



**TRANSFORMATION STRATEGY RESEARCH ON OVERSEAS STUDY
INTERMEDIARY UNDER THE BACKGROUND OF BIG DATA-BY TAKING
JINJILIE OVERSEAS EDUCATION COMPANY FOR EXAMPLE**

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ABSTRACT

Title: Transformation Strategy Research On Overseas Study Intermediary Under
The Background Of Big Data-By Taking Jinjilie Overseas Education
Company For Example
By: Jiashu Mao
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With the deepening of China's opening up, more and more students choose to go abroad for further study, China has become a major source of international students. The rise of studying abroad has promoted the development of domestic study intermediaries, especially after entering the Internet era, the popularity of large data applications to the study intermediary has brought more opportunities, but also brought a lot of problems. The surge in the number of students makes the intermediary sprung up, the entire industry intermediary industry competition intensified, coupled with now promulgated by the state of the industry to regulate the legal rules of the industry is not sound enough, the traditional study of intermediaries face various problems. At this stage, large data has become an important means to promote the development of all walks of life, convenient people to live an important means of universal degree is not past, study counseling is no longer monopoly by the intermediary, the way to earn information difference has long been unable to meet the development of study intermediary, Transformation becomes a top priority. This paper summarizes the development course, the characteristics of the industry and the characteristics and characteristics of the study abroad, analyzes the present situation and the dilemma of the study abroad, and analyzes the status of the study abroad, The influence of studying abroad, and the development dilemma of Jinjilie(JJL) company study abroad, and put forward some suggestions on the transformation of JJL's research intermediary company under the big data age. Through the research of this article, it provides a targeted strategic opinion for the reform and development of the

company, and also finds a better direction for the development of the traditional research intermediary industry in the era of large data, and has a reference for similar companies.

Keywords: Study abroad; Strategic transformation; Large data; Development strategy; JJJ



摘要

题目： 大数据背景下留学中介公司的转型策略研究——以金吉列为例

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随着中国对外开放程度的加深，越来越多的学子选择出国深造，中国已然成为留学生的主要来源国。留学热的兴起促进了国内留学中介的发展，特别是进入互联网时代后，大数据应用的普及给留学中介带来了更多的机遇，同时也带来了很多问题。留学人数的激增使得中介如雨后春笋般蔓延，整个留学中介行业的市场竞争愈演愈烈，再加上现如今国家颁布的对该行业进行管理规范的法律条规还不够健全，传统留学中介面临种种难题。现阶段，大数据已经成为了推动各行各业发展、便捷人们生活的重要手段，普及程度今非昔比，留学咨询不再被中介所垄断，赚取信息差价的方式早已不能满足留学中介的发展，转型成为当务之急。本文通过对留学中介行业进行调研，总结了留学中介的发展历程、行业特点，以及国内留学趋势及特征，分析留学中介的发展现状及困境，并以金吉列公司留学中介为案例，分析大数据时代对金吉列公司留学中介的影响，以及金吉列公司留学中介的发展困境，并对大数据时代下，金吉列公司留学中介公司的转型提出策略建议。通过本文研究，为金吉列公司留学中介公司的变革发展提供了具有针对性的战略意见，同时，也为传统留学中介行业在大数据时代下找到更好的发展道路指明方向，对同类公司具有借鉴作用。

关键词： 留学中介； 战略转型； 大数据； 发展策略； 金吉列公司

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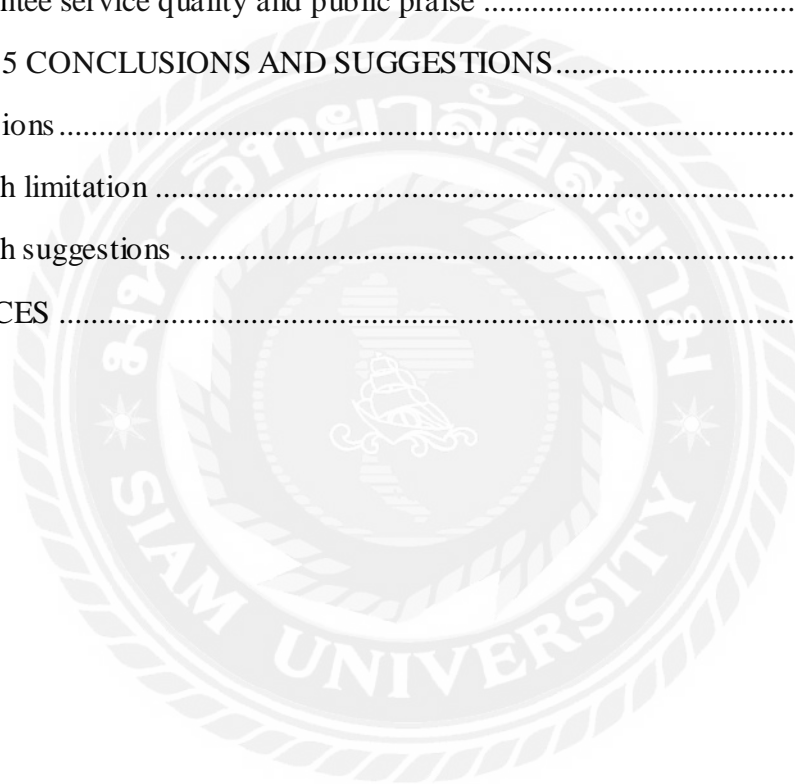
I do graduating design at each stage, from selecting of subjects to access information, determining the outline of the thesis, changing of Mid-term paper and post-paper format adjustment in all aspects that all my teachers have given careful guidance. All the teachers have given me not only careful guidance, but also have delivered their concern to me for the past few months. Therefore, express my sincere appreciation and great respect to Li Zhang, Liou-yuan Li, Yingli Zhu, Guanglei Lu and Lisheng Zhang from Siam University and Ku-Hsieh Chen and Qiao-Ming Lee from Fo Guang University, Taiwan.

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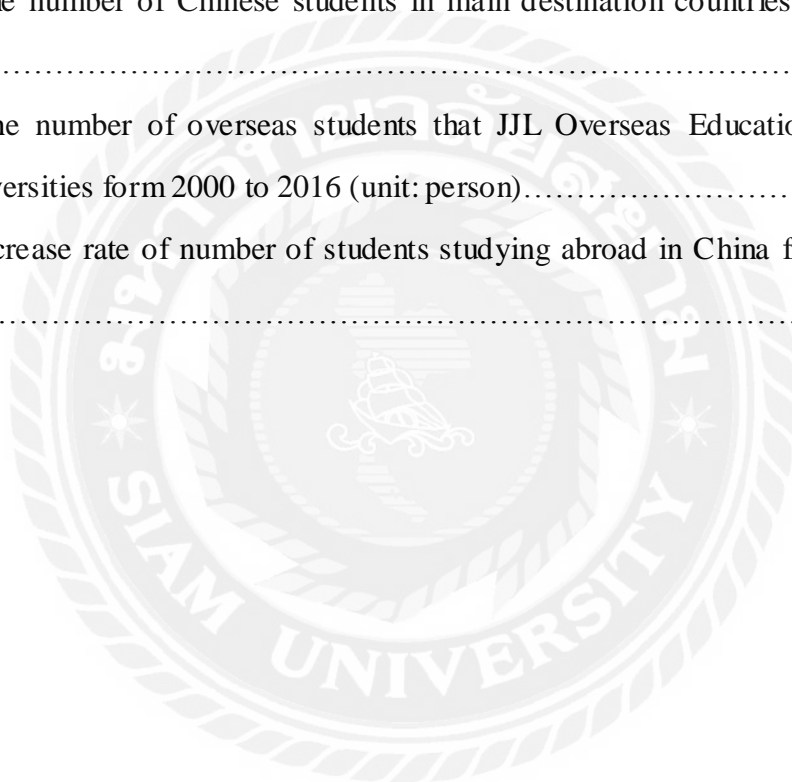
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TRANSFORMATION STRATEGY RESEARCH ON OVERSEAS STUDY INTERMEDIARY UNDER THE BACKGROUND OF BIG DATA-BY TAKING JINJILIE OVERSEAS EDUCATION COMPANY FOR EXAMPLE

CHAPTER 1

INTRODUCTION

1.1 Research background

Overseas education intermediary industry has already been developed for dozens of years up to the moment. Along with the prevalence of overseas study trend, overseas study intermediary has been prosperous developed little by little. According to the related data released by the Ministry of Education, it manifests that the number of people studying abroad in China was substantially increased as of 2007, reaching 41.39 thousand in 2013, nearly 90% of which studying abroad at their own expenses. Further, the number of students studying abroad at their own expenses in 2014 in China exceeded more than 500 thousand, thus China became the largest student source country in the world. Meanwhile, it was increased to 544.5 thousand in 2016 from 523.7 thousand in 2015 by 3.97%. The present trend is that overseas study is evolved into popular education from elite education. In China, overseas study becomes a normalcy. More grass-root families begin attending overseas education. At the era of big data in the 20th century, along with the popularization of internet, the world is flat and those rational demand for overseas study can know about universities around the world and choose their favorite one. Besides, they also can inquire about the processes of applying for and handling overseas study online. Nowadays, the information provided online nearly can be inquired about freely, which breaks through the profit model that the traditional overseas education intermediaries make information expense from consumers with intention of overseas study due to information blockade. Internet makes blocked information about overseas study become transparent, so that people can obtain information about overseas study they want anytime anywhere. Besides, the overseas study intermediary companies provided students with services including helping students with written application and prepare necessary materials. They completed a whole process of services so long as they could help students become admitted to the foreign university. However, with the help of overseas study intermediaries, students can apply for their beloved university freely for internet covers information about each university around the world. In this case, the service provided by overseas study doesn't appear so necessary.

The survival way of overseas study intermediaries is worth of deliberation.

In 1999, along with issuance of “Regulations on Management of Self-paid Overseas Study Intermediary Services”, legal status of overseas study intermediary institutions was legally recognized. Up to the present, overseas study intermediary has experienced 18 years’ development history. However, it lags behind foreign overseas study intermediary for dozens of years. Along with the incessant development of China’s economy, an increasing number of families have ability to help their children realize dream of studying abroad. As the market demand is expanded gradually, there are lots of overseas study intermediaries around the country, forming an enormous operation system, which means the market competition becomes more and more fierce. Judged from the big data nowadays, the number of students studying abroad is also on the rise year after year. However, the overseas study intermediary industry is not flourishing at all. Even more, overseas study industry becomes one of industry with highest complaint rate at the present. As the law is not sound, many overseas study intermediary companies release false information or collect arbitrary charges by violating the regulations. Thus, the consumer’s credibility is greatly reduced. Some with intention of studying abroad would rather submit materials themselves than handle it through overseas study intermediary (Tang, 2011).

Jinjilie(JJL) Overseas Education Intermediary, as one of top 10 overseas study intermediary companies in China, is also confronted with various questions, like fierce market competition, serious service homogenization, simple industrial chain, inflexible mode, fail in meeting customer demand, lack of service characteristics such as provide customized “one-stop” overseas experience service for clients, lack of strong brand awareness and decline in credibility, etc. There is some truth for the existence of overseas study intermediary. It conveys a large batch of excellent talents and lots of students smooth go out to the world under the help of overseas study intermediary and begin their overseas study career. At a deeper level, overseas study intermediary facilitates China’s economic growth and strengthen the educational association between China and other countries and also enhances China’s influence in the world, based on which the upgrading of overseas study intermediary is expedited. Through reform in development strategies, the inherent thinking of consigned handling procedure is eliminated. It is also the urgent industrial development request to realize innovation break-through by utilizing big data.

1.2 Research purpose

The reason why traditional overseas study intermediary was popular for a long

time in the past is for the systematic comprehensive information about overseas study it could provide for those who are self-sponsored for studying abroad, like information about each university, situation about recruitment of international students and local accommodation and handling trivial procedures such as consigned admission and visa and solving the low efficiency in handling application for those who are self-sponsored for studying abroad. However, the overseas study intermediary is overall caught in development predicament. Especially, internet has brought convenience to thousands of families. The service provided to the clients by the traditional overseas study intermediary more and more cannot meet customer demand. It may well be asked that who are willing to spend high price in turning to the intermediary for help as they can get service through internet, based on which traditional overseas study intermediary companies further should try every means to realize transformation. Under the background of big data, more overseas education data with potential value is systematically integrated. It is more efficient, comprehensive and targeted than the data information traditionally collected. Through analysis on such data, it plays a significant role in the strategic development of the industry. At the present, there are many overseas study intermediary companies. Due to many reasons such as low operation cost, they still can make profits through price difference in information and cannot provide genuinely valuable information for clients. Such commercial model puts the enterprises into the development dilemma. To eliminate predicament and break through homogenization, the overseas study intermediary should integrate and analyze big data and formulate development strategy scientifically by utilizing big data (Cheng, 2008).

Along with the deepened implementation of reform and opening up policy in recent years, many students want to further study abroad and fulfill their dream of studying abroad. However, there is great demand for such international talents as China is at the rising stage of development. Besides, some senior high students don't want to go to higher vocational school due to the fail in college entrance examination, so their parents hope their children could study abroad, which is also a good method for training talents. Due to various situations, the number of students studying abroad is very high and overseas study service market becomes more popular. In 2015, the market share of overseas study intermediary in China reached 10 billion Yuan. Such huge figure and the potential value of overseas stud intermediary cannot be neglected. Facing such situation, it is inevitable trend for the overseas study intermediary to expand market share. However, many intermediary companies fail in blind expansion or some don't dare to make attempt easily, the reason for which is many development companies enter into the development bottleneck and consumers are less dependent on overseas study intermediary companies. Along with the increasing complaint

against increasing growth of overseas intermediary industry and increasing reduction in consumers' satisfaction with overseas study intermediary, the public praise of whole industry has been influenced to a great extent. To standardize the industry behavior of overseas study service industry, the state has already expedited issuing relevant laws and regulations. The overseas study industry is strictly monitored through legal measures. However, some problems still cannot be fundamentally eliminated. To break through the development predicament of overseas study intermediary and facilitate sound development of the whole industry, the development history and industrial characteristics of overseas study intermediary and trend and characteristics of domestic overseas study are summarized and development status and predicament of overseas study intermediary is analyzed through investigation into the overseas study intermediary. Besides, by taking JJJ Overseas Education as the case, through analysis on the influences of big data era on JJJ Overseas Education, and development predicament of JJJ Overseas Education, strategy suggestions for transformation of JJJ Overseas Education are put forward in this paper. The strategic opinions with target are proposed for the transformation of JJJ Overseas Education through research in the paper. Besides, better development road direction is also pointed for the traditional overseas study industry is pointed out under the era of big data, thus having reference for the companies of the same category (Miao, 2014).

1.3 Research significance

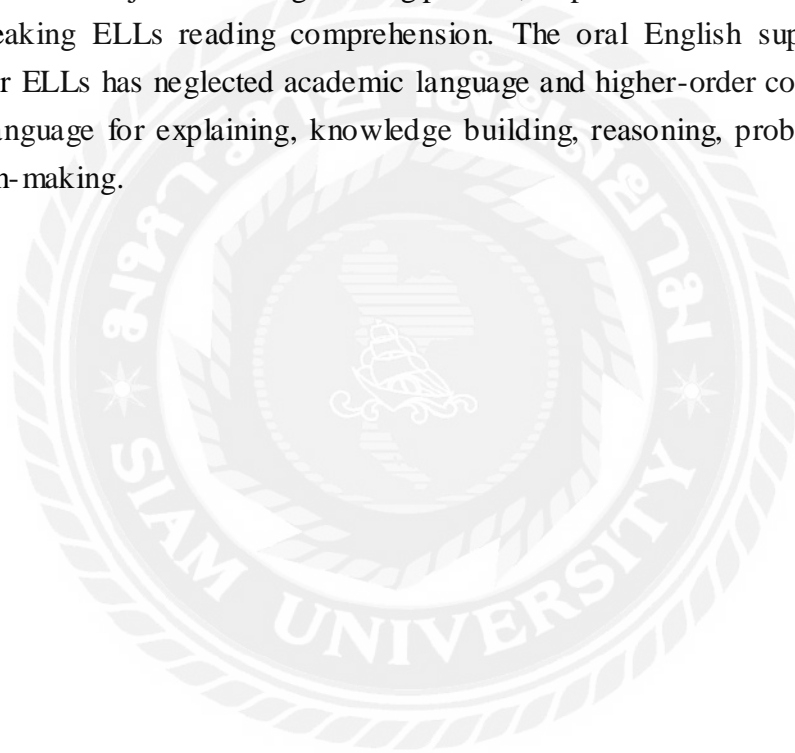
Along with further popularization of overseas study in China in recent years, there are many trivial processes for apply for overseas study successfully, most families are inclined to have it handled by the overseas study intermediary company. In 2015, overseas study industry was unprecedentedly declined in 2015 as higher as 3-5%. 90% overseas study intermediary companies didn't fulfill the performance objective, which was not only attributed to more families' rational choice over studying abroad and aggravated market competition of overseas intermediary companies but also due to the disconnection of overseas study intermediary with the era and fail in utilizing the favorable elements of big data era. In this paper, based on summary of the development history and industrial characteristic of overseas study intermediary and domestic overseas study trend and characteristic and analysis on development status and predicament of overseas study intermediary and by taking JJJ Overseas Education as the case, the development predicament of JJJ Overseas Education and the influences of big data era on it are analyzed in this paper. In addition, strategy suggestions for the transformation of JJJ Overseas Education are proposed under the era of big data (Chen, 2004).

In terms of theoretical significance, related academic research on transformation strategies of overseas study intermediary companies are enriched under the background of big data to provide relevant theoretical basis for the extension study of other scholars in the future. There is overall research on the overseas study intermediary industry in the academic circle. Besides, such similar research focus on how the government standardizes monitoring or commercial mode of overseas study intermediary. There is nearly no study on transformation strategy of traditional overseas study intermediary company especially the innovation and transformation based on the background of big data. As the notable overseas intermediary company ranked among the top 10 in China, JJOverseas Education is selected as the research object in this paper, having certain representativeness and attraction. The blank in academic research on transformation strategy of overseas study intermediary companies in China is made up to certain extent through research in this paper to solid theoretical foundation for the future research.

In the actual sense, the target-based strategic opinion is provided for the transformation and development of JJOverseas Education through research in the paper. JJOverseas Education has made certain achievement in the whole overseas study intermediary industry and enjoys certain prestige and status in the industry. Based on theoretical research of the paper, blueprint is drawn for the better development of JJOverseas Education. Meanwhile, the direction for the better development road of traditional overseas study intermediary industry under the era of big data is also pointed out, having reference role in the company of the same category. Besides, the thought has been obtained for the new development for them under the background of big data.

Furthermore, in schools with large enrollments of ELLs, language tends to be treated as a 'formal' subject with little opportunity for interactive language that is comprehensible, interesting, and relevant. Teachers of ELLs typically rely on simple tasks that require literal recall or, at most, limited inference. Fast-paced, low-level, question-answer routines limit students' opportunities to talk, generate questions, and express extended ideas. The emphasis on phonics, spelling, accurate oral reading, proper English pronunciation, vocabulary lists, grammar, and literal comprehension has probably been exacerbated by the perception of schools that these emphases are necessary to prepare students for high-stakes examinations. There is reason to fear that the regimen in today's schools inhibits the language development of ELLs and may retard their cognitive development and undermine their motivation for school by taking the meaning and enjoyment out of learning (Huang, 2002).

There is a small but growing body of research on effective literacy instruction for English language learners. Existing research has several limitations. First, extensive oral English development for ELLs has been largely overlooked. In a review of studies of English language learners in the U.S., Genesee, Lindholm-Leary, Saunders, and Christian concluded that fewer than 50 studies focused on English oral language outcomes and used sound methodology. This dearth of research contrasts with the very large numbers of studies of reading instruction involving native English speakers. Nonetheless, there is some evidence that English language learners benefit from comprehensive programs featuring enhanced literature discussion and substantial experience with spoken English. For example, engaging in a classroom discussion approach, called Instructional Conversations, where students and teachers interact with one another in a joint meaning-making process, improved fourth- and fifth-grade Spanish-speaking ELLs reading comprehension. The oral English support that is available for ELLs has neglected academic language and higher-order cognitive tasks – that is, language for explaining, knowledge building, reasoning, problem solving, and decision-making.



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 Xuewei 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.

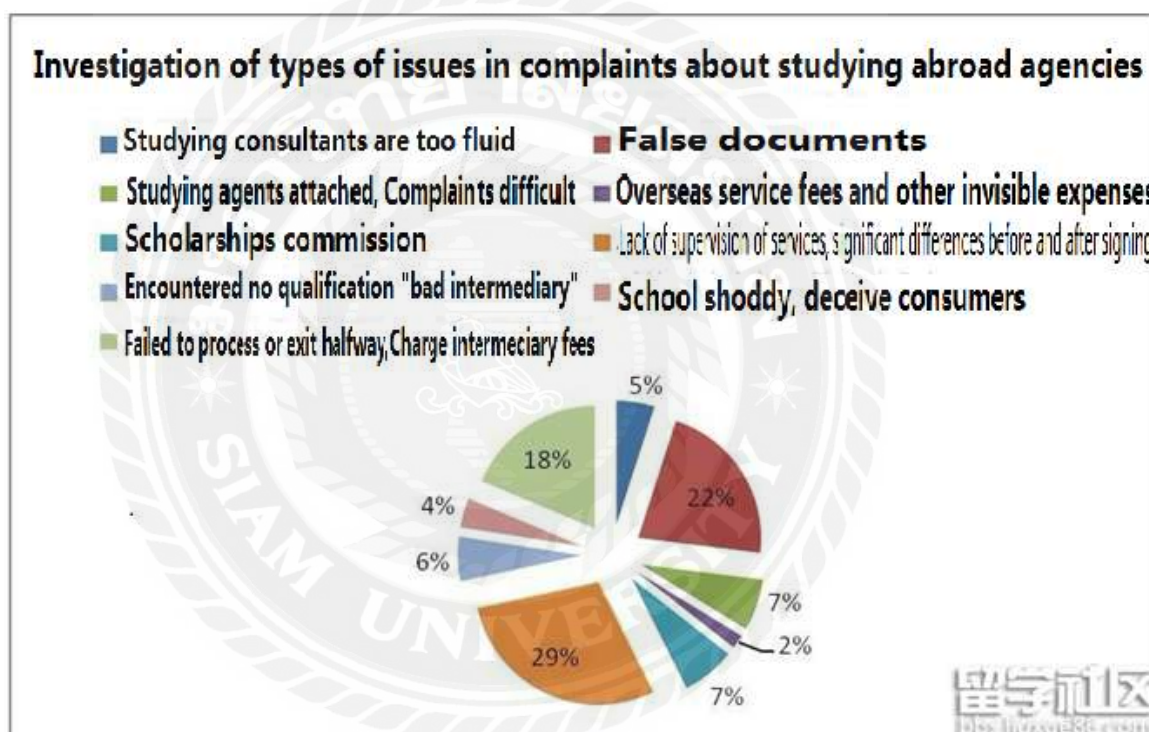
The period after 2010 was the mature stage of overseas study intermediary. Along with the popularization of internet and application of big data, the information about overseas study has become more and more transparent. Many universities' student recruitment information and enrollment condition has 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

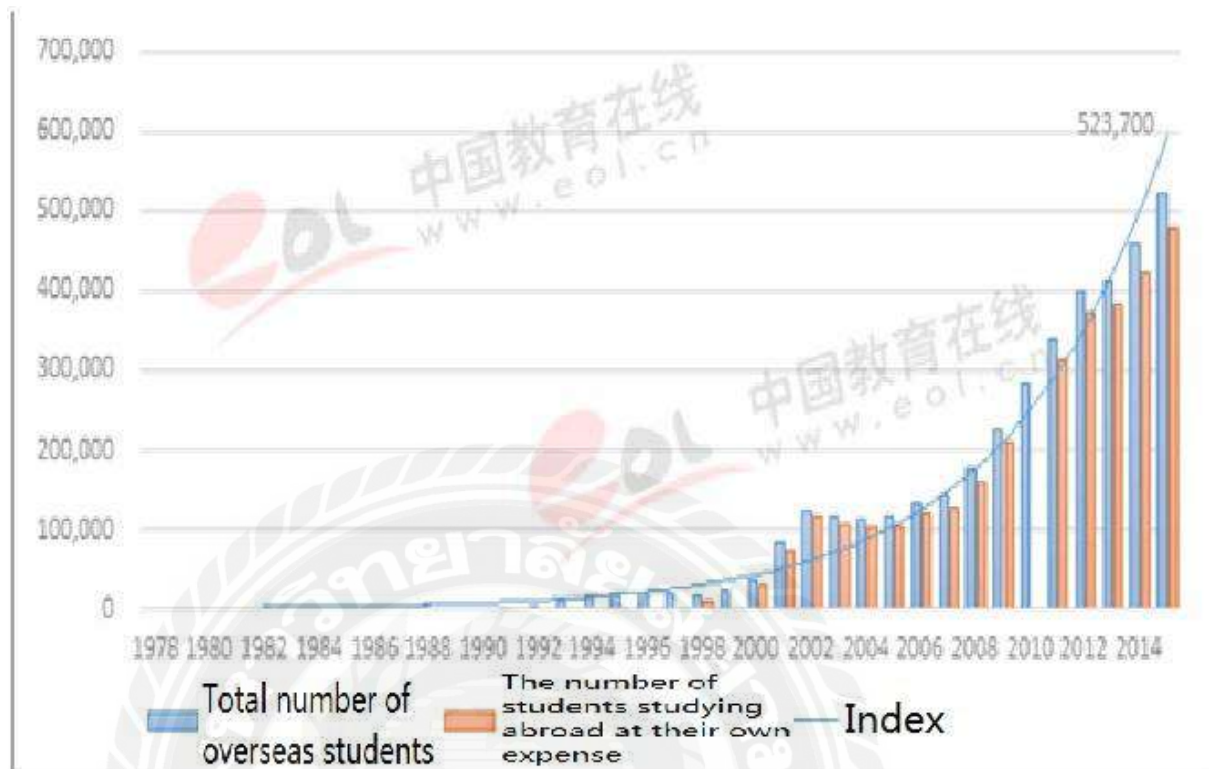
The overseas study intermediary institutions have years' experience in handling cases of studying abroad.. Meanwhile, along with the gradual formation of the industry, it is necessary to be adapted to the requirements of domestic economic development gradually. Studying abroad is an intellectual investment 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

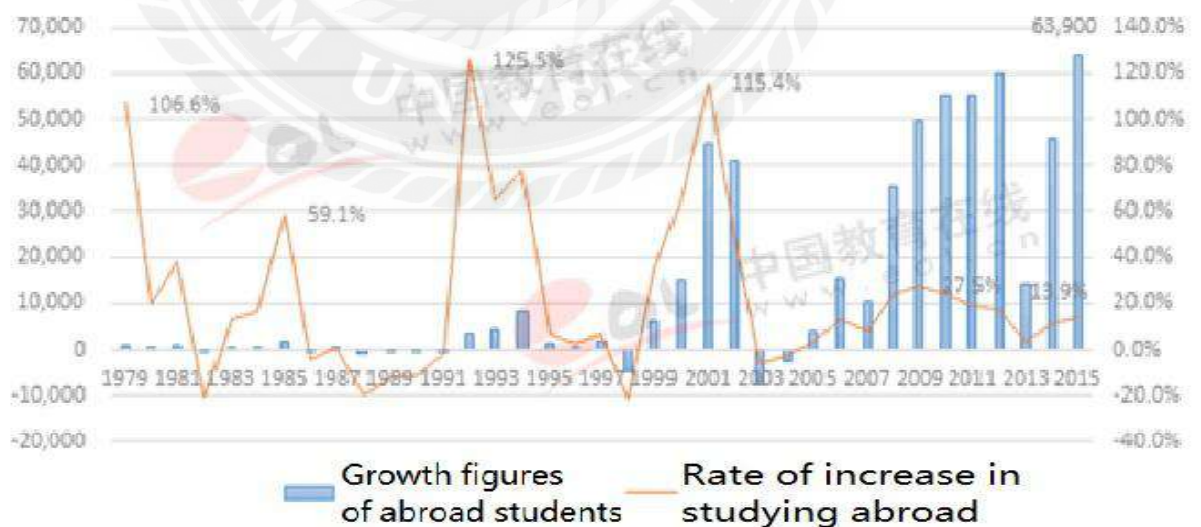
At this stage, the number of students studying abroad has been on the rise but the increase speed slowed down. According to the statistics, the number of students studying abroad in China exceeded 520 thousand in 2015. Among these studying abroad, 25.9 thousand were at public expense and 16 thousand 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

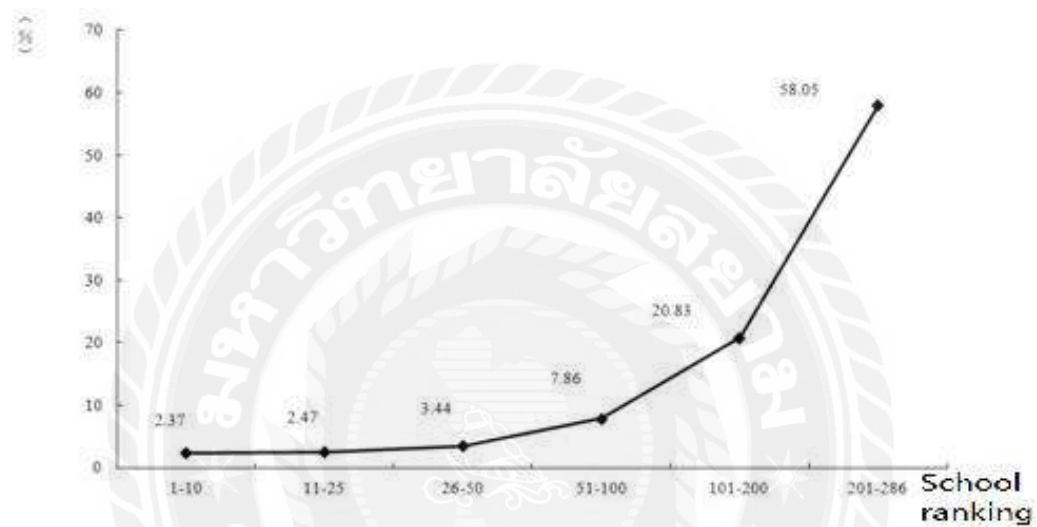
As shown in Fig.3, the increase rate of students studying abroad in China in 1979, 1985, 1992 and 2001 arrived at several peaks. As of 2001, the increase rate was

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.

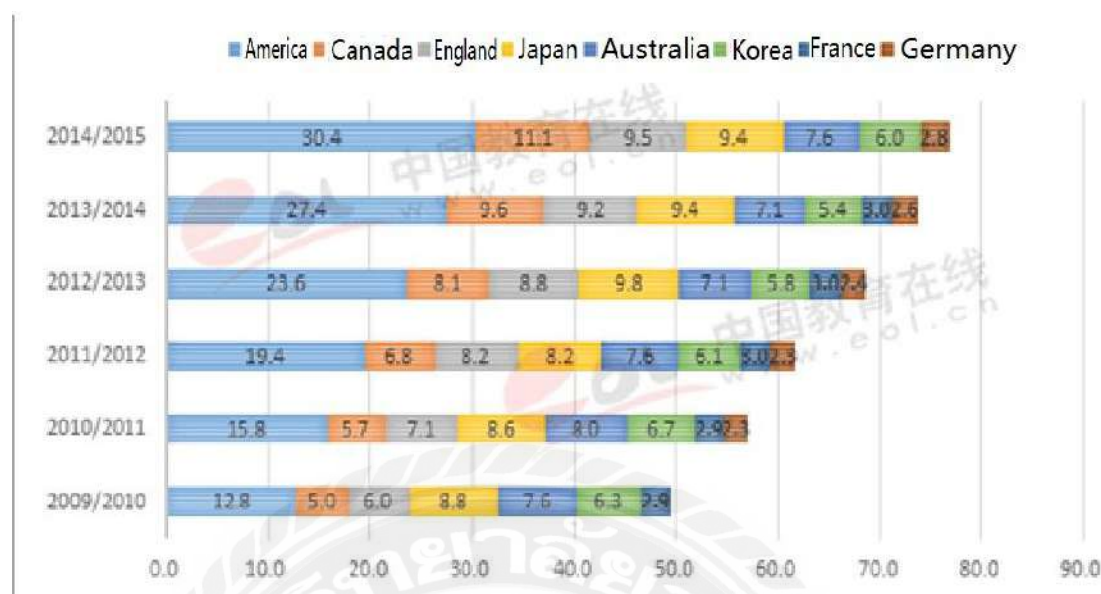
Figure 4: Memoir that Chinese students were admitted to American high schools in 2005



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.

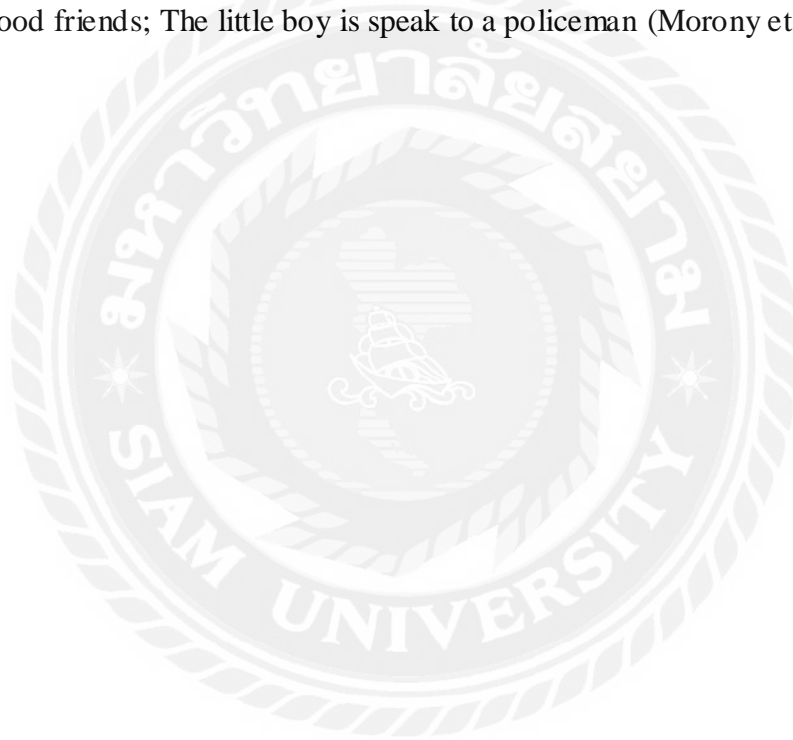
At the end of the workshop, one teacher from each pair of mainstream class and bilingual class was randomly assigned to implement CR, and the other two served as wait-list control teachers. The two teachers assigned to implement CR were provided with the CR manual and a set of eight stories with enough 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).



CHAPTER 3

RESEARCH METHODS

3.1 Research design

By consulting the literature, the author knows that a lot of studies on overseas study intermediaries have been carried out by the academic circles in China so far, but a complete system has not yet been established. The research emphasis is inclined to be placed on several aspects such as how the government standardizes the regulation, business model of overseas study intermediaries, marketing strategy of the traditional study intermediary companies. The research focus has always not be scattered. Especially, as for the transformation strategy of overseas study intermediaries, the author fails to retrieve it. On the other hand, it may be said that there are few researches on monographs and books, most of which are studies about literature. Overseas study is a social topic, which is a common content of media attention and coverage at home and abroad, showing the state of multiple media topics and few academic monograph papers, based on which, the research direction is determined in this paper. Transformation strategies of overseas study intermediary companies under the background of big data are studied by taking JYL Overseas Education for example. The research in this direction is of certain realistic significance in terms of actual situation, it can enrich the research content of overseas study intermediary. To know about and analyze the fact, analyze the factual situation, reach the conclusion of the research and finally propose more targeted strategies for transformation of overseas studies intermediary companies under the background of big data, the actual situation of overseas studies intermediary companies is known about through questionnaires and interview survey in this paper. Through analysis on the situation and by combining the research, the conclusion is finally reached to find solutions and scheme for the research at next step. The research object is overseas study intermediary company. JYL Overseas Education is taken for example in the paper, there are few research contents of JYL Overseas Education so that the theoretical basis of the paper is not strong. However, through questionnaire and interview survey, the materials can be better collected. The general range of the research is the development status of overseas study intermediary companies under the background of big data, recent years' development of JYL Overseas Education to provide data support for the research conclusion of the paper. Following research methods are mainly adopted in the research. (1) Investigation method: survey through the questionnaire and interview. (2) literature analysis: search for relevant literature and analysis of works. (3) case study method: analysis by taking JYL Overseas Education for example. (4) data analysis method: data listing analysis.

3.2 Research tools

By designing, handing out and collecting questionnaires, the data collected through questionnaire also proves the research premise of the paper, namely big data. The questionnaire design of the paper mainly includes filling the age of the correspondent, the intention of studying abroad, the destination country of studying abroad, the way to choose to study abroad, overseas study intermediary with or without reliance, as well as the requirements to be satisfied to choose overseas study intermediary. Such design is linked to the requirements of the research content. For example, to design which requirements that the intermediary should satisfy, the richness of service contents provided by the traditional overseas study institutions and product diversification can be analyzed to provide thought for proposing more target-based strategies for transformation of overseas study intermediary companies under the background of big data.

3.3 Data collection methods

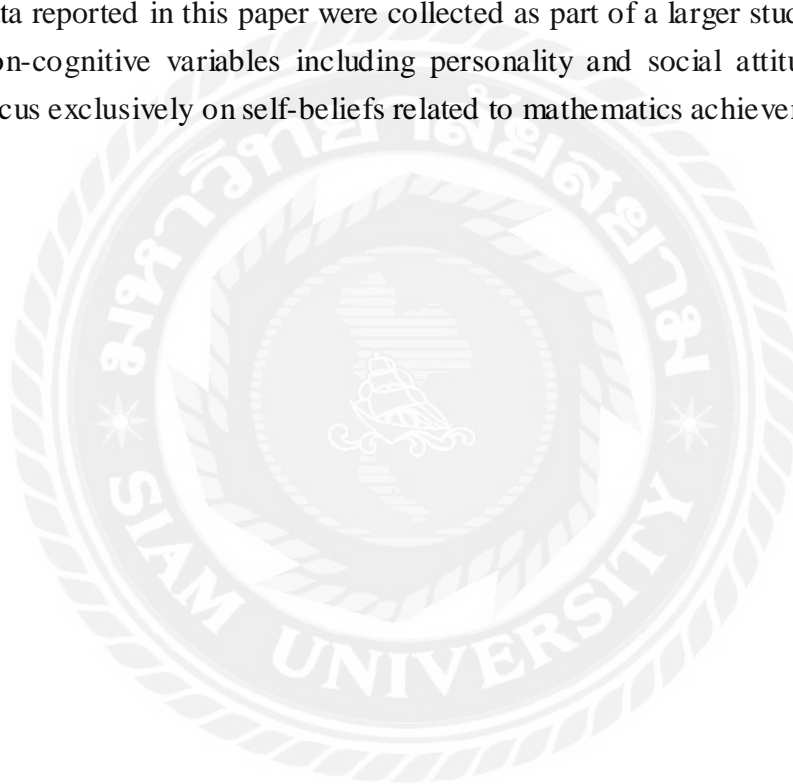
When sampling, the operating procedure can be generalized as the following steps: firstly, define the purpose of investigation. The questionnaire design of the paper mainly includes filling the age of the correspondent, the intention of studying abroad, the destination country of studying abroad, the way to choose to study abroad, overseas study intermediary with or without reliance, as well as the requirements to be satisfied to choose overseas study intermediary. Secondly, define the overall sample, the sample should be overall same as the target. The conclusion reached should be of application and credibility. The respondents are 1000 people who consulted overseas study programs. Thirdly, determine the data to collect. In general, only the data related to the purpose of survey is usually investigated. Therefore, the problem design is simplified to highlight the data content of the paper. Fourthly, define the accuracy. There will inevitably be uncertainty for sampling investigation manifests the overall situation through sample. Generally, the relative or absolute error is regulated. Therefore, in order to make the survey more accurate, people who consulted the overseas study programs are selected as the object and the questions are classified into the category. Meanwhile, the question quantity and content is simplified. Fifthly, as for the sample test, questionnaire are filled within small range and necessary implement is made so that the questionnaire is more targeted and accurate. Sixthly, filed investigation should be implemented according to the preset scheme to immediately check and analyze the quality and quantity of the collected questionnaires and immediately solve the invalid samples. Seventhly, through data

analysis on collected data, the value information will be extracted. Lastly, analyze survey report and put down written material, retain relevant information for checking in the future.

3.4 Data analysis methods

Through data analysis by adopting methods such as descriptive statistics and inferential statistics, it is necessary make statistic of collected information through investigation. Meanwhile, it is necessary to extract data to verify information to further intuitively and effectively prove the proposed viewpoints.

The data reported in this paper were collected as part of a larger study on a wide range of non-cognitive variables including personality and social attitudes. In this paper we focus exclusively on self-beliefs related to mathematics achievement.



CHAPTER 4

RESEARCH RESULT ANALYSIS-BASED ON DESCRIPTIVE STATISTICAL ANALYSIS

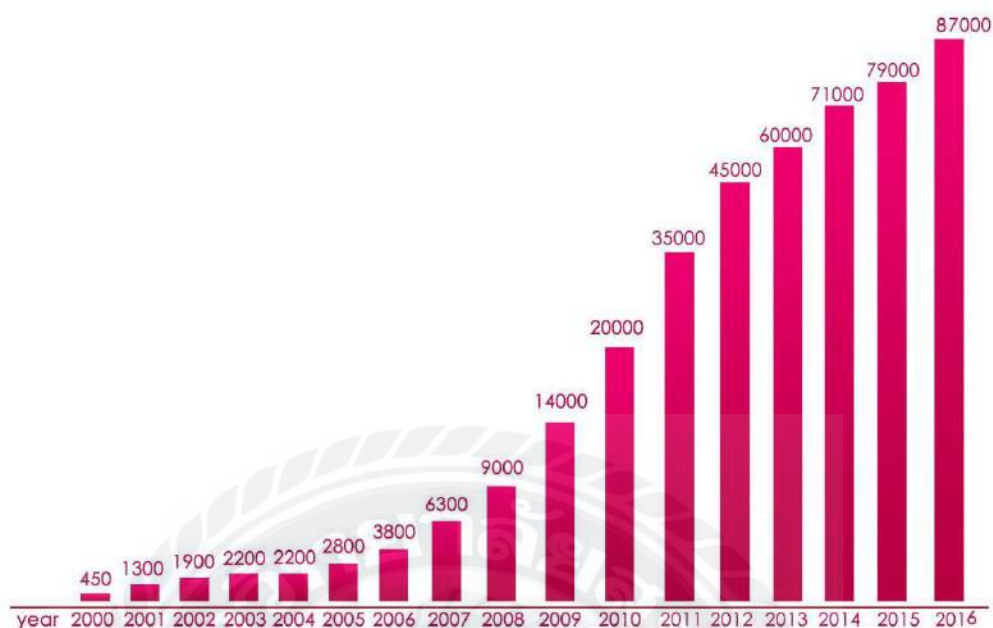
4.1 Analysis on development status of JJL Overseas Education

Founded in 1999, JJL Overseas Education is one of the earliest overseas study institutions with national accreditation. It outputs over 30,000 students each year to study abroad. In addition to its headquarters in Beijing, it has wholly established wholly-owned subsidiaries in 13 major cities around the country. In Mar., 2001, Beijing Consumers Association and JJL Overseas Education co-founded industry's first consumer education school, namely Beijing JJL Overseas Education Consumer Education School. The tenet of school is: to popularize the knowledge of overseas study and guide overseas study consumption. JJL Overseas Education has obtained recognition of many national organs including the Ministry of Education, Ministry of Public Security and the State Administration for Industry and Commerce. As the star enterprise in the industry, it has been given the title of national integrity business, the user satisfaction star enterprise, and it is the overseas study consulting enterprise that obtains the singing qualification for "Social Responsibility Guidelines" issued by the consumers association in the first.

JJL Overseas Education has a large number of industry professionals and especially invites the ambassador with rich management experience in the embassy as the contractual expert. Meanwhile, it also has more than thousands consultants to provide services for customers. Since its establishment, the company has provided services for dozens of thousands customers to help customers realize the dream of studying abroad. Besides, the company provides overseas study consulting services for dozens of thousands of families every year and design personalized overseas study scheme, thus enjoying good reputation among customers. The company provides convenient service for the customers with CRM client system that the company develops. It has more than 1700 superior cooperative universities in 23 countries around the world. The company has large consultant team, more than 1000 staffs, of which 90% are those with undergraduate degree and above and more than half are masters, doctors and over 80% with overseas study experience or engaged in education before. They are familiar with foreign education system. They get familiar with foreign education system and have comprehensive understandings about foreign institutions. In addition, the company also recruits many former counselors of the embassies in the United States, Britain, Canada and other countries as special consultants and holds lectures on foreign education and overseas study policy lectures

regularly to answer questions about overseas study that the students are concerned about. The company also has established excellent cooperative relationship with the hot destination countries and outputs a large number of Chinese students to these countries and provides consultancy services to dozens of thousands of families each year and has maintained a high success rate of visa. In Dec., 2001, JJL Overseas Education was first to pass through the ISO9001 international quality system certification in the industry. It's first the unit with "315" user right issued by China Consumers Association among overseas study service institutions around China and has been praised by the consumer association and related governmental departments for many times. In Jul., 2002, the company set "JJL's scholarship plan of millions of Yuan for excellent overseas students" by uniting the universities of all countries. Up to now, it has been held for 10 times with the amount as high as 5 million Yuan issued. The number of students given award has exceeded 400. it is the only service institution really issuing the overseas study scholarship in the overseas study industry. In 2004, it's the only overseas study institution given "consumer satisfaction service star in Beijing" in the industry. In Dec., 2005, it was given the honorary title of "national consumer satisfaction service star" by CAQ. The service tenet of JJL Overseas Education: customer first, customer-respected and treating customers as family members. Its service philosophy is to output proper students to the proper universities designated to provide all-round overseas study service for all Chinese talented young people. In recent years, as the highly reputed overseas study institution, it has been more and more popular and the number of students that the company outputs to foreign universities every year has been on the rise.

Figure 6: The number of overseas students that JJL Overseas Education output to foreign universities form 2000 to 2016 (unit: person)



Data source: official website of JJL Overseas Education

The unique advantages of the company: the only “national integrity enterprise” in the overseas study industry across the country evaluated by China Chamber of Commerce and abundant Counselor resources. The company’s unique resources include former ambassadors, education counselors and relevant experts, who have exchanged and communicated with the overseas education community for a long term. Thus, they are not only familiar with higher institutions in the country where they are located but also have kept in touch with these schools, and they are also familiar with education policies, overseas study and immigration policies and information of such countries. With long working experience abroad and solid basis with each university, they also can provide guidance and suggestions to domestic students in time according to the information, visas and student recruitment of foreign universities designated to help students who want to study abroad more reasonable plan future study career, good embassy, college relations. With rich overseas resources, it cooperates with numerous universities. Some universities open “green channel” thanks to the good partnership with it and the expedite approving the materials submitted by the company. The first institution passing through ISO9000 certification in the industry, the only institution that has developed Customer Relationship Management (CRM) independently, the only company proposing the "three-stage" service, namely before going abroad, during going abroad and after going abroad, and providing valuable overseas study consumption guidance for all media and students

by virtue of its rich experience and good social relations.

4.1.1 The influences of big data era on overseas study intermediary JJL Overseas Education

(1) Positive influences

Big data is having deep influence on people's lives and subverting the traditional business community. In particularity, along with the gradual maturity of big data technologies, the era of data-driven and-led industrial development has arrived. The commercial war is evolving into a data war. The enterprise with largest and most valuable data will win the future of the whole internet. Under this background, there has been subversive changes in competitive the overseas study market. Along with the development of Internet and especially the popularization of big data technology, the major problem about information asymmetry of the overseas study industry has been solved and the further development of this service field has also been facilitated. The big data era is also very helpful to the JJL Overseas Education, which relies cloud platform and big data technology can provide important reference for personalized study scheme and service optimization. Without relying on former one-to-one consulting, the company can improve efficiency through big data.

With the evolution of the times, the traditional overseas study intermediary service has been far unable to meet the requirements of more users for diversified and transparent services. Especially, in order to attract customers, some overseas study intermediaries promise some services but often exaggerate it and trigger various disputes. Further, some can not introduce the status quo, education facilities and accommodation of overseas schools honestly but direct attentions with “high enrollment rate”, which are almost always not familiar to the students and their parents. Under the framework of big data technology, JJL Overseas Education can always track the process of handling overseas study by utilizing the transparent process that the students and their parents can see. Facing the service provided by JJL Overseas Education, parents and students can also track it themselves. Such completely transparent mode not only eliminates the parents' concerns but also could facilitate the standardization of the management of intermediary services process. Meanwhile, with the architecture built through big data technology, rapid development of overseas study the service industry can be further pushed.

Big data is helpful for JJL Overseas Education to adjust and plan its business strategies. Through application big data, the company can know about the distribution of international students and how many students studying abroad for master degree in

America, how many students attend undergraduate program, how many students attend high school. Besides, the company also could know about the relevant data of the specialty they choose. For example, in the past few years, a lot of students choose to study for business and engineering abroad. Then how about their success rate of application?, for which the answer could be got through analysis on big data. According to the big data analysis, the company can even know about the proportion of students transferring or crossing the specialty and information about their specialty after graduation. By combining big data analysis, enlightenment and information could be brought to the intermediaries such as JIL Overseas Education to guide them in knowing about the market and customer group, so that it is helpful for the company to develop business smoothly and guide parents and students in application with high success rate. For example, the survey shows that the number of middle-aged and young students studying abroad accounts for a large proportion. JIL Overseas Education can realize business planning and layout to adjust business strategies by utilizing powerful functions of big data.

It could be known from the above data that America is currently the destination country with the largest number of Chinese students. Standardized exams for undergraduates studying in America includes two parts, namely TOEFL and SAT. No matter what kind of exam to apply for, the applicants is required to provide academic results at high school, including high school transcripts and certification of the school, which should be made in both English and Chinese and sealed by the school's seal. As for the letter of recommendation, the applicant generally should provide three letters of recommendation in English. As for personal statement, the applicant is usually required to provide several different personal statements. Then, if a student has document that could prove his or her own talents, especially the international awards. In this way, the success in application can be increased. Besides, if the student is exceptionally excellent, he or she will be given scholarship. When applying for studying in a foreign school, the applicant should fill in the application form according to the format required. By providing such detailed information, the customers will know about and compare their actual situation more comprehensive so that they can make preparation in advance.

(2) Challenges

As the representative of the traditional overseas study intermediary, JIL Overseas Education still uses the service mode: school selection → document creation → application submission, process-oriented service mode. As for the service mode used by most domestic traditional overseas study intermediaries is that the consultant will collect student's information and prepare application materials and documents for the

student according to school selection and document template after the student signs the contract. Service content includes school selection, material translation, application submission and visa handling. Service team: marketing-based overseas study consultant and copywriting. Service advantages are large institutions with chain nature, high brand awareness and student's low participation degree. Disadvantage: large institutions and chains, low student participation and more peace of mind. Disadvantages: process-based service mode easily could lead to error in student information, error and omission in application could be easily caused if one consultant serves many students at the same time.

Under the impact of the application of big data technology, the service mode of traditional overseas study intermediary cannot reflect the customer demand correctly. Through investigation into the overseas study data in recent two years, it is found that internet users are concerned about the information of the school and conditions necessary for studying abroad. The retrieval of overseas study intermediaries is less, only accounting for 7% of the total retrieval. Further, the percentage is still declining. Along with the development of internet technology, it is more convenient to obtain information. The method for obtaining customer source by relying on traditional intermediaries is outdated, and the trend of removing intermediaries is quite obvious. Compared to the traditional offline consulting, wireless retrieval is being developed rapidly. Students are more inclined to retrieve timely requirements on the mobile terminal, like reputation, public praise and contact way of intermediary. In addition, students focus on retrieval of information, questions and reputation about overseas study on the mobile terminal, So, the overseas study intermediaries will be eliminated by the era if not meeting the customer demand by strengthening their information infrastructure.

According to the survey of the relevant institutions, more than 80% of those going abroad choose to cooperate with intermediaries, of which nearly 30% of users are dissatisfied with intermediary services. In recent years, along with the increase in the number of students studying abroad, the market demand for overseas study intermediary has been actually increased. Although it is more and more convenient to obtain information, it is still very difficult for students studying abroad to apply for foreign school due to the diversified demands of various institutions and language barriers. Along with the increase in people's income level, the students studying abroad who have ability to apply for foreign school on their own choose the overseas study intermediary. In this way, their energy and time can be saved. According to the survey of relevant institutions, nearly 85% of overseas students choose to study abroad for the time can be saved and they believe the intermediary can increase the

success in their application by virtue of their professionalism. However, those not choosing the intermediary mostly don't believe the intermediaries. Among choosing the services provided by the intermediary, 35% of users are not satisfied with the services provided by overseas study intermediary. Such proportion is relatively high in the service industry. Further, the data from the China Consumer Association shows that there were 117 complaints against overseas study intermediaries. However, there are 73 complaints in the first half of 2017, an increase of more than 100%. This proportion also reflects the fact that overseas students are not satisfied with overseas study intermediaries. Under the background of big data, information is more diverse and accessible. By Taking advantage of this opportunity, many emerging overseas study consulting platforms have come into being. Compared with the traditional overseas study intermediaries, they are more adapted to the development and requirements of the era. Besides, more and more students tend to get information on the internet, DIY overseas study is also a way popular for overseas students. It is the problem about how to defeat other ways to study abroad that overseas study intermediary should take into account to win consumers' trust.

Summary: by the end of Jun., 2015, there had been 668 million internet users in China. Internet popularization rate has reached 48.8% and there had been 594 million mobile internet users, accounting for 88.9%. Along with the development of the internet, there had been change in the way to obtain information and sources of information had been diversified. Along with the popularity of the internet and big data technologies, opportunities and challenges have been brought to the overseas study intermediaries. Meanwhile, it is easier to obtain overseas study information. However, due to the language barriers and large difference in the application standards of various colleges and universities between America and Britain, many applicants are confused. In addition, along with the increase in family income, many students choose to overseas study intermediary to handle their application to save energy and time.

According to the statistics of relevant institutions, nearly 85% of students choose overseas study intermediary to handle their application. It thus could be found that overseas study intermediaries still occupy market shares. The users mainly think highly of the praise and qualifications of the overseas study intermediary. According to the survey, 43.94% of overseas students pay more attention to the reputation of the intermediary. However, 41.5% of overseas students don't care about the price but qualification of the intermediary. Among international students, less than 15% care about the cost of an intermediary. Therefore, it is important for JJJ Overseas Education to grasp the trend and seize this fabulous opportunity.

4.1.2 Development predicament of overseas study intermediary JLL Overseas Education

Through 10 years' rapid growth, the number of students studying abroad has tended to be stabilized. Although the number of students studying abroad has been increased by 5% in recent two years, the market for intermediary service market for overseas study is reduced by 3-5% every year. By taking JLL Overseas Education for example, the number of people handling the application for going abroad has tended to be slow in recent years. Along with the 100% rise in free overseas study through internet, the intermediary service market has been reduced. Thanks to the further transparent information of overseas study service, cooperation market for universities is increased and DIY application is also strengthened. Both have impact on intermediary service market. For JLL Overseas Education, it faces heavier pressure over market competition.

In 2013, the State Council adjusted administrative examination and approval items. For the overseas study intermediaries, its qualification was approved by the provincial people's government education sector rather than the Ministry of Education. Subsequently, the Ministry of Education issued a special notice of adjusting the approval of overseas study intermediary at their own expense. Later, provinces including Guangdong and Shandong promulgated proposed measures for management of approving and monitoring qualification of overseas study intermediary at personal expense.

After issuance of overseas study intermediary approval right, more enterprises will participate in the field of overseas study intermediary and the market competition will be even more fierce. From the perspective of value chain, a new round of industry reshuffle will be accelerated. School resource levels, brand marketing, service operation and IT will still play a significant role in profit contribution of business mode as the strategic control points. In the meantime, key successful factors of the overseas study industry have been changed dramatically since 2014. Brand, expertise, distribution channel and integration become more and more important as the key success factors. For organizations with strategic transformation and business upgrading, it is important to focus on one or more of these core success factors. Overall, the market increase slows down. intensified competition is aggravated, product homogenization is serious and consumers are less dependent on intermediaries.

4.2 Suggestions over transformation and development of JJJ Overseas Education under the era of big data

After the arrival of big data era, the new competition morphology is rebuilt. It is even so for the overseas study industry. Compared with previous years, in 2015, many overseas study institutions implemented "frequent reform" in 2015. By increasing service items and improving the quality, they created better industrial chain and could cope with the new changes in the market. With the rapid development of mobile internet technology, it is more convenient for users to obtain information. Thus, the overseas stud information becomes more transparent and overseas study market becomes more mature. For overseas study intermediaries, the transformation of the industry is facilitated. At this crucial period, only by grasping the market opportunity and making the layout in advance, can JJJ Overseas Education can stand out during the fierce market competition.

4.2.1 Subdivision of overseas study service

The services provided by the domestic traditional overseas study institutions in the past are limited to application for overseas study. For example, as for the service mode of JJJ Overseas Education, it is school selection, document creation, application submission and process-based service mode.

The service mode adopted by most domestic traditional overseas study intermediary institutions is that the consultant collects student's information and prepares application material and application document according to the school selection and document template after the student signs the contract. Along with the development of internet era, big data technologies have been popularized. For example, as for the service provided to the customers by JJJ Overseas Education, students can check it online. The traditional mode of overseas study intermediary has not been able to satisfy the service demands of the overseas students. To break through the slowly desalinated nature of intermediary, JJJ Overseas Education should further participate in each link of application for overseas study.

In the view of Huang Xian, CEO of EIC, it is the next transformation road for the traditional overseas study institution to be a complete education chain supplier and improve user experience. Compared to the the intermediary institutions, educational institutions not only have to bring overseas study information and examination skills to the overseas students but also have to pass a value on to students to help them with the overall quality. To realize service upgrading, JJJ Overseas Education should not

just rely on traditional simple work mode but make adjust and provide diversified and personalized services according to market changes. The overseas study industry will be more inclined to the refined, extended and market-based products and services. For example, it is necessary to fill in simple application forms and collect personal data with brain. However, the high-quality overseas study consultants formulate personalized plan for service in a non-mechanized way.

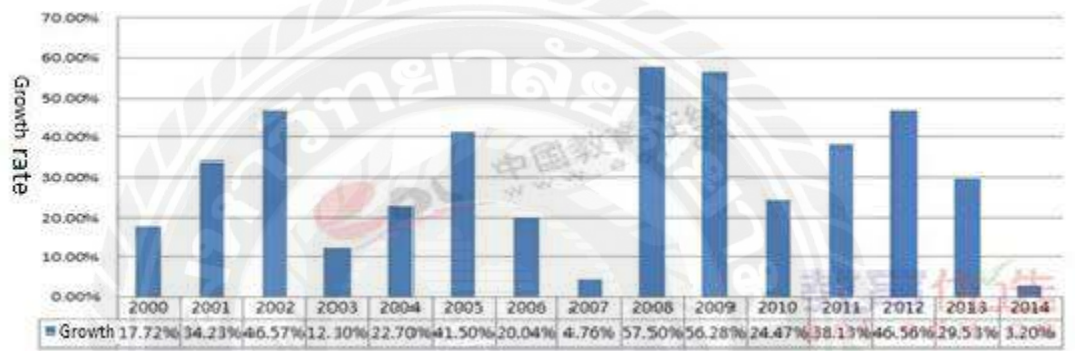
At present, the single overseas intermediary mode and consulting service process can no longer meet the diversified, rational and civilized requirements of overseas study. Thus, the overseas study service intermediary institutions, regardless of their scale, are required to adjust their service mode, keep up with international higher education mode and extend and subdivide their professional services from the perspective width and depth. Before studying abroad, internet users will know about the basic information of the university and country where the university locates online, like surroundings about the university and university's accommodation and difference in exchange rates among overseas study countries and China. At present, most Internet users know basic information about the school and the country they live in before the study, such as the living environment around the school, the accommodation of the school, the exchange rate difference between the country of study and China.

In consideration of complicated decision-making process of overseas study, it is necessary for overseas study intermediaries to make a comprehensive layout in all aspects. At present, the trend of overseas study in China is mainly characterized by the following features: the declining age of international students, deepened demand for overseas study destinations and traditional destinations including America, Britain and Australia. However, along with the increase in number of students studying abroad in Japan and South Korea is gradually increased. When facing these changes, JLL Overseas Education should conduct analysis seriously and market segmentation and integrate service chains effectively to satisfy diversified demands of overseas students.

To improve the tracking of user flow, it is necessary to constantly improve their service level by strengthening CRM management. According to the user's demand scene, it is necessary to conduct service segmentation of the whole six major decision-making stages for overseas study, including production intention (the value of going abroad, initially evaluating whether the condition is qualified for going abroad, etc.), determining the goal (choose destination country / school/specialty, knowing about expenses), language training and examination tutoring, application

process and document preparation, handling procedure for going abroad (passport, visa, living preparation), service after studying abroad (return and be employed, entrepreneurship, settle down in China, etc.). The maximum requirement is generated before service. The user's experience in whole overseas study consulting process will decide the brand selection and evaluation. JJL Overseas Education should better user experience and extend post-service market, tap students' merits and accurately positioning according to the student's specific case so as to build a series of schemes for applying for foreign university. Besides, the problems about students' employment in the future also could be solved.

Figure 7: Increase rate of number of students studying abroad in China from 2003 to 2014



Data source: statistical data of Ministry of Education

The chart shows that high increase rate of the number of people returning from overseas study during these years has been maintained. In 2008 and 2009, its growth rate exceeded 50%. Though it was reduced in 2014, the number of people returning from overseas study was increased by 11.3 thousand. Returning home for development has become a normalcy and a common choice for international students. There is huge prospect of solving the problems about returning home for development.

4.2.2 Extension to the upper and lower reaches of the industry

To continue to occupy market share, overseas study intermediaries should extend the upper and lower reaches of the industry and provide more wider services, like language training, services of students to study abroad in foreign country. And with the declining age of the overseas study population, local service is a promising business. JJL Overseas Education should put user demand first and provide services required by the users designated to have the customers enjoy perfect service experience. It is an imperative for JJL Overseas Education to build its own ecological

chain designated to provide various services for customers and build service-oriented overseas study platform. One-stop service will be the development direction of all overseas study intermediary institutions. However, JJL Overseas Education proposed the concept several years ago and has always been developing and improving it. One-stop service is fundamentally the deepening of professional overseas study service: changing the originally single application procedures for overseas study and providing a series of services related to overseas study including language examination, foreign language training, insurance, physical examination, visiting relatives and ticket. During this process, higher requirement for the professionalism of overseas study intermediary is proposed. Thus, the overseas study intermediary is required to formulate learning plan for the student and help him choose proper specialty and school and provide professional integration service in the field related to the application for overseas study to simplify the procedure and process of student's overseas study and improve efficiency. Relevant business of JJL Overseas Education has basically covered all aspects of overseas study, including language examination, financial service, physical examination, visiting relatives and tickets and so on. The company has established partnership with famous professional institutions both at home and abroad, including Pearson Group, Global IELTS, major banks and other authorities to serve students together .

In the meantime, in order to comply with the development and characteristics of the study abroad market, JJL Overseas Education has summarized and planned a series of unique professional service modes, and implemented them by taking "one-stop service system" as a benchmark in Beijing and branches across the country. In this way, personalized and in-depth overseas study planning requirements of consumers can be satisfied. Besides, the company's team's experience in overseas study and specialty analysis level can be fully developed. By gradually enhancing the sense of occupational mission of the consultant, the overseas study consultant is promoted to "life planner". Though JJL Overseas Education has made certain achievements in one-stop service, the customer's demand is gradually extended. one-stop overseas service includes overseas study finance, real estate, practice, high-end customized study tour and returning home for employment, etc. The development space of JJL Overseas Education is pretty huge. For example, it can provide career development guidance and employment training for "overseas returnees", provide financial support for overseas students with entrepreneurial dream and plan, development overseas market, set overseas branch, provide overseas enrollment, school transfer and overseas steward, etc.

4.2.3 Take high-end personalized route

The nature of the overseas study industry is to provide service-oriented products rather than manufacturing products. Relatively speaking, it is very personalized. The highest value of a overseas study institution or consultant is to find the most suitable for overseas study plan for students rather than apply for an offer or visa. He should be adapted to changes in customer demand, provide more diversified and personalized services, and even launch personalized and customized products. For example, Amber Education launches the “Amber Premier (high-end service)”, assigning overseas bachelors, masters and project management team with 10 years’ experience in overseas study industry to be in charge of overseas study consulting and planning. Based on mass data analysis, according to the students’ academic background and personal willingness, according to different charging standards and customized VIP service, it subdivides the consulting level and helps students attend proper courses and schools within short time. JLL Overseas Education can refer to the company’s experience and customize personalized scheme for going abroad for students according to the high-end demand for overseas study.

4.2.4 Service mode transformation

The service mode of JLL Overseas Education: school selection→ document creation → application submission. However, along with the change in market demands, the function of internet overseas study platform has been improved gradually. Almost all overseas service platforms simplify the process of overseas study evaluation. Anyone who visits the website can choose the school for evaluation after submitting related materials. Besides, along with the popularization of the concept of one-stop overseas study, most information about overseas study can be obtained easily online. The service provided by the traditional overseas study intermediary has been unable to meet the requirements and it remains to be transformed urgently. By taking Shunshun for example, it was transformed into C2C mode from its predecessor App liter for the sake of the establishment of a new entrepreneurial platform and striving to help 15,000 Chinese students realize their entrepreneurial dream. As a result, overseas study intermediary becomes a comprehensive overseas study service platform integrating exchange, learning and application. Entrepreneurial team of HITURE Education Consulting has 10 years’ high-end experience in overseas study consulting industry. It also has built high-end overseas study application database. Meanwhile, it has accumulated rich high-end overseas study application experience during consulting. JLL Overseas Education can try to improve online service and regard overseas study consulting as a core service to help students better finish overseas study application and realize semi-DIY overseas

study application, which is completely different from the contracted service process of overseas study intermediary. As a result, the overseas study applicant can experience the sense of achievement that is different from the past.

4.2.5 Strengthen resource integration

At present, there are numerous large-scale overseas study service institutions that have mastered a lot of resources. They not only should strengthen resource integration but also should analyze the details such as customer demand and tap potential customers. JIL Overseas Education can analyze the overseas study material by making use of big data and then extract the information they want according to customers with different demands and types. Meanwhile, it can build a perfect evaluation system to collect customer's basic information and customize overseas study scheme for the customers. In addition, it also can also build resource platform for customers studying abroad, talent accumulation platform as well as resource platform for returnees and immediately upgrade and input their information so as to realize matching and retrieval anytime.

4.2.6 Guarantee service quality and public praise

Under the background of big data, JIL Overseas Education is not only threatened by overseas study intermediary companies but also threatened by major information platforms and emerging ways such as overseas students' DIY. Along with the more dramatic competition, it is not only necessary to enhance their hard strength but also necessary to enhance their soft power, like providing perfect service experience for overseas students and improving the company's reputation in the industry and strengthening company's publicity by guaranteeing the service quality, so that more students intending to study abroad will have in-depth understanding and more positive comment on JIL Overseas Education. Nowadays, in the overseas study service with high complaint rate, JIL Overseas Education should further lay emphasis on improving the service quality, building good corporate image to improve its market competitiveness.

Cloze reading comprehension. Post intervention reading comprehension was also assessed with three fill-in-the-blank cloze passages, none of which had been previously read or discussed, with ten content words deleted at random from each passage. Students provided the most appropriate word to fill in the blank given the meaning of the sentence or passage. Responses were counted as correct if they made sense in context, whether or not they were exact replacements for deleted words.

Storytelling. Post-intervention English speaking ability was assessed with a storytelling task using a wordless picture book, *Frog, where are you?* The frog story was selected because it has been successfully used with school-age children in a wide range of countries and has been shown to be valid for assessing multifaceted language abilities of ELLs at the extended discourse level. The book consists of 24 pictures representing a hierarchically organized story with a main episode and 13 sub-episodes. The interview procedures followed Berman and Slobin. Students were individually pulled out from the classroom into a quiet room. During the task, students were asked by their teacher to look through all pictures in the book and then tell a story based on the pictures. Students were prompted by their teacher saying: “Can you tell me what is happening in this story?” If students stop telling the story in the middle, the teacher may ask: “Can you tell me more?” or “What happened next?” Narratives were collected in English. Children were allowed to switch between English and Spanish, although this seldom happened. Children’s narratives were audio taped using a digital voice recorder.

Self-efficacy is defined as a person’s belief in their ability to bring about desired specific outcomes. According to Bandura: “A self-efficacy assessment. includes both an affirmation of a capability level and the strength of that belief”. According to Pajares it can be measured on a broad or on an item-specific level; however, self-efficacy judgments that are more item-specific have more predictive power. Thus self-efficacy measures tend to be domain-specific and participants are not asked to compare themselves with others. For example, in PISA 2003 students were presented a series of hypothetical mathematics-related items and asked “how confident are you that you could solve this (type of problem)”. According to Bandura, self-efficacy predicts choice of activity, effort expenditure, thought patterns and emotional reactions such as stress and depression.

Self-concept is positively correlated with self-efficacy, and reflects a more general sense of how well a person thinks she/he performs at a school subject or set of tasks. Measures of self-concept reflect a student’s self-comparison to his or her immediate peers and involve cognitive and affective evaluations of the self. The normative qualities of self-concept measures were highlighted in PISA 2003 and subsequent large-scale international studies, in which some of the highest-performing students in the world expressed the lowest self-concept for mathematics, and some lower-performing countries had overall very high self-concept – the so-called “Big Fish Little Pond Effect”.

While mathematics self-concept directly targets feelings of competence regarding the subject discipline of mathematics, self-concept can also be measured in relation to critical skills underlying mathematics competence – namely memory and reasoning. The MARCI measures self-concept about memory and reasoning abilities. To the extent that these abilities are relevant for performance on tests of mathematics, MARCI and self-concept in mathematics should be related.



CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Overseas study intermediary should conform to the development of internet era. Many overseas study applicants are well prepared. They obtain overseas study information professionally, which reminds the overseas study intermediary of being difficult to survive by relying on sweet words and boasting. Integrated overseas study and education, overseas study internet and full-service overseas study is the survival way of overseas study intermediary. Through the research, conclusions are reached below:

Firstly, The trend of overseas study in Japan shows that the number of students studying abroad is on the rise, but the speed slows down. The total number of students studying abroad at their expense is increasing gradually. The phenomenon of studying abroad at young age is more obvious, raising the upsurge of studying abroad in high school. The destination countries selected by Chinese students are diversified. For example English-speaking countries such as American, Canada, Britain and Australia and Southeastern Asian countries including Japan and South Korea are the main destinations.

Secondly, the development trend of overseas study intermediary, resource integration, struggle for market share, adhere to international education consulting philosophy and brand building will become the new highlight for competition.

Thirdly, advantages of JJJ Overseas Education: large institution, chain institution, high brand awareness, students' low degree of participation. Disadvantages: process-based service mode easily could lead to error in student information, error and omission in application could be easily caused if one consultant serves many students at the same time.

Fourthly, the influences of big data era on JJJ Overseas Education actively promote the transformation of service mode, improve efficiency of big data, facilitate the standardization of intermediary service process management and rapid development of management. It is helpful for JJJ Overseas Education to adjust and plan the business strategy. Challenges and dilemmas: backward service mode; service

content can not meet the requirements of current students; the more intense market, more dramatic competition, serious product homogeneity, and consumers are less dependent on intermediary.

Fifthly, the transformation strategy of overseas study intermediary company under the background of big data: overseas study service segmentation; extension to the upper and lower reaches of the industry, high-end personalized route; transformation of service mode, strengthening the resource integration, guaranteeing service quality and improving the reputation.

One important step toward furthering these important findings is to incorporate post-item confidence measures and post-test evaluation measures into the well-funded and comprehensively sampled international studies such as PISA and TIMSS.

5.2 Research limitation

There is a scarce lack of literature about transformation strategies of overseas study intermediaries under background of big data. Many intermediary companies are also confidential about relevant information and it is very difficult to collect information. Therefore, there are few theories supporting the research. There is no representative literature for reference when the author writing the research, for which it mainly lies in the author's understandings about the industry and data collection. Then, through analysis on basic situation of JJO Overseas Education, it could be found that the quantitative research is weak.

5.3 Research suggestions

It is important to select material and collect data when writing the research paper. The author should have comprehensive understandings about the overall situation of the object through various aspects, analyze the similarities of other cases and also propose corresponding countermeasures to elaborate his conclusions more comprehensive and with target.

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