Abstract

Investigating the role of epistemic modality and inference development through logic games by

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In Japanese English language classrooms, language teachers often tend to tell information about epistemic modality written in textbooks directly through translation. This may result in learners' errors or mistakes.

The literature review shows learners' mistakes or errors about epistemic modality and the efficacy of utilising games in language learning classrooms to develop their language skills. The relationship between logic games and language development is not discovered well.

The research question is; "How does repetitive exposure to logic games develop inferential skills and epistemic modalities?". This is the research about how Japanese learners of English develop their language in terms of epistemic modality through playing logic games in the organised study plan.

The mixed methods research discovered the development of inferential skills and epistemic modality. Additionally, case studies revealed the individual learning outcomes respectively. Furthermore, phenomenography is utilised to investigate individual learning in light of different aspects of learning.

The conclusion displays participants' inference development, intrinsic motivation, and realisation. Recommendations and limitations are described as well.

Keywords: inference, logic game, epistemic modality, phenomenography