

On Anomie and Reconstruction of “Shadow Education” in English Teaching

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Abstract. Shadow education in pedagogy mainly refers to subject or academic courses, and the examination and progression system in the process of English teaching has given birth to shadow education in English. The research holds that: in the process of English teaching, shadow education has deviated from the origin of quality education and industry anomie in the practical development, which has aggravated the new educational inequality and class solidification characteristics, which deserves the attention of academics and society. The unordered development of shadow education and the phenomenon of anomie in the process of English teaching need to be comprehensively managed. Its specific path depends on the top-level design of the whole-person education concept, the sustainable development of people in the country, and the strengthening of industry norms and discipline.

1. Introduction

The pedagogical community refers to the practice of paid counselling and tuition for public school curriculum examination content as "shadow education". In the field of English teaching, the "shadow" of English is embedded in the system of further education and school selection policies at all levels in China. Especially in recent years, the English examination has become a compulsory subject for various types of admissions examinations in China. The role of quality education reform is expected and due social status. With the increasing proportion of English in the middle and college entrance examinations, in recent years, such tutoring classes have shown a strong trend of "universalization" and "scale" in cities. It is true that English training institutions can strengthen the lack of English knowledge among teenagers to a certain extent, help to form a synergy in the emphasis on English learning among students, schools, and families, and correct the cultural degeneration of inter-generational youth's participation in English. However, the short-sighted phenomena and paradoxes such as the education inequity brought about by it, "hard study before the exam, no one learns after the exam", and "utilitarian examism" are also being highlighted. Zhou Lin and others believe that "shadow education" is generally targeted at academic courses [1]. Therefore, regardless of whether English belongs to the discipline or instrumental discipline and whether it belongs to the "academic" nature, it is carried out with the goal of further education and "choose school" system. Off-school English paid tutoring classes, a new format of English training, should belong to the category of shadow education. The interpretation and management of its anomie and chaos need to respond from the academic and practical levels.

2. Examination and School Selection System in the Process of English Teaching Promotes the Emergence of Shadow Education in English

Shadow education is proposed by foreign scholars in the creative research process of extracurricular tutoring institutions. The core of shadow education is directed to the behavior of paid extracurricular tutoring for the examination content of “mainstream schools” (official or public schools). The scale and development speed of shadow education are positively related to the fierce competition of the examination-centered selection system [2]. In the field of English teaching, English activities outside the school's English teaching process are more common in English interest classes and English tutoring classes. However, the former mainly focuses on discovering and cultivating children's English learning hobbies and interests, while the latter is designed for

primary school entrance examinations, middle school entrance examinations, and even college entrance examinations, and is directly positioned for utilitarian behaviors such as entrance examinations and school selection chips. In China's current education system, the system of English entrance examinations and English-embedded "school-choice" systems has created a specific need for public schools specifically for the needs of public schools, which in turn provides "tailor-made" and Paid service English training "new format". Unlike ordinary English learning interest classes, this type of English tutoring class adopts an "unexpected and intensive" approach, which directly focuses on and serves the exam standards. Regardless of the history of the concept of shadow education or the development of changes and connotations, the paid tutoring classes for extracurricular English teaching aimed at further education and the "choose school" system are in line with the connotation and essential characteristics of the concept of "shadow education". Therefore, this article is the first to propose "shadow education in English" in terms of concepts, which helps to clarify and define different types of English tutoring classes in society, and expands the extended nature of "shadow education" in English education.

3. Paradoxes and Anomies of Shadow Education in English Teaching

3.1. Departure from the Origin of Quality Education in Shadow Education in the Process of English Teaching

China's education community put forward the concept of "quality education" as early as the end of the 1980s. Until 1996, it proposed the "strategy for rejuvenating the country through science and education", and then the high-level "golden curriculum" proposed by the 2018 National Education Conference. The strategy was clear. It stated that the existing talent training model for exam-oriented education should be reformed to turn to comprehensive quality education. As one of the organic components of quality education, English is an important measure and starting point for cultivating people's all-round development and implementing quality education. Throughout the historical background and development process of the concept of "quality education", the "quality" in "quality education" includes explicit language endowments despite its rich content. In the process of quality education, school English teaching bears a heavy responsibility. English is an irreplaceable role in implementing quality education. And extracurricular English learning interest classes really help make up for the lack of English teaching in the school and meet the diverse and individual needs of students in English learning. However, as English examinations have been included in the assessment index system for further education and school selection at all levels, the utilitarian learning goals guided by the content of the examinations have once again fallen into the trap of "exam-oriented education". Because the training content of English shadow education focuses directly on the content of the exam, rejects content that is not related to the exam, and even directly considers the purpose as a means in the teaching process, following a typical test-oriented education model. English teaching is an important teaching subject at present. Its original intention is to promote and implement quality education reform on the basis of improving the comprehensive quality and comprehensive development of students. However, English shadow education institutions only care about the level of the score. It has also become a norm.

3.2. Anomalous Shadow Education Industry in the Process of English Teaching

At present, there are all kinds of large and small English training institutions in the society. It can be said that there are countless, but compared with the interest of extracurricular tutoring, shadow education itself is more immature in the process of English teaching, and there are some that cannot be ignored. Out of order. First of all, shadow education in the current English teaching process is in a vacuum zone regulated by the state. In terms of industry thresholds and admission qualifications, shadow education training institutions for English teaching are even more uneven and chaotic. In terms of organizational structure, there are both "soldier singles" and "teams" that cooperate in small groups. During interviews, it was found that practitioners serving in English teaching and training have both working English teachers and students in English-related majors (mainly

graduate students in English majors and senior students in universities). There is also a verbal agreement between English training institutions and parents in terms of fees and training obligations. There is no textual agreement. Many training institutions only publicize by symbolically hiring a very small number of "famous teachers", but the actually trained teachers are English major graduates and university students who lack teaching experience. Secondly, in terms of training process and content, although the shadow education in the English teaching process focuses on the service of further education or school selection, its teaching philosophy and methods lack standards and norms.

3.3. The Capital Attributes and Market Logic of Shadow Education in the Process of English Teaching Exacerbates New Educational Inequality and Class Consolidation

Due to the involvement of economic capital, the entire education industry, including shadow education, competes for high-quality resources, which underlines the characteristics of education's reproduction, reproduction, and intergenerational transmission of social relations. As a kind of affordable extra-curricular tutoring, shadow education in the process of English teaching essentially highlights the decisive role of economic capital in responding to education competition in different social classes and the dual structure of urban and rural areas. As shadow education in English is directly linked to the educational investment of private households, this isolates and shields families in rural and less developed areas. Taking the English college entrance examination tutoring class as an example, family economic income plays a decisive controlling role. In addition, geographically and spatially, more urban students participate in training than rural students. Through affordable purchasing training behaviors, the English entrance examination classes for college entrance examinations have strengthened economic and social disparities, and at the same time, unequal opportunities for enjoying high-quality educational resources have emerged, which has increasingly become a new obstacle to the fair development of education. In the process of English teaching, shadow education causes unfair educational opportunities. While maintaining and solidifying the existing social class, it also hinders the positive incentive function of educational capital to intervene in the social class flow. In addition, shadow education in English is extremely destructive to the impartiality and fairness of educational selection examinations such as further education and school selection. At the same time, shadow education in English has also harmed the fairness of the admissions and selection system for specialty students. In the college entrance examination system and school selection system, reports about shadow education in English providing false English level qualifications, fraud and fraudulent behaviors have been reported. In short, under the control of a single market logic and capital attributes, English shadow education will inevitably become the privilege of high-income families, and it will further become a tool for maintaining, curing, and even exacerbating social inequality.

4. Reconstruction of Shadow Education and Reality Transcendence in English Teaching

4.1. Top-level Design: Reshaping the Whole-person Education Concept of Shadow Education in English Teaching

Shadow education, where parents pay for English teaching resources training, highlights the weakness and inadequacy of English in implementing and integrating quality education. In the process of English teaching, shadow education completely ignores the learners' bad psychological experience during the extra-curricular training of the essential features of abstract stripping and artificially split teaching rules. As a kind of idealized education idea or education concept, whole-person education has not reached a consensus on conceptual expression, but its connotation is focused on the integrity and individual development of human beings. . As far as English education is concerned, the dimensions and values of whole-person education clearly point to the healthy development of people's physical, mental, and emotional, and the top-level design, care and correction should be given to the concept of shadow education in the process of English teaching. In the process of imparting knowledge education, the concept of whole-person education advocates

paying more attention to students' internal emotional experience and the comprehensive cultivation of personality [3]. Under the concept of whole-person education, shadow education in the process of English teaching should reflect on its ultimate goal in the goal orientation of "what to test and what to learn"-exactly "why". The shadow education in the process of English teaching should go beyond the narrow goal of meeting the test standards. In the process of extracurricular training, the ultimate goal should be to cultivate and promote students' lifelong learning participation and appreciation of English culture. In the process of English teaching, shadow education should be a mirror reflection of school education, carrying and shouldering educational functions, and thus promoting the all-round development of educational concepts. Under the concept of whole-person education, while improving the content of English examinations in the existing system of further education and school selection, it also thoroughly purifies the utilitarian test environment and deformed educational values that shadow education externally relies on in the process of English teaching.

4.2. Moral Sustainable Development of Shadow Education in English Teaching: Beyond the Logical Attributes of a Single Capital Market

The living environment of shadow education in English is created under the collusion of private economic capital and the test. Its survival rules follow the common development model of capital and market for profit. As a useful supplementary attribute of school curriculum education, shadow education stipulates that it belongs to the education category, and education itself contains moral elements. To achieve its sustainable development, moral principles should be adhered to. The core of virtue is a spiritual quality that characterizes "goodness." In the vicious competition of economic capital, extra-curricular tutoring and education institutions use the method of "digging the corner" to outstanding teachers in public schools, which destroys the quality of public schools' education and also triggers a series of misconduct and ethics. In some public school teachers, part-time jobs in extra-curricular education institutions have appeared as "in-school water lessons, extra-curricular gold lessons", and even adopted the ethical behavior of forcing or inducing students to make up extracurricular lessons. Different from common shadow education "make up the difference", shadow education in English teaching process is more through "raising" or "fake height" through the addition of social chips. Through shadow education organization organization, and then obtain qualifications or form a competitive advantage in selective examinations in college and school selection. In various domestic schools of all levels, there are news reports such as "high scores in English exams, who cannot speak spoken language" and "Chinese English", which are mostly caused by the packaging of English training institutions. Therefore, shadow education institutions should appropriately give up dividends while pursuing benefits, adhere to the principle of morality, shoulder corresponding social responsibilities, provide nurturing extracurricular tutoring for the educated children of families at the bottom of society, and achieve sustainable development of virtue .

4.3. Strengthening Rational Norms and Industry Self-discipline: the Re-start of Shadow Education in English Teaching

During the National Two Sessions in 2018, Minister of Education Chen Baosheng made it clear that the administration of extra-curricular training institutions for "barbaric growth" should be strengthened through legislation. The academic community also believes that despite the large-scale and rapid development of off-campus training in China, at the national level, governance of the existing shadow education industry has only begun in recent years, and the governance norms and legal protection are very lacking. Therefore, the effect of governance is difficult to appear in a short time [4]. In the current situation of unclear responsibilities in the management of "shadow education", many English training organizers are taking advantage of the vacuum of the law, showing irregularities such as arbitrary fees, chaotic teachers, and unlicensed management. First of all, before the country has promulgated specific laws and regulations, the shadow English education industry should be incorporated into the "Interim Measures for Registration of Operating Private Institutions" in a timely manner to effectively regulate its qualifications and prevent policy

oversight of extracurricular English training. Secondly, relevant government departments should introduce regulations and regulations as soon as possible to strictly monitor shadow education institutions including English training. In addition, we must strengthen the supervision of media and public opinion, effectively promote the implementation of relevant government policies and guidelines, and maintain the orderly development of society. In short, although the survival and development of shadow education in English relies on early education and exam-oriented education, it is necessary to form a consensus self-discipline awareness and guidelines in its industry to promote its standardized and sustainable development.

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