

most of the questions and manipulate this process though sometimes teacher would empower the students to raise questions. The student-to-student turns in the information-sharing stage of the three discussion are rare. That is to say, teacher dominates this stage though he tries to share power with students.

For the second stage of the whole-class discussion, it is the body part of the whole classroom activity. The teacher utters many questions and students also initiate some questions to teacher and classmates. The amount of teacher's move is far more than of the students, indicating the manipulate role of teacher in the classroom. Some student-to-student turns do appear, nevertheless most of them are triggered by teacher's questions instead of students' themselves. Therefore, the superior status of teacher is obvious in this stage, similarly, it can be described as also the obligatory stage with regard to the generic structure theory.

Thirdly, the topic closing part represents the end of one topic. It is obligatory in the class discussion for "That's all for this topic" is often used by teacher to end the discussion. Among all the transcription data, there is just one example showing that student closes the topic instead of the teacher. In that discussion, when teacher asks "Are there any questions about this topic?". Normally, the teacher wants to stop the discussion, but at that time, a student adds that "I want to know more about the 4th topic." Therefore, in the stage of teacher's summary, teacher still stands in the superior position.

Consequently, all the three stages of classroom discussion are to be interpreted mainly as obligatory generic approach rather than optional generic approach.

5. Conclusion

In response to the research questions of this study, what we have discussed in the findings can prove that even though the notion of involving critical pedagogy in EFL classroom is to encourage the voice of traditionally-marginalized participants in classroom discourse, and the contribution of this approach to the empowerment of students is obvious, it cannot be the excuse to ignore the fact that there are still unbalanced power relations in a critical pedagogy classroom. This phenomenon can be evidenced by different stages in classroom activities, and can be explained through different levels of discourse as we can see in this study, namely phonological and lexical perspectives, as well as the perspectives from conversational structure and generic structure analysis.

Further, the implication for future study and practice is that the shift from focusing on linguistic features to social, cultural and historical impact on language learning is essential and urgent in English education in China in finding the keys to helping solve students' deficiency of critical literacy in EFL education. In order to construct a democratic, liberating classroom discourse, teachers need to consider seriously some micro-level elements to decrease the asymmetric power relations, such as the tones, intonations, word choice, ways of communication with students and so on.

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