced for considering career development for students. students and their parents usually are not clear about the purpose of overseas study and also don't have distinct plan for overseas study. Therefore, the consultants should communicate with students and their parents to determine a ration study plan. The success rate of the scheme depends on the consultant's cognition on educational consulting. The core part of international education information and concept is to adhere to the people first and planning for life and have certain ability to control the relations among overseas study, immigration and employment. The overseas study intermediary institutions could favorable development condition if having star consultant with high degree of cognition on educational consulting.

### (4) Brand construction will become the new competition highlight

After the government rectifies the overseas study intermediary industry, the overseas intermediary companies begin spending lots of money in propagandizing the company's brand image in the market through various measures and show it to the public through communications such as internet and media. With no specific products sold in education consulting industry, the education consulting company should gradually increase its consulting value to let the users have recognition. However, the education consulting company should have certain service awareness and subjective awareness so as to manifest it in the routine work. Then, brand awareness will be manifested along with the subjective awareness. Though a lot of money will be cost in this approach, the education consulting company will possess more competitiveness.

Therefore, a lot more intermediary companies begin lay emphasis on building their brand. In metropolis, such change is exceptionally obvious. The intermediary companies that began keeping building brand image has already gain certain benefits in the market, like good market image, more competitiveness and benefits brought by such intangible assets, based on which the intermediary companies that began keeping building brand image are more dependent on brand image. While developing their business, the intermediary companies also begin thinking about their future development, what kind of obligations to undertake in the society, and try to strengthen building the enterprise's cultural and brand images. It thus could be seen that the brand image begins playing a crucial role in the existence, rise and fall of intermediary companies. For the sake of the development of the industry, the consensus on brand path has already been reached. Market recognition can be obtained to a great extent based on brand management of market operation and by combining brand and consulting philosophy. Brand influence has already begun surpassing the resource. There has been dozens of years as of the development of overseas study intermediary industry up to the present. However, there have been new intermediary companies gradually established. New and old intermediary companies compete against and cooperate with each other in the industry. To win the final victory and obtain long-term development, it is doomed to develop brand and take professional path.

The overseas study intermediary industry deals with many aspects such as immigration and training. Thus, industrial chain is formed. During the process of cooperation and merger, the industrial chain is gradually developed. In the end, overseas study products show diversified and data-based performance, arousing attentions of students and their parents. It could be foreseeable that big data will have huge impact on the formation of the industry. Along with the arrival of the concept of big data, we have gradually understood and accepted it. In addition, the emergence of big data tools and software could help integrate the previous substantial overseas study data. This data could be helpful for students to provide more accurate services, develop products and improve overseas services. Besides, through such data, the place where student group resource of overseas study emerges could be obtained and the enterprise could get help better seize opportunities. For example, the overseas study intermediary companies can try to record many years of enrolment cases into the system. Through system, the overseas study intermediary companies can retrieve of the comprehensive cases and provide most true analysis data. for example, by searching "civil engineering" and add conditions for scores of TOEFL and college entrance examination, it can be obtained that which university that students can be admitted to.

### **2.3.4 Role**

#### **(1) Serve people with expertise**

According to the market demand, overseas study intermediaries come into being. In the beginning of the implementation of reform and opening up policy, the comrade Deng Xiaoping proposed an idea that there would be an increasing number of people studying abroad in the near future. To fulfill this vision, the state provided the power and overseas study intermediary institutions also made great contributions. By virtue of their rich experience, overseas study institutions creased the number of people studying abroad every by more than 100 thousand every year. Overseas study intermediary institutions not only should know about different visa policies of different countries but also should have certain understandings about the situation of foreign universities and foreign education systems. Overseas study intermediary institutions should grasp every detail to help students apply for the satisfying university. The overseas study intermediary institutions should have a good understanding of visa policies of all countries and even known them thoroughly by heart and adhere to them strictly because the visa policy is as important as the sovereignty and should not be violated in any form. If any errors emerge, the visa may be rejected. During applying for visa, the individual just needs to prepare application material. However, the overseas study intermediary institutions should undertake their responsibility for handling lots of materials. By undergoing the test of time, the Overseas study intermediary institutions have accumulated rich experience and possessed rich expertise. For anyone who wants to study abroad, such conditions can provide certain guarantee for his application for studying abroad.

#### **(2) Recommend competitive education products**

In the recent two years, there have been lots of exhibitions facilitating education information exchanges, development and cooperation between China and foreign countries, related to overseas study, in which there are such services as display of new education products, various exquisite university exhibitions and overseas study consulting, etc. The overseas study intermediary institutions play a role in communication between Chinese and foreign education. They introduced a large number of excellent teaching approaches, education modes and concepts into China and introduced foreign prominent colleges and specialties to domestic students, their parents and colleagues in the field of education. They help domestic educators know about relevant knowledge and conclude years of experience in education so that they can have opportunities to jointly discuss with foreign universities and expedite development of domestic education industry and improve educational level.

Meanwhile, the overseas study intermediary institutions will integrate various excellent educational resources so that domestic related personnel will know about it. Otherwise, the resources of foreign universities are complicated as the independent overseas study project. Even if the insiders of education industry cannot make rational use of these resources. However, the overseas study intermediary institutions integrating such resources can further analyze these resources through the education resources they have owned to find out the difference and analyze the advantages and disadvantages and then classify and divide these overseas resources and supplement the domestic educational resources. By propagandizing such information, it is not only helpful to share education information at home and abroad and popularize high-standard education products and concepts but also there will be role in facilitating the innovation of the development of domestic education philosophy. During the government guides and pushes the domestic education industry and strengthens Chinese and foreign education cooperation, the overseas study intermediary institution plays a significant role.

### (3) Expedite import and export of talents

Along with the economic globalization, international versatile talents are much needed. As the overseas study intermediary institutions are more familiar with foreign education market and supply and demand information of foreign talent market, they can recommend foreign hot specialties to the domestic students with target so that the domestic students study abroad and realize the purpose of putting knowledge into practice. Meanwhile, knowing about students of foreign universities through overseas study intermediary institutions can be helpful to positively develop international students' education and enlarge the scale of international students and absorb global outstanding talents to learn in Beijing. It is an important measure to promote foreign exchange and cooperation of capital education, increase international level of capital education and participate in international competition.

### (4) Role of life planning

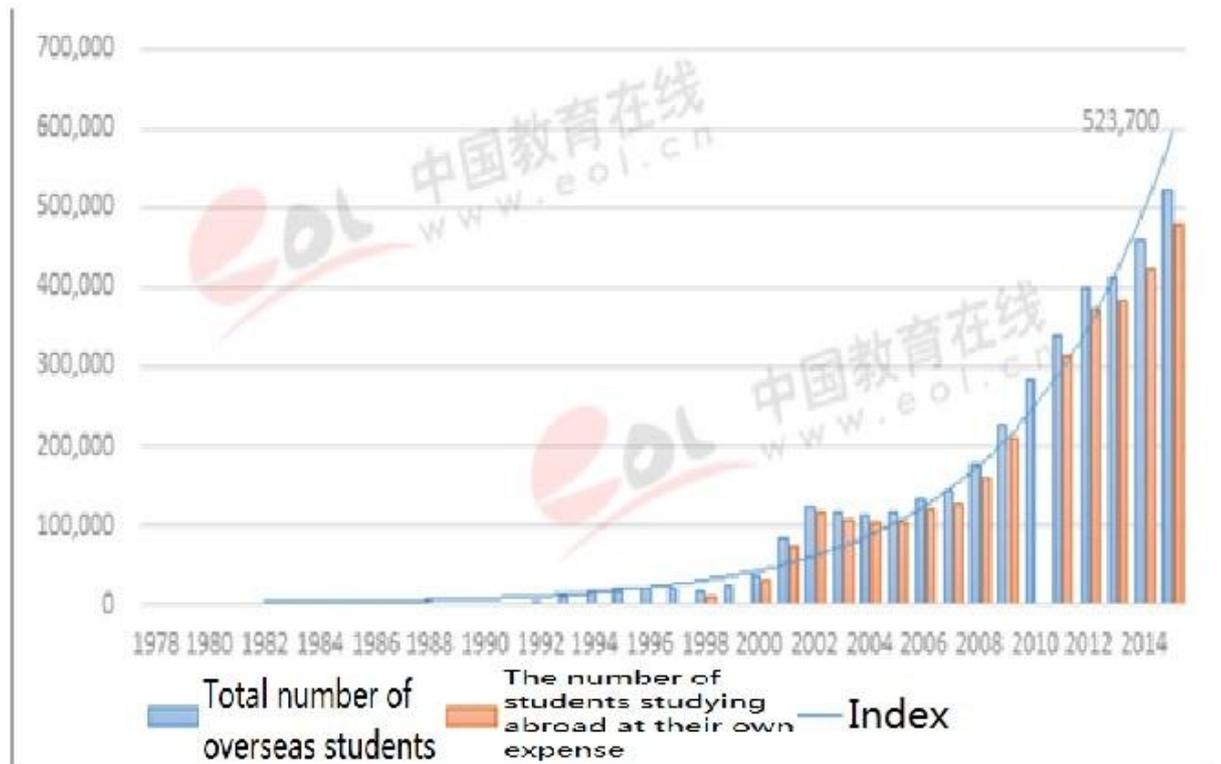
The overseas study intermediary institutions have years' experience in handling cases of studying abroad.. Meanwhile, along with the gradual formation of the industry, it is necessary to be adapted to the requirements of domestic economic development gradually. Studying abroad is an intellectual investment for many families. Since the implementation of reform and opening up policy, some people who got rich first have been far from being satisfied with the education both they and their children have received. They all wanted to receive advanced foreign education. Meanwhile, the national economy growth brought about diversified education needs.

The overseas study intermediary institutions undertook the responsibility for outlining blueprint for those applied for studying abroad at that period. The majors they recommend to the students were also gradually adjusted along with the economic globalization and the status of educational resource sharing. The overseas study intermediary institutions chose proper country, school and specialty for students according to their existing academic qualifications, family's economic status and many other objective factors. Meanwhile, they also adjusted measures to the local condition according to students' conditions. Some pursued far goal unrealistically and chose schools and specialties beyond their ability. In this aspect, most overseas study intermediary institutions helped students weigh it and planned a life path for students based on their rich experience. The planning of the life path included the ideal for students to study abroad, what to do at the present and in the future and how to do. For example, some students hoped to live and study abroad, and some hoped to return after finishing their study abroad. The overseas study intermediary institutions Intermediaries provided varied professional consulting service to hem according to their different requirements..

#### **2.4 Domestic overseas study trend and characteristics**

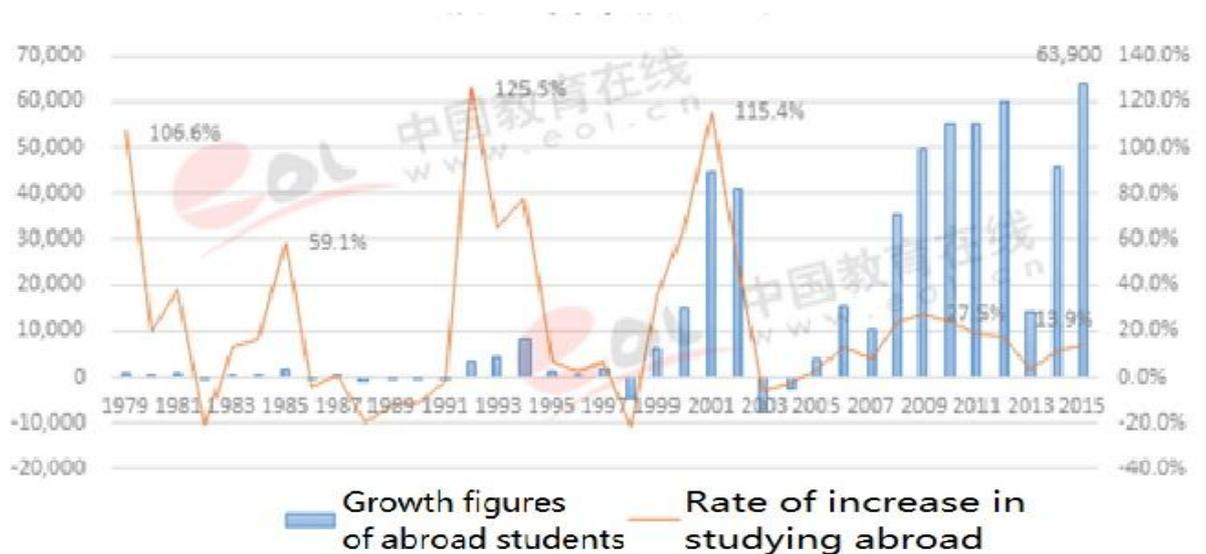
At this stage, the number of students studying abroad has been on the rise but the increase speed slowed down. According to the statistics, the number of students studying abroad in China exceeded 520 thousand in 2015. Among these studying abroad, 25.9 thousand were at public expense and 16 thousand at the expense of their work units and over 480 thousand at their own expense. According to the proportion analysis, the proportion of those studying abroad at their own expense was high, accounting for more than 90% of the total after 2001.

**Figure 2: The total number of students studying abroad and those studying abroad at their own expense from 1978-2014 (unit: person)**



Data source: statistical data of the Ministry of Education

**Figure 3: 1979-2015 Increase number and proportion of overseas students in China**



Data source: statistical data of the Ministry of Education

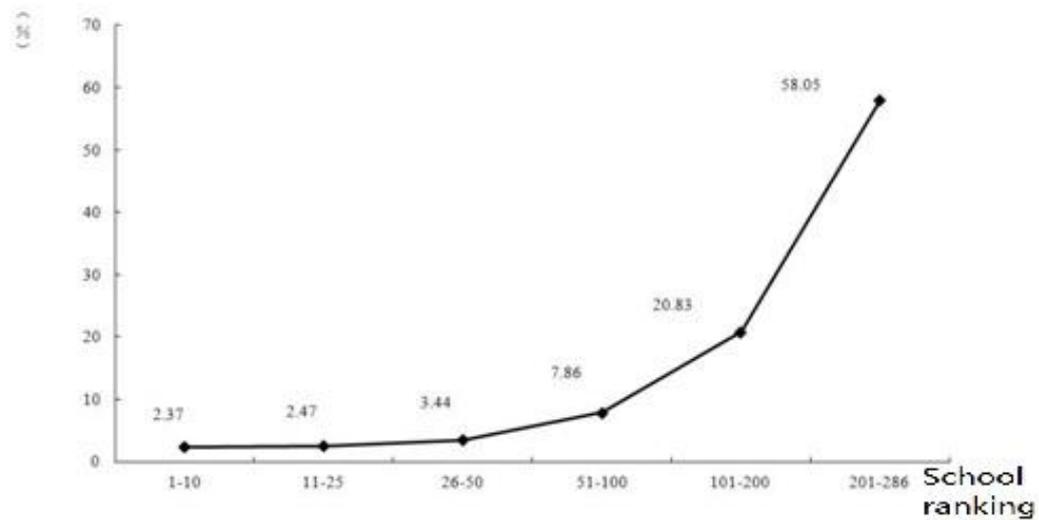
As shown in Fig.3, the increase rate of students studying abroad in China in 1979, 1985, 1992 and 2001 arrived at several peaks. As of 2001, the increase rate was

reduced substantially within two years. However, as of 2005, it was gradually increased, showing the positive growth trend. The increase rate reached the first peak within 10 years until 2009, reaching 27.5%. However, it was slightly reduced in several years behind. In 2013, the increase rate was reduced substantially but increased in two years later, reaching 10%. up to the present, 2015 was the year with the highest increase rate of students studying abroad in China, increasing by more than 60 thousand than that in 2014, reaching nearly 14%. However, along with the gradual increase in cardinal number of those studying abroad, the increase rate will surely slow down, which is also inevitably a big trend.

The phenomenon of studying abroad at young age is more apparent, raising the upsurge of high school students studying abroad. According to the international talent blue book "Report on the Overseas Study Development (2016)" compiled by the CCG, we understand that the trend of students studying abroad at young age is appearing increasingly apparent, the number of primary and middle school students studying abroad is on the rise, and that of undergraduates is gradually increased, higher than that of graduates at the same period. According to a joint survey implemented by CCG and McCuss, more and more students chose to study abroad in high school in 2015. Meanwhile, the proportion of students studying abroad was gradually increased and there emerged the upsurge of high school students studying abroad. According to the report released by the American "Open Doors Report 2015", more than 120 thousand undergraduates studied abroad in America from 2014 to 2015, an increase of 12.7% over the previous academic year. It's the first time that the number of undergraduate students exceeded that of graduates in America in the same period. Meanwhile, undergraduates studying abroad in American were more inclined to study abroad earlier. This trend becomes more and more apparent. Nowadays, more and more high school students choose to study abroad. The proportion of high school students studying abroad is increased year by year, reaching 17% in 2012. By 2015, the proportion of high school students has reached 27% by the end of 2015. Additionally, more than 30% of students had intention of attending high school, college preparatory course or other language schools. The age of Chinese students studying abroad is getting smaller and smaller, truly manifested by middle and primary school students and China's participation in globalization process. There are many factors for the upsurge of students studying abroad in China. Firstly, along with China's rapid economic growth, there have been more and more middle-class people, who possess the economic power to let their children attend primary and secondary schools abroad. Secondly, it's related to the methods and mechanisms of talent cultivation in China, China hasn't kept up with the world. It is still necessary to improve China's college entrance examination education system. Moreover, due to the

uneven distribution of education resources in our country, fierce competition and many foreign countries, this phenomenon is further aggravated. Finally, China has participated in the tide of globalization gradually and the internationalization of education will be surely a development trend and direction. There are more and more opportunities for China to cooperate with foreign education institutions. There will be more students studying abroad at young age in the future. Studying abroad at young age will be a trend and further a universal phenomenon.

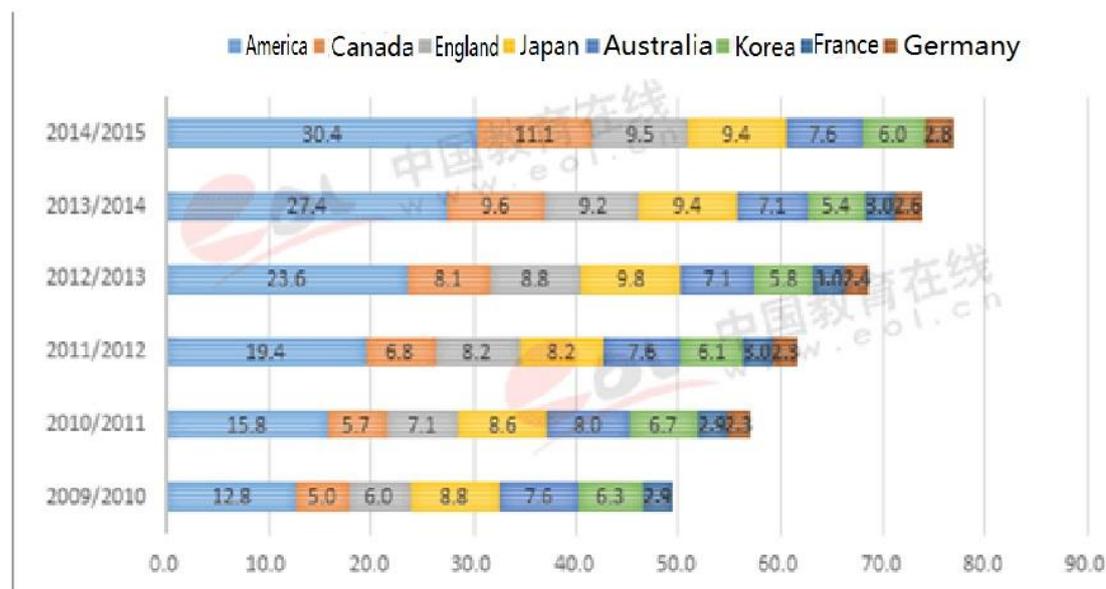
**Figure 4: Memoir that Chinese students were admitted to American high schools in 2005**



Data source: CCG

Destination countries that Chinese students choose are diversified. Students mostly choose English-speaking countries such as America, Canada, Britain and Australia or Japan and Korea, which becomes the main their destination countries. In 2015, according to “Project Atlas 2015” released by IIE, it shows there were total 4.5 million international students around the world, among which the top 8 included United States, Britain, China, Germany, France, Australia, Canada and Japan, which received nearly 70% of international students. Meanwhile, China becomes the first largest international student source country in the world.

**Figure 5: The number of Chinese students in main destination countries of overseas study**



Data source: American "Doors Open Report"

As shown in the Fig., countries including America, Canada, Britain, Japan, Australia and South Korea were the main destinations for Chinese students to study abroad in 2014 and 2015. The number of Chinese students abroad in these countries exceeded more than 50 thousand. Chinese students accounted for a high proportion of international students in Japan and Korea, approaching or exceeding the half. Secondly, the proportion of Chinese students in international students in English-speaking countries including America, Canada, Britain, Japan and Australia exceeded more than 20%, and even higher in countries of immigrants. However, due to many factors such as margin and language in the European countries including France and Germany, the proportion of Chinese students in international students was far smaller than that in English-speaking countries and Southeast Asian countries such as Japan and Korea.

In 2016, the Ministry of Education released the "Blue Book 2015 for Returning Chinese Overseas Students to Be Employed in China". The report shows that the number of Chinese students studying abroad exceeded 520 thousand in 2015. Through analysis of the distribution of international students, it's found that most students chose to study in America in North American countries, Britain in European countries and Australia in Oceania countries. Meanwhile, China has also become an important international student source among these three countries. According to the domestic survey data, the America, Britain and Australia are the top three most popular

destinations for Chinese. From 2014 to the first half of 2015, Chinese students studying abroad in America exceeded more than 300 thousand, accounting for more than 30% of international students in America. The United Kingdom issues more than 60 thousand long-term study visas to Chinese students. The number of students studying abroad in the Britain is about 90 thousand. According to the statistics of Australian Department of Education and Training, they implemented a survey according to the number of registered students studying in Australia. By the end of October, 2015, total 160,000 Chinese students have studied in Australia, accounting for 26.8% of the total international students in Australia . Among these 166,514 students, students studying in higher education institutions exceeded more than 960 thousand and more than 10 thousand in middle school and those learning English language courses exceeded 30 thousand, those attending occupational education training courses reached 130 thousand and those accepting preparatory courses added up to more than 10 thousand. In addition, regular overseas study countries such as Canada and New Zealand are also popular. Switzerland is also popular by virtue of its international status. Meanwhile, Singapore is also very popular for bilingual teaching. Germany is ranked among the top of overseas study destination countries by virtue of its unique education among European countries. To be mentionable, France is also popular among international students for its outstanding artist education. According to a survey into the specialties of international students in "Open Doors Report", it shows that according to the data of three years after 2012, the specialties chosen by Chinese students have following characteristics: the most popular subject is business, including Management, Finance, Accounting and Economics. About 25% of Chinese students choose the business subject. From 2014 to 2015, the total number of Chinese students choosing business subject reached more than 80 thousand, followed by Engineering, ranked the second.

In CR, students learn to use the discourse of reasoned argumentation to discuss stories or texts that they have read. The texts contain multi-layered issues such as friendship, fairness, justice and equality, duty and obligation, honesty and integrity, winning or losing, ethnic/racial identity, and child-friendly policy issues. A Big Question central to the issues in each text is discussed in small heterogeneous groups. For example, the text entitled A Trip to the Zoo tells about two girls, Lilly and Anna, discussing their upcoming field trip to the zoo. Lilly is excited at the prospect of seeing and maybe petting the animals. However, Anna does not share Lilly's feelings and explains to her friend why she thinks that zoos are terrible places for the animals. The Big Question is: Are zoos good places for animals?

It stands to reason that participation in Collaborative Reasoning discussions will

have positive effects on ELLs oral and written English development. First of all, we share the widespread belief among second language educators that language is best learned in the context of extended meaningful communication. The regular use of cooperative learning groups provides students with many meaningful and structured opportunities to master the use of academic language. Cooperative learning promotes the use of a wider range of communicative functions, such as paraphrasing the ideas of others, asking for clarification, summarizing, indicating agreement or disagreement. CR is a highly interactive approach to discussion that may promote academic language development because children must learn to take and yield the floor, speak clearly and listen carefully, express reasons and cite evidence to justify positions, issue challenges and respond to the challenges of others.

Second, Collaborative Reasoning discussions offer extended opportunities for open discussions of complex issues, which provide young ELLs more opportunities to practice English in extended discourse. In comparison to typical forms of classroom discussion, students' rate of talk almost doubles during CR and the talk more frequently involves cognitive processes known to be productive for learning, such as elaborating text propositions, making predictions, using evidence, and expressing and considering alternative perspectives. Increased use of English tends to be associated with the subsequent gains in English oral language proficiency and language learning strategies.

The overall goal of this quasi-experimental study is to investigate whether Collaborative Reasoning discussions impact the development of oral and written English proficiency of young English language learners. Three specific questions are addressed: first, do Collaborative Reasoning discussions improve ELLs English listening, speaking, reading, and writing, their motivation and engagement in discussions, and L2 learning attitudes? We anticipate that engaging in CR discussions will accelerate ELLs oral and written English, and enhance their motivation, engagement, and English learning attitudes.

The second question is, does variation in initial English proficiency influence the benefit ELLs receive from CR discussions? In the current study, we targeted ELLs in both mainstream classes and sheltered bilingual classes. In Illinois, placement of ELLs into the two types of class is based on their performance on the annual statewide English proficiency test. Only students who pass the test can be transferred to a mainstream class where they receive instruction entirely in English. In sheltered or transitional bilingual classes, students are taught in English with Spanish support. We expect that students in mainstream classes, or ELLs with a higher level of English

proficiency, will benefit from CR discussions for the reasons already presented at length. However, it is less certain that students in sheltered bilingual classes will benefit. It could be that there is a threshold of English proficiency required for an approach such as Collaborative Reasoning to be successful. The idea of a language threshold was supported in a study showing more benefit from Instructional Conversations for high and middle achieving than low achieving Hispanic fourth graders.

At the end of the workshop, one teacher from each pair of mainstream class and bilingual class was randomly assigned to implement CR, and the other two served as wait-list control teachers. The two teachers assigned to implement CR were provided with the CR manual and a set of eight stories with enough copies for all the students in their classes. The control teachers agreed not to use CR until after the study and they were not provided with the set of stories until study had been completed. There are several reasons for including all four participating teachers in the workshop and withholding condition assignment until the end of the workshop. Waiting until the end of the workshop allowed all teachers to begin on an equal footing. Having the same in-depth information about the project enabled the control teachers to address parental and student questions equally as well as the experimental teachers. This helped mitigate differentials in student recruitment in the two conditions. By treating control teachers as full and equal participants, we hoped to sustain their enthusiasm for the project, reduce attrition, and maintain the motivation of students to do their best on the assessments.

Before the intervention, all students completed three pretests assessing English vocabulary, syntactic knowledge, and reading comprehension. After the intervention, all students completed posttest assessments of English reading, writing, speaking, and listening, as well as surveys of motivation, engagement in discussions, and English learning attitudes.

Following the pretests, students in the two CR classrooms participated in 8 CR discussion sessions in small groups, heterogeneous in race, gender, talkativeness, and English reading level. Discussions took place over a period of four weeks with 2 sessions per week, each approximately 20 min long. The participant observer, the first author, videotaped all the discussions, observed classrooms, and took field notes on discussion days. In addition, the participant observer provided on-going support by offering teachers suggestions when needed. Students in the two control classrooms continued their regular language arts lessons (Zhang et al., 2013).

Vocabulary checklist. This pretest is a wide range, general vocabulary test in a checklist format. Students were asked to read through a long list of words and non words and indicate whether they know the meaning of each item. The list consisted of 180 real words with increasing difficulty, 50 non words, and 30 pseudo-derivatives. Scores were corrected for guessing using the ‘high threshold’ formula described by Anderson and Freebody.

Sentence grammaticality judgment test. This pretest is a modified version of the sentence grammaticality judgment test developed by Johnson and Newport. Forty sentences, including twenty correct sentences and twenty ungrammatical sentences, were orally presented to students. Students were asked to decide if each sentence was expressed the right way in English. Examples of ungrammatical sentences are: Bill and Joe is good friends; The little boy is speak to a policeman (Morony et al., 2013).