

Structure and function of sub-information in lecture discourse

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1. Introduction

This paper argues that some parts of a lecture discourse that are commonly disregarded fulfill their own important functions with regard to a subject or purpose of an informative discourse. The ultimate purpose of an informative discourse is to communicate information effectively. There are two general methods to convey information effectively: The first method is to use scientific function of language faithfully. The second method is to compose discourse around core information you wish to convey so that it has coherence. These are regarded as the basic methods of producing an informative discourse, but, on the other hand, they contain some dangers that they might mislead the informative discourse as if it should preclude emotional function and sub-information. Consequently, in order to accomplish the purpose of an informative discourse, we have to discover the essence of it observing and analyzing practical discourses.

Up to now, research about the essence of informative discourse has centered chiefly on the structure of 'expository text'.

For example, Brinker(1992; translated by Sung-man Lee 1994) analyzed on the level of proposition. He argued that the developing structure of expository text is composed of a combination of initial condition with rule statements explaining the object. However, the text used in his analysis can't explain what to discover in this paper because it has a high coherence relatively and it is a short text so we don't see the whole aspects of sub-information in it. Yeol-kyue Kim et al(1994) have discovered features of persuasive, argumentative, and expository text by focusing on content structure and grammar. In the case of expository text, the side of content structure relies on Brinker, and the side of grammar relies on coherence theory of general text linguistics. Sam-hyeong Lee(1994) analyzed the content structure of expository text regarding a principle permitting coherence of text as 'relationality'. The result is not so different from a way of explaining used in traditional rhetoric. Bong-soon Kim(1999) classified the comprising principle of core contents in expository text into three principles: the principle of inclusion, the principle of preference, and the principle of mutuality. But since her arguments focus on the construction of subject, they do not satisfy our curiosity about what kind of aspects and functions sub-information have. Most preceding in-depth analyses deal with written discourse, but since the frequency of sub-information, the focus of this paper, is low by nature, there might be some elements that have not been captured.

Taking all the results of these preceding researches into account, in order to intensify the analysis of informative discourse, we have to expand the breadth of the research material into spoken discourse and try to capture the wide aspects of discourse. The research of sub-information is also expected to contribute to the expansion of deepening research more or less.

The purpose of this paper is to answer the following questions:

- 1) What is the structure of discourse centering around sub-information parts like?
- 2) What kinds of functions do these parts have with regard to the ultimate purpose of informative discourse?
- 3) What is the significance of the answers for above questions in Korean language education or Teaching Korean as a foreign language?

I chose lecture discourse as the analysis material of this paper. This choice was made for two reasons.

First, lecture discourses are representative of informative discourses or expository discourses. Second, lecture discourses have a higher possibility than written discourses of containing some parts commonly regarded indirect such as anecdotes and humorous stories because they are basically a kind of spoken discourse.

The lecture observed and transcribed for use in this paper is 'Introduction of Korean Literature'. The lecture was opened as a major subject for freshmen in the department of Korean Education for the first semester of 2001 in S University.

Professor J. gave this lecture as a part-time lecturer. He has also been serving as a professor at C University of Education. Considering the students' messages on the web board and all of the results of interviews with students, we can see many students set a high value on his lectures. Accordingly, his lectures can be regarded as fulfilling their purpose of conveying information faithfully, and a premise can be formed that permits us to analyze the discourse.

The material analyzed intensively in this paper is the last lecture given on June 16th, 2001. The subject of this lecture was 'Korean Literature in the early 1920s' and went on for about three hours.

We still have a problem of generalization because the material of this paper is limited. However, the purpose of this paper is not to generalize but to find out a few important educative lessons, as well as to break down prejudices against informative discourse and language education related to this through an example of analysis. Consequently, from wider point of view, we could say that this research is a kind of case study.

2. Concept of Sub-Information

The term 'sub-information' is named from a point of view of conveying information. The speaker (or the author) of an informative discourse has the main-information. But an informative discourse is not always composed of the parts representing the main information. Especially, It is very usual that lecture discourses include not only main-information but also other parts. These parts appear as the example stories, anecdotes, and jokes etc. Written discourses gain considerable coherence through the process of polishing and rewriting. In this way, from now on, the information that is not main-information will be named as sub-information in this paper.

The standard of division of sub-information from main-information can be considered with regard to the intention of a speaker. In the case of lecture discourses, the speaker(lecturer) keeps conveying information to the listener(the audience). There is some information conveyed even in the above example stories, anecdotes, and jokes. However, considering the character and purpose of a lecture, there can be some information meant for the audience to remember even after the lecture. This is preferentially what the speaker says and can be judged through analysis of discourse with regard to the subject or character.

We can name the former main-information and the latter sub-information at this time.

The information is always considered in relation to the structure of proposition because it exists with regard not to level of language form but to level of proposition. The

structure of proposition, as van Dijk (1978, translated by Shi-ho Jung, 1995) analyzed, is divided into macro structures and micro structures, and the relationship of them is relative.

That is, macro structures break out by integration of micro structures. Macro structures become micro structures again when they are considered with macro structures of higher rank.

Since the proposition structure of a discourse is composed of the relative relationship of micro structures-macro structures, like this, the relationship of sub-information and main-information is also relative. In other words, the information, represented by M_n , the n th global proposition within the i th dimensional macro structure, functions only as a sub-information in the macro structure level. However, the global proposition M_n^{i+1} that is combined by the M_n and M_{n+1}^i could be the main-information. As it were, judging whether certain information is main-information or not is possible only in the same level of proposition. For example, it is as follows.

<Reference 1>

S1 예쁜 것에 집착해. S2 아이고 시간이라고 하는 거를 조금만 넣어 봐. S3 만물은 무상하다니까. S4 애 조금 있으면 주름 생겨. S5 이거 얼마 오래 안 가. S6 왜 거기 집착해? S7 돈? S8 야 그거 얼마 안 있으면 없어지기도 하고 생기기도 해. S9 그런데 왜 꼭 있는 것에 집착해? S10 이게 불교적인 인식론이에요. S11 알겠습니까? S12 참 오랜만에 불교 얘기하니까 낯서네요. S13 S대 총불교학생회 출신입니다. S14 그래 그런 과거가 있는 남자예요, 저도 알고보면. S15 자 그러면 한용운이 바라보기에는, 한용운이 바라보기에는 이제 사물을 바라보는데 님을 떠났다 님이 떠났다 막 여기에만 집착하는 것이 중생의 눈이라면, 한용운은 뭐예요? S16 떠났다? S17 아 만나겠네. S18 만났다? S19 헤어지겠네. S20 이렇게 보는 거예요. S21 전체적인 무상의 그 순환 가운데 한 부분인 것을. S21 그러니까 나라 잃었다, 슬픔이다, 좌절이다, 아니라고. S22 나라 잃었다? S23 그러면 찾겠네. S24 아셨죠?

S1: You stick to something pretty. S2: Gee..Try to put some time into it. S3: Everything is mutable. S4: Hey, we're expected to be wrinkled soon. S5: This doesn't go so long. S6: Why do you stick to that? S7: Money? S8: You know? Sometimes it is lost and comes out. S9: By the way, why do you stick just to what you have? S10: This is the very Buddhistic epistemology. S11: You got it? S12: It's not familiar to talk about Buddhism after a long time. S13: I used to be an officer of a general Buddhist meeting of students at Seoul University. S14: Yes, I'm a man who has such bygoness. S15: Now, if so, from a point of view of Han, Yong-woon, if sticking just to the fact that his love has gone and he has left his love is eyes of people, then what do you think of the case of Han, Yong-woon? S16: Someone has left? S17: Oh, I bet they're to meet. S18; Somebody has met each other? S19: Oh, I bet they're to break up soon. S20: We see things in this way. S21: They're just the parts of whole transiency. S22: So, even though we've lost our country, that's neither sad nor frustrating. S23: We've lost our country? S24: If so, I bet we're gonna regain our country some day. S25: You got it?

The above discourse can be divided into three groups according to what they mean. They can be S1~ S12, S12~ S14, S15~ S25. The global proposition for group

S1~ S12 is M_1^i and M_2^i for S12~ S14, finally M_3^i for S15~ S25.

Each contents of the global proposition is as follows.

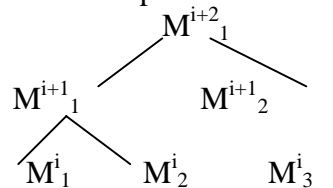
M_1^i It's Buddhistic epistemology not to stick to something existing.

M_2^i I used to be an officer of a general Buddhist meeting of students at Seoul National University.

M_3^i Han, Yong-woon saw the truth of our country with Buddhistic epistemology.

At this time, M_1^i and M_2^i can become component propositions of M_1^{i+1} , global proposition, through the medium of S12. M_3^i is confronted with global proposition, M_2^{i+1} of itself. M_1^{i+1} and M_2^{i+1} compose a global proposition, M_1^{i+2} .

The following picture can explain this relationship.



Here, M_2^i becomes sub-information in the level of $i+1$. Because the story about the speaker's bygone comes from a part explaining Buddhistic epistemology, it cannot be regarded as information meant to be remembered by the audience referring to the subject and character of the lecture. In this case, M_1^i becomes main-information relatively in contrast to M_2^i . But even though M_1^{i+1} , formed by combination of these two informational pieces, includes main-information in lower level, it becomes sub-information relatively in contrast to M_1^{i+1} . Because the information about Buddhistic epistemology works as a supporting means to explain a world view of Han, Yong-woon.

3. Connection aspect of Sub-information and Main-information

Sub-information is connected with main-information inside the discourse. This connection is not just a simple connection-like arrangement but something that makes coherence of whole discourse possible. It's needless to say that a spoken discourse relies highly on the thread of situational connection. So it tends to have a lower coherence than a written discourse, but we cannot say that it doesn't have coherence at all. Because a lecture discourse has a subject as a completed discourse, it has coherence and the connection of sub-information and main-information will also proceed to assure this coherence. To expose this connection aspect, we need to analyze what kind of relationship sub-information has with main-information and what it is definitely, or what the process to come back to main-information again through sub-information from main-information is.

Generally speaking, there are a few relationships to assure coherence among the units of contents inside the discourse. They are collection, addition, deduction, cause & effect, and reason, comparison & contrast, specification, problem & solution, and finally meta-discourse. (Lee, Sam-Hyung, 1994). However, these relationships are extracted from relatively completed expository text and they make the connection of contents units logical. So they can't expose the exact relationship between main-information and sub-information. As mentioned earlier, it's natural that the division of main-information and sub-information is relative and the information necessary for development of logic can also become sub-information relatively according to the level. Therefore, it can be true for relationship between

main-information and sub-information, too.

But generally the relationship between them inside a spoken discourse such as a lecture discourse is regarded as something that has mainly lower coherence.

Accordingly, this paper will focus on finding out other relationships making an exception of these above.

3.1. Connection by Analogy

Analogy is a general way of explaining in rhetorical tradition. From a wider point of view, this is a kind of comparison to explain comparing something difficult to understand to another thing that is easier to understand.

At this time, the sentence "Something is easy to understand" means that vehicle is more concrete than tenor or that it is closer to the audience.

<Reference 2>

P1 염상섭은 고보 출신인데다가 그 고등학교에서 백일장에 입상을 합니다.

P2 애개, 쉽죠? 소시적에 지금 백일장에 가서 상 못받은 사람이 있나 그렇죠?

P3 그러면서 또 그랬겠지. 서울대 국어교육과 지원할 때 백일장에 당선돼서, 이랬겠지.

P4 자, 정신 똑바로 차리고 들어라. 염상섭은 일본의 엘리트들이 모이는 고보에 가서 일본어로 시를 써서 입상이 됐다구.

P5 너네가 지금 미국 가서 영어로 시 써 갖구 입선이나 하겠니? 가작, 장려상도 안 돼. 응? 왕안기 그렇지? 어디 갔니? 왕안기가 지금 한국말로 시를 써서 여기다 백일장을 받으면 왕안기를 칭찬할 게 아니라 너네들이 나가 죽을 일이야. 그런 거 아니냐 말야.

P6 그래서 염상섭의 소문은 이미 났어요. 그러는 상태에서 김동인이 있었던 말이죠...

P1 Yeom, Sang-sup has had a high-school education and won a prize from in the intramural literary contest.

P2 I bet you're thinking, 'My, is that all?' 'Is there anyone who has never won a prize from a literary contest in his or her youth?'

P3 There's no room for doubt that you also said, 'When I applied for the department of Korean Education of Seoul National University, I won a prize....'

P4 Now, listen to what I'm saying. Yeom, Sang-sup won a prize for writing a poem in Japanese after he had gone over to one of Japan's elite high schools.

P5 Do you think it's possible for you to win a prize for writing a poem in English after you go over to America? A good piece? You wouldn't even get smallish prize, would you? Yes, Wang, An-gi. Let me see.. Let's suppose that Wang, An-gi got a prize for writing a poem in Korean at a literary contest. Even so, that would not be something worth admiring in her but instead it would be a disgrace to all of you. Am I wrong?

P6 So, word about Yeom, Sang-sup has been already spreading. Meanwhile we've got also Kim, Dong-in to discuss.

The upper P1, P2, P4 and P6 come under sub-information and P3 and P5 come under sub-information. Here, the global proposition of P5 is connected to the global proposition, which is composed of P1~P4, by analogy. And P6 is connected to the global proposition directly. Judging from the level of global proposition within the macro structure, the main points may be summarized as follows.

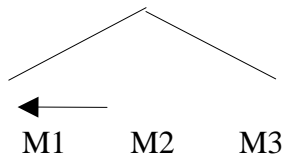
M1: It's great that Yeom, Sang-sup won a prize for writing a poem in Japanese at an elite Japanese high school.

M2: It's great that Wang, An-gi won a prize for writing a poem in Korean.

M3: In the meantime, there was also Kim, Dong-in.

Here, the speaker is explaining how excellent Yeom, Sang-sup's talent for literature through a character, Wang, An-gi, with both concreteness and proximity. Wang, An-gi is a Chinese student studying in Korea and she belongs to the same class. so other students know her very well. We would say that this is analogy to intensify a degree of understanding definition rather than that to make somebody understand a difficult concept.

Adding one more thing, there's no need for sub-information to be joined to the before and behind main-information at all. The conjunction of P6, so, is a mark not to show the connection with P6 clearly but to show the connection M1 with M3. This relationship is as follows.



3.2. Connection by Association

The connection by association is not something caused by logical flow when moving from main-information to sub-information but something deviating to other subject associated from peculiar lexeme or subject for a while. It's a kind of deviation viewing from the whole discourse, but, on the other hand, it's a clear connection viewing from the relationship between information adjoined.

<Reference 3>

P1 당시 문단은 뭐가 지배하고 있었냐 하면 아까 말한 백조파가 지배하고 있는데.

P2 혹시 어디 가서 아직도 말이에요 백조파를 제발 이렇게 쓰지 마세요.(白鳥라고 판서한다) 스완! 아닙니다. 이겁니다.(白潮라고 판서한다.) 예? 물결 조 잡니다. 예?

P3 이 백조는, 이 백조는, 이거 생각나죠?(sentimental romanticism이라고 판서한다.) 이거는 어떻게 번역할 수 있다고 했어요? 감상적 낭만주의 혹은 뭐라고? 병적 낭만주의. 다 되는 거지?

P1 At that time, the Korean literature circle was swayed by the "Bakjo" school.

P2 Please do not use the word "Bakjo" like this. He writes the word "Swan" on the blackboard which is one of the meanings "Bakjo" has in Korean language. "Swan?, No!" This is right, jotting down the phrase "White Wave" which is another meaning of "Bakjo" in Korean.

P3 The White Wave school represented the "sentimental romanticism" in the literary trend. He writes the phrase on the blackboard. This can also be translated as dismal romanticism. Either will do, right?

In order to make a natural and logical discourse above, the speaker needs to proceed from P1 to P3 directly. P2 is something deviated from the subject- Korean modern poetry of 1920s, which is associated through the medium of the word, 'Swan'. The lecturer discovered that some people fall into the error in writing in chinese characters, so he/she might have put P2 between P1 and P3 judging that he/she needed to convince the students about this. In the case of written discourse, it has the property of appearing as a form of footnote, but spoken discourse doesn't have some devices like a footnote. Therefore, there's nothing for that but to use a form of inserting. However, since the length of P2 isn't so long, it's reasonable in connecting P1 and P3 logically. Regarding the global proposition represented by P1~P3 as M1~M3, the relationship is as follows:



3.3. Connection by Discourse Convention

Both connection by analogy and that by association have a medium inside the text. We see the medium which is talent for literature of Yeom, Sang-sup and Wang, An-gi in example 2 and also the medium, the White-Tide, in example 3. But we also see some cases that are not so like the following example 4.

<Reference 4>

P1 자, 결국 종강 때까지 시간을 못 지켜서 미안합니다. 그동안 긴 방학을 마치고 오늘 개학과 동시에 방학에 들어갑니다. 모두 잘 지내시리라 믿어요.

P2 순서상으로 하면 육당하고 그 다음에 춘원을 대표적인 걸로 얘기하지만 두 사람만 문학사에 있었다는 건 아니겠지요. 그만큼 이 당시는 이인문단 시대라고 불릴 만큼 두 사람의 영향력이 막강 막대했고 이들이 남긴 공적이 뚜렷했던 건 사실이죠.

P1 Well, I'm sorry for being late even for the last class in the end. We're going on a vacation again simultaneously with just beginning school after a long vacation. I believe that all of you will get along quite well.

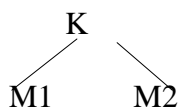
P2 Following the procedure, we say that Yook-Dang and the second Chun-Won are the representative men. But it doesn't mean that there were just two in the history of literature. To that extent, they were so influential that people called that time the age of two persons-literary circles. It is true that the achievements they left were remarkable.

P1 is a kind of speech that begins the lecture. That speech notifies that the lecture on that day will be the last lecture of that semester and that the speaker feels sorry for being late for the lecture. This paragraph can come under sub-information because it's not something essential. And P1 comes to the contents about 1910s' literature without delay. Here, we see that there's no medium within the text between P1 and P2.

In this case, since the lecture discourse usually includes notification as an introduction regardless of contents of the lecture, we don't feel that the switchover from P1 to P2 is unnatural. So to speak, the audience has background knowledge about the convention of lecture discourse other than the text, so they feel that the connection of P1 and P2 is natural.

The global proposition for P1 will be M1 and M2 for P2. And supposing that the background knowledge about discourse convention is K, the relationship of connection between main-information and sub-information can be shown by a picture as follows:

The broken line was used because the relationship between M1 and M2 is connected through the medium of the background knowledge, K, other than text indirectly.



4. Function of Sub-information

What is the function sub-information performs in relation to essential purpose, communicating effectively, of a lecture discourse? We can consider it dividing into a net function and reverse function and also think of the reverse function of sub-information in view that sub-information can get coherence of low degree connecting with main-information. However, what this paper is telling doesn't mean that sub-information performs only reverse function like this. This paper will present

these three categories: reinforcement, addition, and awakening as the phase of net functions sub-information has.

4.1. Reinforcement of Acceptance with Recognition

Reinforcement is a function that makes people understand information accepted with cognition surely and makes carving a seal easier. At the former <Reference 2>, the object for explanation was explained through a medium, students, in the way of analogy. That is also for students to carve a seal that the talent for literature of Yeom, Sang-sup was fabulous.

<Reference 5>

P1 자 그런데 여기까지도 다 봐주겠는데 그 다음 김동인은 이런 말을 합니다. 내, 김동인 자신의 업적 가운데 하나가 뭐냐 우리나라에 3인칭 여성대명사 그녀를 자기가 처음 썼다. 이걸 맞어요. 이걸 김동인 이전에 쓴 사람 없어요. 여러분들이 지금 그녀라고 쓰는 건 김동인이 만든 말이에요. 아셨어요?

P2 바쁘 그럼 한번 이렇게 생각해 봅시다. 우리 조상들은 3인칭 여성대명사 없이도 어떻게 살았다는 걸까? 불편하지 않으니까 살았지. 아무 불편함이 없었다구. 알겠어요?

P3 어- 내가 이대에 강의를 하고 왔거든. 거기서 누가 질문을 하더라 말야. 그런데 너네들이 "남자요? 여자요?" 그러겠니? 상황맥락으로 다 되는 거예요. 전혀 불편함 없었어요. 우리는 상상하기 힘들지만. 왜냐하면 우린 지금 다 삼인칭 대명사를 전제로 쓰기 있기 때문에 '그'라고 하게 되면 헷갈릴 것 같지만.

P4 내가 얘기하는 겁니다, 친구한테. "어저께 그가 나한테 청혼했다." (놀라는 표정) "허!" 이러니? "아니, 진작 말하지 그랬어 너의 비밀을..." 아니지? 다 알아들어. 당연한 거야.

P5 그랬는데 김동인이 지금 그녀를 만들었다 말이에요. 예? 중요한 애입니다. 잘 보세요. 그러면, 봐. 우리말에 그녀란 말이 없는데 소설을 위해서 그녀란 말을 만들었으면 그거는 언문일치가 아니지. 그지?

P1 Now, by the way, I can stand it all. But next, Kim, Dong-in says like this. "The one of my achievements was for me to use a third person pronoun for the first time. That's right. Nobody has ever used it before. The word, she, you use is what Kim, Dong-in created. Did you know that already?"

P2 But, then let's think about it in this way. Did our ancestors have special secrets to live without the third person pronoun? They must have lived without it because they didn't have any inconvenience for that. You got it?

P3 Well, I came here after having lectured at Ehwa University today. And there was a student asking a question to me. By the way, is it likely for you to ask like this "Was that he or she?" You know? We understand everything through circumstantial judgement. We didn't have any inconvenience. Even if it's difficult for us to imagine. Since all of us have been using the third person pronoun as premises, so we're likely to be confused by using 'he'.

P4 I'm talking to my friend like this, "He proposed marriage to me the day before yesterday." (making a surprised expression) "Oh?" You say like this? "Why didn't you tell me about your secret?" You do not, right? I mean you can understand everything. It's natural.

P5 By the way, now people say that Kim, Dong-in created 'her'. Eh? It's important thing. Listen to me! We have never had the word, 'her', before, meanwhile, he created it for novel? Then it's contrary to unity of speech and writing. Don't you think so?

P1, P2 and P3 are paragraphs that represent main-information in upper <Reference 5> and P3 and P4 represent sub-information. P3 and P4 become concrete examples for P2. So to speak, They show the fact that 'We have originally never had the third person pronoun before and it didn't cause any inconvenience.' through some concrete examples reinforcing the fact. Besides, a speaker has an imaginary situation with regard to himself or herself and this makes sure of concreteness and proximity as mentioned

before. In this way, the audience can reinforce the acceptance of abstract information through some concrete and familiar objects and we could say that sub-information works as a function of reinforcement in the upper example.

4.2. Addition

It is function of addition that sub-information connected with main-information through association performs in <Reference 3>. This is information other than main-information that the speaker wanted to communicate through logical development from the beginning, and when we have information necessary to be communicated, this function means to communicate it along with main-information even though it is sub-information indifferent to the logical development. It's also the function of information represented by footnotes in a written discourse.

Addition is often used in the sub-information connected by association and the sub-information performing the additional function can be formed thanks to association. Similarly, Coherence can be ensured because there is a medium causing association within the text.

4.3. Emotional Awakening

There are many examples of sub-information that provoke laughter. P3 and P4 in <Reference 5> provoke laughter as well as perform the function of reinforcement. Especially, P4 moves people to much laughter setting up the theory about imaginary circumstances arousing their interest. Some interesting stories provoke still larger laughter combining with exaggerated expression and motions of the audience like this.

Laughter like this mainly makes the audience concentrate on a lecture easily by awakening of emotion and lightening some the burden of recognition during a lecture that needs a great deal of cognitive process from the audience. Besides, since sub-information performing such function is connected with main-information by analogy or association, the audience can accept that more easily. If <reference 5> shows the function of emotional awakening of sub-information connected by analogy, this following <reference 6> shows the function of emotional awakening of sub-information connected by association.

<Reference 6>

P1 그래서 말야, 안방에 싸움이 나면 형제들이 나를 갖다가 그 방으로 밀어. 야 임마, 들어가서 아버지 달래드려. 사실은 그림 내가 들어가지고 '아빠 싸우지 마.' 이러면 아버지가 '에이 자식 보고 참는다.' 이게 우리집의 공식 스토리거든. 그러니까 솔직히 말입니다. 들어간 나는 뭐야? 내 인생은 뭐야? 그 때 내 자아는 어디로 가는 거야? 가족을 위한 자아로 변신한 거 아냐? 내가 디지몬이야?

P2 앞으로 강의 전에 예습도 하고 그래. 디지몬도 모르고 어떻게 해?

P3 자 그랬을 때 내가 내 과거를 회상해 볼 때 그 어린 시절 그 장면에서의 나는 과연 나의 참모습일까? 그죠?

P1 So..if my parents quarrel each other, my brother used to push me into the room where they were. "Hey, go and cajole father into calming down!" In fact, I used to come into the room and tell him not to quarrel. And then my father would say, "Fie! I forbear because of children." This is an official story of my home. So frankly speaking, who the hell am I? What's my life like? Then where does my ego head to? It was changed into ego for my family, wasn't it? Am I Digimon?

P2 Do prepare your lessons before the lecture from now. How can you listen to a lecture without knowing even Digimon?

P3 Now, in that case, looking back on my past, I wonder whether 'I' of that situation in my youth was really what I was. Don't you think so?

With regard to the information represented in the former paragraph and the latter, the

whole of P1~P3 come under paragraph representing sub-information relatively. However, judging just within P1~P3, P2 represents sub-information and P1 and P3 represent main-information. P2 is a kind of joke spoken by association from the word, 'Digimon' and it provoked lots of laughter. The connection of P1 and P3 is not unnatural because the length of P2 is short relatively.

5. Conclusion: The aspect of sub-information and Education of Korean language

Till now, we've looked into the aspect that sub-information is connected with main-information through analyzing lecture discourse and confirmed a phase of function sub-information performs with regard to the essential purpose of discourse that means communicating information. We found out three connecting aspects that sub-information is connected with main-information and they are connection by analogy, connection by association and that by discourse convention. We also found out that sub-information performed three functions: reinforcement of cognitive acceptance, addition, and emotional awakening.

The sub-information isn't just subsidiary in a lecture discourse. That has its own mechanism of coherence and performs constant functions to fulfill its essential purpose- communicating information.

The education of Korean language so far classified the type of discourse strictly and gives the feeling it has restricted the character of typical discourse. Especially with regard to the informative discourse, it has focused on exact expressions and logical expressions rather than affluent expressions. And it has also selected text to be carried in the textbook depending on exact and logical structure of expression.

So a discourse of this type used to be regarded as so-called something insipid unconditionally. But, this paper argues that a parenthetical comment or expression can be helpful in fulfilling the essential purpose of a discourse through application of proper sub-information. It's a matter of course that an expression structure that is basically exact and logical is an essential condition in informative discourse. But informative discourse is also no exception in maximizing expression effect through various and proper expression structure.

The existent famous lectures or highly informative books all have expressive features supporting this. Such idea should be reflected when designing and planning Korean language education.

The aspect of informative discourse considered by sub-information is very significant in relation to Education of Korean language as a foreign language. The education of cultural elements in all secondary languages including education of Korean language is very important.

The convention and the aspect of a discourse are more liable to be overlooked than other cultural elements. It's impossible that each and every language has the same detailed convention and aspect of development even though it's a discourse of the same type. Although the same type of discourse, a specific developing way depends on what the mother tongue of the audience is. The universality and peculiarity that a specific discourse has come under meaningful basic research for study of Korean language education.

To make the structure and the aspect clear through practical discourse forms the basis of such work and I hope this paper can be also the starting point of such research.

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