

ADOPTING THE ISSUE CENTRED APPROACH INTO EFL CLASSROOMS TO EMPOWER THE STUDENTS' DECISION MAKING STRATEGIES: TEACHERS' PERSPECTIVE

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Abstract

Education is a crucial factor that helps in developing critical thinking and enlightening the students to become mature citizens in any community. Preparing students to be reflective and participate in making decisions concerning their society requires the empowerment of their knowledge about social and public issues. The EFL higher education curricula put the learners in front of different social, anthropological, historical and technological problems and questions that raise their awareness about past and present situations. Instead of presenting these subjects in a theoretical approach, Issue Centred Approach (ICA) proposes a different method that aims at not only raising the learners' awareness but also at helping them be reflective and take the appropriate actions towards these issues and bring change into society. Therefore, this study aims at highlighting how ICA can empower the EFL students' decision-making strategies for current and future issues. To meet this end, an exploratory questionnaire is administered to 18 EFL teachers at the department of English, University of BEJAIA. The study concludes that the principles of ICA enable the learners, through the interactive, analytical and reflective environment, to discuss and evaluate the alternatives before making any decision).

Keywords: Issues, Issue-Centred Approach, EFL Classroom, Decision Making Strategies.

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I- Introduction :

The aspired role of higher education is to connect the students with their real lives and their society. Joining studies with society or bringing society into the classroom had been issued in many studies and research works. Its importance centres on giving a realistic touch to the content being taught and/or ensuring the students' involvement in both studies and social participation. One of the attempts to facilitate the students' involvement in both studies and society is the use Issue Centred Approach, where teachers present different life issues in order to discuss, analyze, decide upon the best solution and perform it in society.

On another side, decision making is one of the most needed citizenship skills as it deals with weighing alternatives to solve problems. When making decisions, people tend usually to rely on their intuition or their feeling which lead them to face decision biases and errors that they regret later. Hence, developing people's decision-making strategies is very important in order to enable them be more cautious when making decisions. Therefore, given the importance of decision making and decision-making strategies, Mettas (2011) proposed that they should be targeted through all the educational levels and curricula. Yet, the question to be addressed here is how can decision making be taught through the ICA to prepare the students for real-life decisions? More specifically, how can the adoption of ICA into EFL classrooms help in the development of decision making strategies among the students. Therefore, this study attempts to investigate the teachers' attitudes towards the adoption of ICA into the EFL classrooms for the sake of empowering the learners' decision-making strategies.

II- Background of the study :

II.1. Issues and Issue Centred Approach

The Issue Centred Approach is limitedly investigated contrary to the problem-based approach. Before going in-depth with this approach, it is very crucial to understand the concept of the "Issue". According to the Online Oxford Dictionary, the word literally means "an important topic or problem for debate or discussion". More specifically, Winslow (1961) claimed that the definition of this concept differs from a person to another because it is identified, named and explained by human beings "according to their ideas of meaning and desirable ends". For this reason, issues can be classified into different categories like political, social, public, global, economic, environmental and so on.

Researchers focus on the importance of raising the students' awareness of these different issues (mainly social) to urge them to take action in the future and resolve these issues. Shrivastava (2016) examined the role of educational institutions in promoting social awareness and talked about how these institutions can "build moral essence and ethical values to produce socially desirable behaviour, personality and character which

promote innovation, peace, equal opportunities and justification among individuals, society and nation". Yet, reaching these aims rely, undoubtedly, on how these issues are introduced into the classroom and the teaching approach used to teach them.

Issue Centred Approach (ICA) is a teaching approach that bases on introducing social issues into the classroom in order to push the students to discuss and analyze them. The aim of ICA is not to develop the learners' critical thinking or reflection skills, but to help students make crucial changes in society. On this concern, Ochoa-Becher (1996, p.11) claimed that "the issues-centred curriculum encourages students to actively participate in the improvement of society". Evans, Newmann, and Saxe (1996, p. 12) defined Issue Centred education in general as:

Issues-centred education focuses on problematic questions that need to be addressed and answered, at least provisionally. Problematic questions are those on which intelligent, well-informed people may disagree. Such disagreement, in many cases, leads to controversy and discussion marked by expression of opposing views. The questions may address problems of the past, present or future. They may involve disagreement over facts, definitions, values and beliefs. Answers may be rooted in a person's cultural background, in formal knowledge accumulated in disciplines, and in "common sense" experience. (p. 12)

Therefore, when teaching social and public issues, the content should be controversial and problematic and most importantly, it should introduce questions whose answers make a change in society. As is mentioned above, the issues may include definitions, values, beliefs, etc that differ from a person to another. Ochoa-Beker (1996) added that the ICA does not aim at the memorization of the facts and the content that are presented, but the objective is to "analyze, create, and appraise evidence and, most importantly, make decisions" (Ochoa-Beker, 1996, p.11).

For a more accurate implication of the ICA, Evans, Newmann, and Saxe (1996) stressed the importance of ICA in raising the learners' social awareness. The role of ICA was summarized by the authors in the following points (p. 12):

1. It helps the students understand and solve everyday problems;
2. It helps the learners develop the ethical foundations for personal and social relationships;
3. ICA does not only target developing critical thinking for argumentation or debate but also to teach students how to make "constructive changes and the transformation of the society" (p.12).
4. It helps in developing the students' "conscientization" which is defined as "consciousness and ability to recognize, examine and evaluate and appreciate multiple perspectives on particular issue or concern" (Hanvey, 1975; cited in Evans, Newmann, and Saxe, 1996).

5. ICA leads students to accept the democratic principle as a basic element in being a citizen.

Consequently, the ICA aims at bringing society into the classroom and developing the students' consciousness and critical thinking for the sake of making actions and bringing changes to their society. Nonetheless, for a successful Issue Centred Classroom, teachers should follow the ICA's principles that were summarized by Evans, Newmann and Saxe (1996, p. 13-14) in the following points:

1. The content should contain real problematic issues for both teachers and students where they construct answers to their questions and make sense of themselves in their society.
2. The existence of a variety of sources and tools that extend beyond the teacher and the classical textbooks, articles and so on). The students should be involved in the collection of the data, comparing it with the historical perspective... etc.
3. Basing practice on reading and writing skills in order to develop the students' linguistic competence. The linguistic abilities enable students to express themselves and provide sound responses to issues.
4. Teachers should provide a comfortable, enthusiastic and encouraging classroom environment. This latter is established through basing on open-mindedness, tolerance and respect for diverse perspectives.

To conclude, the ICA aims at bringing different real-life issues into the classroom to push the students make changes in their lives and society. However, the success of ICA relies on several conditions and principles like the learning environment, the taught content, the material and the sources used

II. 2. Decision Making Skills and Decision Making Strategies:

In recent years, the Decision Making Skill started to be the focus of many educational studies (Patronis et. al., 1999; Kennett & Stedwill, 1996; Kolstø, 2001; Papadouris & Constantinou, 2005, cited in Mettas, 2011). According to Mettas (2011), "Decision-making refers to the choice of the most appropriate solution among possible alternatives". Longstreet (1996) defined decision making within citizenship as the attempt to "understand the complexities and ambiguities that problems typically exhibit as well as learning to make decisions in the face of confusion and uncertainty" (p.329). The author added that it is the ability to be active, cautious and adaptive to the changes in the "circumstances of the decisions" (p.329)

Basing decisions on the first system of thinking (the intuition system) leads the person to make "costly errors", therefore; people need some strategies to reduce them. Some applicable strategies recommend the

person to move from system one to system two (a reasoning based system). However, the choice of the strategy demands analyzing some basic factors. As is mentioned by Nooraie (2012), the factors that affect strategic decision making include the characteristics of the decision, types of the decision (familiar, risky etc), decision complexity, the decision place etc. The Decision Making strategies according to Milkerman, Chugh and Bazerman (2009) include:

1. *Replacing intuition with formal analytical processes:* Instead of basing on emotions and intuitions, the decision-maker collects quantitative data from the previous decision making processes in order to forecast and estimate the outcome of a given decision.
2. *Taking an outsiders' perspective:* the outsiders' standpoints, according to the authors, help the decision-makers to think objectively towards their decision process, to reduce the "overconfidence of their own knowledge" and help in de-biasing the decisions.
3. *Considering the opposite of the decision:* as the above strategy, this one helps also in reducing the biases of the decision-makers at the level of overconfidence, anchoring and hindsight (Larrick, 2004; Musweiler, Strack & Pfeiffer, 2000; cited in Milkerman, Chugh and Bazerman, 2009).
4. *Making use of analogical reasoning:* this strategy bases on comparing different tasks which base on the same rationales in order to help create new solutions to the basic problem through studying deep details of each task and extract new alternatives and study the best choice.
5. *Work in joint versus separate decision making:* instead of analyzing each choice separately, the decision-maker can work and analyze all the options simultaneously. This helps to reduce emotional decision making because as they claimed "the first impulse tend to be more emotional than logical" (Moore & Loewenstein, 2004 as cited in Milkerman, Chugh and Bazerman, 2009).
6. *Leverage of the person's automatics cognitive processes:* the authors focus on the importance of empowering the person's system one of decision making instead of replacing system 1 by system 2. The change, therefore, should be in the environment through the person's hard work (Milkerman, Chugh and Bazerman, 2009).

These strategies enable the decision-maker to make successful and reliable decisions. However, the choice of the decision making strategy depends on the issue being treated and the type of decision needed.

III- Research Methodology and Design :

III. 1. Aim of the Study:

This study aims at highlighting the importance of adopting the Issue Centred Approach into the EFL classroom. We suggest throughout this research that the ICA prepares the students to be active and responsible citizens in their society through developing their decision-making strategies. More specifically, the aim of this study is to explore the teachers' attitudes and their perspective toward the cause and effect relationship between ICA and the EFL learners Decision Making Strategies.

III. 2. Research Participants:

Since our study aims at exploring the teachers' attitudes and perspectives, we, thus, target the Algerian EFL teachers at the university level. Therefore, eighteen (18) teachers of English, Department of English Language and Literature at the University of Bejaia have been randomly selected.

III. 3. Data Collection Tool:

In pursuance of the study's aim, we opt for an exploratory design where we administered a questionnaire to 18 EFL teachers at the University of Bejaia. The questionnaire consists of 13 questions divided into two sections. The first section (entitled EFL classrooms and citizenship) explores the teachers' points of view concerning how EFL classrooms can teach students to be citizens. Then the second section (entitled ICA and Decision Making) investigates the teachers' attitudes towards how ICA can develop the EFL decision-making strategies. The results of the questionnaire are summarized in the following section.

IV- Results and Discussion of Results :

IV. 1. Questionnaire's Results:

a. Section One: EFL Classrooms and Citizenship

Table 1. Importance of teaching civic education in higher education

Questionnaire's Items	Options	%
Whether it is important to teach higher	Yes	100

education students how to be citizens (can you explain the reasons):	No	0
Whether they think that EFL students are interested in learning about citizenship:	Yes	73.3
	No	26.7

As we can notice from the results, all (100%) of the teachers agree that it is important to introduce higher education students to citizenship. The motives behind their answers are expressed in the second part of the question. The reasons, therefore; are summarized in the following points:

- Civic education provides learners with knowledge; skills and values that can help them act as active and informed members of their community. Moreover, to know their rights and understand /fulfil duties;
- Higher education learners are in the adulthood phase and they need to be reoriented and be integrated into real-life issues;
- To teach them how to appreciate diversity, develop tolerance and respect toward others, and participate in the promotion of such values;
- In Algeria, there is a lack of awareness about the notion of 'citizenship'. People, and mainly students, do not know what are their roles and duties in society. They do not know what are their value and status in society. Therefore, we need to raise their awareness and develop their knowledge about this notion.
- To foster and support students' cross-culture communication, tolerance, citizenship, understanding, respect, cooperation, collaboration, solidarity and sense of responsibility ...etc
- Higher education's first objective is to produce learners who are responsible and aware of their rights and duties to enable them to become active actors in civic life. It raises learners who are able to understand more the importance of being part of society; hence, to foster their sense of collaboration

Table 2. Different skills that can be developed in EFL classroom

Questionnaire's Items	Options	%
	Communication,	66.7
	Collaboration	66.7

The citizenship skills that can be developed more through the EFL Classrooms:	Creativity and innovation	53.3
	Understanding Sense of Responsibility	80
	Decision making	80
	Understanding Sense of democracy	60

The role of the EFL context is crucial as it is claimed by most of the teachers (80%), and they maintain that the EFL classroom can be supportive of civic education. Moreover, the results revealed that most teachers think that EFL classrooms can foster the students' civic skills including a sense of responsibility (80%) and decision making skills (80%), critical thinking and problem-solving skills (73.3%), communication and collaboration skills (66.7% for each), the understanding of the sense of Democracy skills (60%) and finally, they can foster the creativity and innovation skills (53.3).

Table3. The adequacy of EFL context to the introduction of citizenship education:

Questionnaire's Items	Options	%
Whether they think that the EFL classroom can support citizenship education:	Yes	80
	No	20
Whether it is important to introduce the EFL students to social issues and problems (can you explain the reason?):	Yes	100
	No	0

The table shows that 80% of the teachers think that EFL classroom can support citizenship education, whereas 20% think that it does not. However, all the teachers (100%) agree that it is essential to introduce EFL students to social issues and problems. They expressed the reasons in the following summarized points:

- They help the students to get involved in their learning as they feel concerned with what they are learning.

- They allow students to develop a strong sense of citizenship. This contributes to raising students' awareness about the social issues and their impact on society and equipping them with the necessary skills that allow them to take an active part in solving these problems and making the world a better place.
- The EFL classroom is kind of a small community where both teachers and students focus on the development of many skills such as critical thinking skills, problem-solving skills, civic engagement, etc; this can be done by introducing learners to societal issues.

Table 4. The issues that can be introduced in the EFL Classrooms

Questionnaire's Items	Options	%
The issues that are most likely to be introduced in the EFL Classrooms:	Social issues and Economical issues	73.3
	Public Issues between past, present and history	66.7
	International human rights/ children rights	73.3
	Environmental issues	46.7
	Policy making/ Foreign policy	46.7
	International relations	40
	Technology and media issues	60

As the table shows, teachers agree that the issues that can be brought into EFL classroom are: Social issues and Economical issues (73.3%), followed by International human rights/ children rights (73.3%), and then Public Issues between past, present and history (66.7%) and Technology and media issues (60%). With the same percentage, teachers claim that Environmental issues (46.7%), and Policy making/ Foreign policy (46.7%) can also be taught in EFL classroom, besides the International relations (40%).

b. Section two: Issues Centred Approach and Decision Making

1. Teachers' viewpoint about how ICA can be employed in the EFL Classroom

The teachers have described how the Issue Centred Approach can be implemented in the EFL classroom. Their answers are abridged in the

following tips:

- Introducing social issues in the classroom where the students analyze them in groups
- Incorporating discussions and debates about current national and international issues, encouraging students to take action to solve real-life problems.
- Using simulations of real political or social events and allow students to play roles and resolve problems,
- Encourage students to take an active part in making decisions about classroom events and rules.
- The issues can be introduced in each session like writing, reading, listening, speaking and literature ...etc. it is worth mentioning that the introduction depends on the aim and the issue that has been chosen.
- Teachers can use classroom activities like role-plays, simulations, and discussions in order to raise students' awareness and enrich their knowledge about social issues. For example, in order to confront students with the problem of racism, the teacher can ask them to portray the way racism is seen and reflected in their society then try to agree upon a given reaction to prevent such behaviour.
- It depends on the Module. In cultural studies and literature modules for instance this is easy to be introduced. In writing and speaking, we can present videos, texts or recordings about different social issues and then discuss with students (in writing, we can ask students to develop an opinion or argumentative essay.

2. The importance of developing the EFL Learners Decision making for their citizenship

Most of the teachers claim the decision making skill is very important in leading the students into being responsible citizens. The main reasons provided by the teachers are summarized in the following points:

- The student who is able to make a decision can assume the result of his or her choice and take responsibility for his/her decisions.
- Decision making is important because a basic skill for citizens and it is used not only for their own but also for public aims,
- Developing the EFL learners' decision making for their citizenship can promote their autonomy and responsibility, empower and encourage them to become active citizens.
- It is important as it helps them to know how to act under similar circumstances or uncertain or confusing situations.
- Decision-making should be developed to ensure that EFL learners become responsible for their lives and their communities interests

The remaining four questions are presented in the following tables:

Table5. The ICA content selection criteria that help in developing the students' decision making

Questionnaire's Items	Options	%
	Relevance of content to social context and the students	73.3
The ICA content selection criteria that help in developing the students' decision making:	Content that leads to students' development reflection and critical thinking skills	93.3
	Content that leads students to make action and bring change in society	100
	Content that help in deep understanding of social problems and questions	73.3

When selecting the ICA content to be taught, teachers should take into consideration these points: first, Content that leads students to make action and bring change in society (100%); then, Content that leads to students' development reflection and critical thinking skills (93.3%); third, Relevance of content to social context and the students (73.3%), and Content that help in deep understanding of social problems and questions (73.3%).

Table6. The decision making strategies that Issues Based Approach can develop

Questionnaire's Items	Options	%
The decision making strategies that Issues Based Approach can develop	Replacing intuition with formal analytical processes	42.9
	Taking an outsiders' perspective	64.3
	Consider the opposite of the decision	28.6
	Making use of analogical reasoning	64.3
	Analyzing choices jointly not separately	85.7
	Developing the intuitive system of decision making to make decisions based on reason	64.3

The decision making strategies that Issues Based Approach can develop according to the teachers are: Analyzing choices jointly not separately

(85.7%), Taking an outsiders' perspective (64.3%), Making use of analogical reasoning (64.3%), Developing the intuitive system of decision making to make decisions based on reason (64.3%), Replacing intuition with formal analytical processes (42.9%), Consider the opposite of the decision (28.6%).

Table 7. The teaching material to be used in ICA based classroom

Questionnaire's Items	Options	%
The teaching materials that ICA teachers may employ in order to develop the learners' decision making strategies:	Different types of Magazines	66.7
	Historical books and Articles	60
	Newspapers and extracts from radio and television broadcasts	80
	Internet and social media (including twitter, Instagram, Facebook, Youtube, Ask.fm ...etc)	93.3
	Everyday life situations, diaries	6.7
	pictures, posters,	6.7
	Youth programs & participants' talks	6.7

As we may see from the above table, the teaching materials that ICA that should be employed in order to develop the learners' decision making strategies are: Internet and social media (including twitter, Instagram, Facebook, Youtube, Ask.fm ...etc) (93.3%), then comes Newspapers and extracts from radio and television broadcasts (80%). Moreover, Different types of Magazines (66.7%) and Historical books and Articles (60%) are useful too. Finally, the teachers agreed (with a low percentage) that Everyday life situations and diaries (6.7%) and pictures, posters (6.7%), Youth programs & participants' talks (6.7) can be beneficial.

Table 8. Teaching techniques and methods in ICA based classroom

Questionnaire's items	Options	%
	Whole class discussions	80
	Team investigation technique	86.7

The teaching techniques/methods that can help in developing EFL learners' decision making strategies:	Structured Controversy	80
	Documentary analysis	66.7
	Simulations and role plays	40
	Argumentative method	53.3
	Inquiries and research method	46.7
	Case studies method	33.3

According to the respondents, the teaching techniques and methods that can help in developing EFL learners' decision making strategies in ICA-based-classroom are: Team Investigation technique (86.7%), Whole Class Discussions (80%), and the Structured Controversy method (80%). Moreover, the teachers maintained that Documentary analysis (66.7%), Argumentative method (53.3%) and Inquiries and research method (46.7%) are also beneficial to develop the learners' decision making strategies. Finally, 40% of the teachers emphasized the importance of Simulations and role plays, and 33.3% focused on the importance of Case studies method.

c. Further suggestions

The teachers as a final point provided some conclusive points that concern the topic of Issue-based and decision-making strategies. They claimed that the integration of the Issues-based Approach can promote students' understanding and awareness of world problems. It empowers them with the knowledge with which they face these issues and solve them. In order to enhance students' decision-making skills, the teacher can for example involve them in cooperative teams, present each group with a problem scenario, and ask them to provide a unified solution for the incident and explain the reason(s) for their decision. Moreover, the teachers have also emphasized the role that ICA plays in shaping the students' personalities when being introduced to the issue discussions and analyses. They maintained that it helps them in raising their confidence in both their knowledge and their decisions.

IV.2 Discussion of Results

It cannot be denied that decision making skill is one of the pillar skills of citizenship as it proves the citizens' awareness and activity in their society. Moreover, decision-making skill proves the citizen's responsibility and autonomy and shows high competency when taking action under certain or uncertain situations. On another side, the ICA tries to introduce the students to the different issues in society. The issues can be from different social

areas, they can be public, political, historical, international, etc. the EFL students, hence, during issue centred sessions, discuss and analyze them collaboratively to arrive at solutions and answers that are applicable in their society. Therefore, the aim of the study is to shed light on the teachers' attitudes towards the role that Issues Centred Approach plays specifically in empowering the EFL learners' decision-making strategies.

The results of our investigation revealed that the teachers agree that the ICA, if well implemented, empowers the decision-making strategies. The EFL environment is very supportive as it provides the students with both theoretical and practical knowledge that is needed to support their decision-making processes. The students become aware of the different rights and duties they need to fulfil. Nevertheless, the Issue centred Approach does not only introduce the students to the different issues but also put the learning atmosphere in a central focus when studying these issues. The ICA classroom, thus, teaches more about tolerance, open-mindedness, respect, responsibility, collaboration, communication, democracy, critical thinking and reflection... etc that are the basic skills of citizenship. Furthermore, and from the pedagogical point of view, ICA ensures the students' involvement in the learning process as the content being taught concerns directly with them.

The results also show the teachers' agreement about the fact that ICA content which is being taught when the target is the decision making among the EFL students, should lead students to take action and bring change in society. Social action is the core of ICA. It is defined by Massialas (1996) as the "result of reasoned deliberation" (p. 56) and should be well considered during ICA classes. In addition to the above mentioned ICA content selection criteria, the teachers have shown the significance of choosing content that is relevant to the students' social context and the choice of the content that triggers the students' reflection and critical thinking through a deep understanding of the issues. These criteria push the students to take the issues seriously and collaborate with both teachers and classmates to resolve and apply the solution in real life. Consequently, the teachers view that the ICA content selection criteria (presented by Massialas (1996)) should be highly taken into consideration as they help in developing the students' decision making.

Since the ICA bases on introducing the issues to be analyzed altogether during class time, students are meant to work together, share their ideas, discuss, analyze, debate and defend their points of view. This way of learning supports the students' background information and push them to notice others' way of thinking, reflect analyze and learn from others. Therefore, students can foster their decision-making strategies, mainly the followings:

1. Through discussions and debates, students learn how to slow down when making their decision and not to rely on intuition and emotions but reason and pieces of evidence

2. Working in teams may foster the group spirit and a sense of solidarity and agreement. Students, therefore, learn the importance of taking others' points of view about their decisions.
3. Through facing opposing opinions, students may learn to compare and weigh their evidence when making decisions. Moreover, the group work facilitates the students' analysis of all the alternatives together before making the decision.

Our results conform to what Vontz & Nixon (1989) explained in their study as for how to apply the ICA for civic education purposed in middle school. The authors summarized the principles as follows:

“At the core of issue-centered education are reflective questions that may be answered variously, and that emphasize thoughtfulness and depth. In the process of examining reflective questions and reaching a decision, there should be an assessment of evidence, competing values, and alternative outcomes. At its best, issue-centered civic education promises a high level of integrated learning and student involvement in the learning process” (Vontz & Nixon, 1989, para-3).

It is worth mentioning that the ICA is beneficial looking to its principles, nonetheless; good implementation is highly recommended in order to achieve the expected and the desired results. The good implementation, then, relies on the teaching method and techniques in addition to the teaching material employed during the sessions. Concerning the material that helps in empowering the decision-making strategies, the results revealed the need to employ all the technological material as it attracts the students' attention and motivates them. The use of the internet and social media mainly is one of the most enjoyable materials for EFL students and through which many issues are met. Moreover, the teacher may use newspapers and magazines, articles, posters and media in general and present the issue to discuss and to make decisions upon them. Concerning the teaching method, as decision making is dealing with problem-solving, the results disclose that the best teaching technique includes “Team investigation technique”, “structured controversy”, “whole-class discussion” and “documentary analysis” (see Evan & Saxe, 1996 for the definitions). Students, through these techniques, in order to make a decision, should read to empower their knowledge, investigate, discuss and compare and finally makes the decision. This way produces more rational decisions than intuitive or emotional decisions.

Therefore, the decision-making strategies are empowered through the good implementations of the ICA, including taking into consideration its principles, the appropriate methods and techniques and finally the suitable

material. Each one of these depends on the issues being introduced and the aim of introducing them.

IV- Recommendations and Implications

Basing on the reviewed literature and the results of this study, we come to conclude these main recommendations when implementing the ICA to help students empower the students' decision-making strategies in the EFL setting

V.1 Recommendations for teachers:

- a) The implementation of ICA may have plenty of advantages that may help the FL students to achieve a variety of benefits. The teachers should make use of the various resources that the EFL environment affords to the students. They can compare foreign societal issues with natal or local settings and discuss a variety of alternative solutions to the issues being studied.
- b) When choosing the content, teachers should make sure that the issues are relating to the students in order to trigger their motivation and interest to participate and get involved in the lecture.
- c) The content being taught through the ICA should be controversial and problematic that trigger the students' critical thinking and analytical skills to provide answers and solutions that make a change in society.
- d) Teachers should use the appropriate teaching method and techniques in order to achieve the desired aim. This is through constructing a comfortable and enjoyable classroom atmosphere.
- e) The lectures should first teach how to be tolerant, open-minded and avoid dogmatism in order to ensure a beneficial teaching and learning process.
- f) The Teachers should choose the appropriate and enjoyable material and resources to ensure the students' involvement in the learning process.
- g) When the aim is the decision making skill, teachers should make sure that every student makes his/her decision after the discussion, and most importantly, the decision should be performed and acted in the society so as to learners may see its effect and evaluate their own decision and push them to take responsibility in case of the success or the failure of the decision.

V.2 Recommendations for Further Research:

This study aims at exploring the cause and effect relationship between the ICA and decision making strategies from the teachers perspective. Nevertheless, further research can be conducted to prove the existence of this causal relationship through an experimental study. Moreover, it is highly significant to explore the students' attitudes towards this relationship.

Moreover, ICA may have an influence not only on the decision making skill but also on the other citizenship skills like responsibility and democracy understanding etc. Therefore, further research can be done in this area

VI- Conclusion:

The effectiveness and the success of the Issue Centred Approach are evaluated through the effectiveness of the decisions that have been made during the sessions and the action being taken to make the change in the society. The wide range of material, methods and resources that the EFL classrooms offer to students supports the decision-making strategies' development through the good implementation of ICA principles. Through a structured and purposeful discussion and interaction, learners notice the importance of relying on reason and others' points of view to analyze and scrutinize the different alternative solutions to any issue before making a decision. Moreover, the execution of the decision in society teaches them to take responsibility for their decisions and learn how to avoid decision errors and biases. However, one of the biggest challenges of the ICA is the lack of teachers training in these issues and decision-making skills. Therefore, the teacher needs to be well trained in order to be able to use ICA for developing the decision making skills.

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