

論文の英文要旨	
論文題目 Dissertation Title	参照点構造に基づく「ノ（ダ）」の意味研究 A Semantic Study of "No (Da) " Based on the Reference-Point Construction
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This study investigates the semantic functions of the Japanese particle "No (Da) " from the vantage point of Japanese language education grammar, with the utilization of the Reference-point Construction of cognitive grammar (Langacker, 1993). Since the 1950s, a substantial body of research has been carried out on "No (Da)", delving into its morphology, semantic functions, and syntactic structure. However, the direct application of the resultant findings to Japanese language education for non - native learners still poses formidable challenges. the complexity inherent in "No (Da)" stems from its polysemy, context - sensitivity, and the difficulties encountered by learners in discerning its proper usage and non - usage scenarios (Kikuchi, 2000; Iori, 2013).Although previous educational descriptions have introduced concepts like "association," "presupposition-focus relations," and "discovery of information" (Iori, 2021), these approaches frequently fall short in providing a systematic elucidation of the cognitive mechanisms at play and the transitions among different semantic interpretations. To resolve these issues, this paper introduces the Reference-point Construction as a new analytical framework, focusing on the cognitive process and real - world language usage in "No (Da)" sentences. The study sets three research questions: (1) To clarify the cognitive processes and the interrelationships among the diverse meanings of "No (Da)" sentences; (2) To establish the connection between two types of reference-point Constructions and the position that "No (Da)" sentences occupy within this framework; and (3) To identify the core meaning that is common across all usages and to present a comprehensive and holistic view of its polysemy. The study is structured into nine chapters. Chapter 1 provides an introduction, outlining the research objectives, background, methodology, research questions, and the overall structure of the paper. Chapter 2 reviews previous research on "No (Da)," categorizing and critically evaluating prior studies while pinpointing the unresolved issues. Chapters 3 and 4 build upon these existing studies, proposing a new analytical framework. Chapter 3 focuses on the traditional "topic-comment" Construction, examining the limitations of this approach and its applicability to "No (Da)" sentences. Chapter 4 introduces the cognitive grammar approach and the concept of reference-point Construction, proposing two types of reference-point Constructions and their respective cognitive processes (e.g., figure 4-11c・d).	

Chapters 5 to 8 apply the Reference-point Construction to analyze "No (Da)" sentences to address the three research questions:

(1) Cognitive Processes and Polysemy (Chapters 5-6): Two reference point structures are proposed:

- o mono (thing) reference point (mono R- koto T): It anchors in concrete entities (R) to highlight target information (T), generating seven expressive effects (e.g., Table 5-1) through intrinsic R-T relations.

- o koto (event) reference point (koto R- koto T): It utilizes abstract events (R) to establish extrinsic R-T relations, yielding eight effects (e.g., Table 6-1) and emphasizing contextual dynamics.

(2) Two types of reference points and the resulting meaning shifts in "No (Da)" sentences (Chapter 7): Semantic shifts between the two structures occur via "profile shifts" of reference points. Due to cognitive and linguistic factors, koto (event) reference points construction is dominant. This part highlights the importance of profile shifts and the cognitive prominence of koto reference points.

(3) Core meaning of "No (Da)" (Chapters 8): Chapter 8 presents a comprehensive discussion, emphasizing The Core Meaning of "No (Da)" is identified as a "marker of cognitive salience". Its polysemy arises from interactions with encyclopedic knowledge rather than direct relational encoding. This perspective enables a unified explanation of various linguistic phenomena associated with "No (Da)", including not only relational but also non-relational interpretations, suddenly "No (Da)" sentences, and chains of "No (Da)" sentences in discourse.

Chapter 9 concludes the study, summarizing the findings and presenting a cognitive description of "No (Da)" usage. It argues that "No (Da)" serves not as a direct relational marker but as a cognitive salience indicator, with the perceived relationships being based on encyclopedic knowledge.

This study bridges theoretical linguistics and language education by demonstrating how cognitive approaches can enhance the teaching of complex grammatical constructs. The findings have significant implications for Japanese language education, offering a systematic and intuitive framework to understand "No (Da)", which can improve learners' comprehension and production. Future research should expand the scope of "No (Da)" analysis, enrich balanced data collection, and further investigate practical aspects, such as learners' real-world usage patterns and textbook analysis.