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Time management beliefs and dilemmas: Secondary English teacher candidates in Japan

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This paper examines the time-management perceptions, beliefs, and dilemmas of fifteen Japanese who are candidates to be teachers of English at the secondary level. Data for each candidate was taken primarily from a retrospective verbalization of a videotaped practicum lesson. There were 121 references to time, falling into four main themes: (1) using the lesson plan as a tool for time management, (2) making time checks and being aware of time, (3) ending up with too much or too little time but not making a decision, and (4) making ongoing decisions to manage time. Although candidates hold many coherent beliefs about time management, they also experienced time dilemmas concerning lesson planning and implementation, routine classroom management, and completion of translation exercises.

General pedagogical knowledge such as organizing and managing the classroom environment occupies much of teachers' attention. In fact, pedagogical routines tend to drive how the subject matter is presented and even what students learn (Doyle, 1986). One aspect of classroom management is the perception and management of time. Research in mainstream education (Calderhead, 1991; Kagan, 1992; Pajares, 1992) and in ESL (Johnson, 1994) acknowledges the impact of pre-existing beliefs of teacher candidates on classroom perception and decision-making. This paper examines the time-management perceptions, beliefs, and dilemmas of fifteen Japanese candidates to be

teachers of English at the secondary level.

CANDIDATES

The candidates were fifteen fourth-year English culture majors in the Faculty of Humanities at Hokkai Gakuen University who were enrolled in coursework for a junior- or senior-high school English teacher's license. During their two-week teaching practicum, one of their lessons, generally the "demonstration" lesson that would be critiqued, was videotaped. These videotaped lessons would be used to elicit the candidates' pedagogical intentions in order to infer their beliefs on time management.

The videotaping was done, after obtaining permission from the schools involved, from 1999 to 2002. For a list of candidates, schools, and textbooks, see Appendix 1.

METHOD

After returning to the university after the practicum, each candidate was asked to watch the videotaped lesson and talk about what he or she had been thinking while teaching. Candidates were free to fast-forward or to stop the videotape as they wished. While watching the videotape, each candidate spoke, mostly in Japanese, about what his or her thoughts or intentions had been while teaching. Meanwhile, this retrospective verbalization was audiotaped.

Next, the verbalizations were transcribed. Utterances in Japanese were translated into English; utterances in English were edited only where necessary to ensure understanding. Almost all of the ambiguous or unclear utterances could be clarified by referring to

the videotape and by checking with native speakers of Japanese. Verbalizations averaged nearly 2800 words for each candidate, for a total well over 40,000 words.

The data for each candidate comes primarily from the transcript of the verbalization, but also from the lesson plan, the videotaped lesson, and the textbook and handouts from the lesson. For most candidates, data is also drawn from ongoing, unstructured interviews before and after the practicum, and from the practicum diary journal. Taken together, these are rich data from which beliefs may be inferred.

Johnson (1994), citing Rokeach, Pajares and others, explains that beliefs cannot simply be observed or measured in questionnaires. "Investigations into teachers' beliefs entail inferring beliefs not only from the statements that teacher make about their beliefs, but also by examining teachers' intentionality to behave in a particular way and, then of course, what they actually do." (p. 440).

Candidates' stated or implied beliefs are found in the verbalization, practicum journal, and interview notes. Candidates' intentions are evident in the lesson plan. Finally, the videotape reveals whether the candidates' statements and intentions are manifested in classroom actions. Coherence among statements, intentions, and actions indicates a belief; a lack of coherence indicates a dilemma.

First, all references to time in the retrospective transcripts were marked. These references ranged from single sentences to longer passages. These could be stated beliefs about time or time management, factual statements about what was occurring in the classroom, comments explaining what the candidate was thinking at that time, or realizations that occur to the candidate as he or she is watching the video.

Next, each reference was roughly coded. It was often necessary

to go back to the original video or lesson plan to correctly interpret the reference. As categories began to emerge from the data, the references were recoded and the labels were refined until the categories were conceptually coherent. Finally, the categories were organized into larger themes that made sense of the relationships among the categories.

RESULTS

There were a total of 121 references to time, falling into four main themes: (1) using the lesson plan as a tool for time management, (2) making time checks and being aware of time, (3) ending up with too much or too little time but not making a decision, and (4) making ongoing decisions to manage time.

Table 1. Candidates' references to time by theme

Theme	References	% of total
Lesson plan	37	30.6
Time checks	25	20.7
Non-decisions	24	19.8
Ongoing decisions	35	28.9
	121	100.0

Complete tabulated results of the categories within each theme appear in Appendix 2. Results for individual candidates appear in Appendix 3.

ANALYSIS

In this section, I analyze each of the four main themes separately. First, if necessary, I provide background information. Then I summa-

alize the references to time for each category within the theme. I provide examples of comments so that the reader can sense the texture of the candidates' commentaries. Finally, I comment on time-related beliefs or dilemmas that can be inferred through comparison with additional data (lesson plan, teaching materials, videotape of lesson, interviews, and practicum diary).

It is important to keep in mind that these references do not necessarily reflect actual time management or how successful an observer might judge the lesson to be in terms of time management. What these references do reveal are the concerns about time management that the candidate wished to talk about.

LESSON PLAN

There are 37 references to the lesson plan in five categories. Before analyzing them, I explain lesson planning in the Japanese secondary context.

Decisions on classroom time management begin in the planning stage. Macroplanning has already been completed by the Ministry of Education, the Board of Education, the textbook writers and the teachers of English at each school. At the beginning of the two-week practicum, candidates are informed which textbook lessons they should cover with which groups of students. Candidates are expected to write lesson plans that cover the prescribed material so that all groups of students within each grade level can stay synchronized. Supervising classroom teachers generally give candidates advice and feedback on writing lesson plans, particularly for the demonstration lesson that will be critiqued.

Schools provided each candidate with standardized lesson plan worksheets with columns that the candidate ruled off horizontally into

sections as needed. Some candidates divided these blocks of time into very small increments; others left the blocks of time quite open. (See Appendix 4 for two examples.)

One candidate had spent three hours making the lesson plan; this is probably typical. (Very unusually, one candidate had prepared no lesson plan. Because the lesson was filmed the day after the demonstration lesson, he said that he felt that he could just “wing it”.) Considering how little experience the candidates have to fall back upon, the lesson plans are actually fairly vague. The finer details, such as exactly how to diagram a grammar point on the blackboard, came from detailed instructor guides that accompany the textbooks and from the supervising classroom teacher’s own notes.

Planning the lesson There are ten references to the writing of the lesson plan. In four of these, candidates explain why they allotted the amount of time they did for activities:

YT: If [the activity] is too long, the students would get bored, so we decided on a good time to end this activity.

Two of the candidates, anticipating that the lesson could progress more quickly than planned, explain that they included optional five-minute activities (pronunciation practice and a memorization game) at the end of the lesson.

The lesson plans support the candidates’ stated beliefs that activities must be kept short to prevent students from becoming bored, and candidates’ classroom actions and decisions tended toward short activities as well. This is one area in which candidates’ beliefs are congruent. In contrast, four candidates speak of having to omit or shorten activities in the planning stage because of a lack of time — a dilemma that all teachers face.

Visualizing the lesson plan There are three references to the

next challenge the candidates face: visualizing the lesson plan. In order to carry out their lesson plans smoothly within the given time frame, the candidates must anticipate upcoming activities and be aware of the next step even as they are teaching — quite a cognitive load for these inexperienced teachers!

Three candidates explain that this effort ultimately distracted them. For example, one candidate was not able to prompt students because she had actually been thinking about the next step of the lesson plan instead of listening to them read.

YT: But I kept thinking what is next, what is next. My mind was sometimes blank, even though I seem to be talking properly. You can't see it on the surface, but actually I was thinking about what to do next...

Implementing the lesson plan There are thirteen references to the difficulty of implementing the lesson plan. Three candidates simply state that the lesson did not progress as they had intended.

TH: ...different parts took a minute or two longer than I'd planned and I ended up five minutes behind...

Other candidates are able to pinpoint their problems more clearly. Two candidates explain that they began their lesson with lost time because they had to take care of unfinished business from the previous lesson. Three of the candidates believe that they lost control of time when they mixed up the lesson plan. One forgot to pass out crucial handouts and started to panic and rush about. Another completely skipped one section of the lesson plan and ended up with extra time. After mistakenly merging two sections of the lesson, a third candidate could not finish the plan.

Completing the lesson as planned Only candidates who can smoothly implement the lesson plan stand a chance of completing it, and it is indeed expected that the lesson plan be completed. For

example, one candidate was told by her supervising classroom teacher that *no matter what else she did*, she must complete the lesson. In critique sessions after the practicum lesson, someone invariably remarks on whether the lesson plan was completely taught. Although teachers' opinions on other aspects of the lesson may conflict, the successful completion of the lesson plan is one clear-cut and unassailable criteria.

There are five references to the difficulty of completing the lesson as planned. Three candidates realize that their focus on completing the lesson had distracted them from the students:

AT: I didn't see that I wasn't paying any attention to the students. The only thing that was in my head was that I had to get through a certain amount in only five minutes. That's all I could think about.

The dilemma is that the lesson plan, which is supposed to provide reassurance and guidance, becomes tyrannical. Beliefs are hierarchical: the belief that the teacher should pay attention to the students is subsumed by the belief that the lesson plan is most important.

Ending the lesson on time Candidates are expected not only to complete the lesson plan, but to finish the lesson *exactly on time*. There are six references to the difficulties of managing the end of the lesson.

HN: [Sigh] I cannot manage the time all the time...

One clever candidate had an elaborate plan to be praising the students when the chimes rang, giving them the impression that she really wanted to praise them more but that there was no time. Several candidates simply say they couldn't wait for the lesson to end.

The presence of observers may add extra pressure to finish exactly on time :

AT: And at the back of the classroom, the principal was looking at the

time. That really worried me — I felt so much pressure when I saw him looking at the clock as I was stretching out the ending.

In addition, this demonstration lesson is the last lesson that most candidates teach. They are probably not quite sure how to negotiate a potentially emotional (several candidates were in tears), yet very public, farewell to their students during these last critical moments.

TIME CHECKS

There are 25 non-evaluative statements by eight candidates about time checks. The candidates are conscious of performing time checks to make sure they are following the lesson plan. There are 18 references to candidates checking the time or being aware of the time and six references to believing that the progress of the lesson was fine. The intentions, statements, and actions of eight candidates demonstrate their belief that the teacher should be constantly evaluating the progress of the lesson against the clock.

One reference implies a slightly different belief:

SW: When I was a student, I really hated the teacher looking at the clock all the time, only thinking about the time...So I decided to not look at the clock so often, and just use my experience. During the two weeks of the practicum, I trained myself not to look at the clock and to have a sense of time.

This belief, that the teacher should assess the progress of the lesson through an internalized sense of time, is also remarkably coherent: the candidate's statement, intention, and classroom action are consistent. The candidate relates her belief to her own experience as a student, which is also typical of pre-service teachers (Almarza, cited in Gattbonton, 1999).

NON-DECISIONS

In spite of the lesson plan and of time checks, candidates found that they ended up with extra time or with not enough time at some point in the lesson. First, I shall look at points where candidates speak of being aware of a time gap and possibly of what caused it, but do not speak of making any time management decision. This theme, “Non-Decisions”, consists of five references to having too much time, and 19 references to not having enough time, which I label the “time bind”.

Extra time Five candidates refer to a point in the lesson where the activity (student pairwork, students memorizing a sentence, the candidate reading aloud, or the candidate explaining a grammar point) ended more quickly than planned.

SW: This time I had too much time left. It wasn't a hard sentence so it will end soon and I was wondering what I should do if the activity ended too quickly.

The candidates seem to realize that they do not have to make any time-management decisions because the extra time will certainly be used up later. However, extra time at the end of the lesson will require some decision-making, as we see later on.

The time bind Although ending up with a bit of extra time generally poses no problem, running short of time does. Nine candidates refer 20 times to “time binds” in which they failed to make classroom decisions to manage time. When candidates cannot manage time — that is to say, their intentions and stated beliefs are not supported by their actions — they may experience a dilemma. Based on preliminary research (Yonesaka, in press), I had expected that candidates would attribute the “time bind” to lack of student cooperation or to the large amounts of material that must be covered in each lesson. I was wrong. Candidates talk about their “time bind” in

very different terms.

First, there are five references by three candidates to themselves spending more time than they had planned giving grammar or cultural explanations. These were not minor variations from the lesson plan, but critical points after which these candidates were unable to regain control of the lesson's flow. In one case, the four minutes planned for a grammar explanation stretched to fifteen; in another, a five-minute cultural introduction lasted fifteen minutes. One candidate suggests a reason for his rambling monologue:

AT: I had only intended to cover the grammar points lightly like that. But, in my head I'm getting all mixed up, so I start saying all sorts of things...

Second, eight candidates make twelve references attributing "time bind" dilemmas to routine classroom actions. Four of the candidates view unavoidable routine classroom management — passing out handouts, explaining how to do an activity, or taking care of business left over from a previous lesson — as lost time somewhat beyond their control:

AO: I'm passing out handouts. I hadn't prepared them in enough time to pass them out in the previous class, so I couldn't give them out. I had intended to pass them out in the previous class, but since I had to do it in this class, I lost some time [and was worried.]

The biggest "time bind" dilemma concerning classroom management involves the use of the blackboard. Five candidates talk about the unforeseen amount of time required for accurate and legible writing.

ST: I was told that my writing was just too awful. So I tried to write slowly and carefully, but it took too long...

Two other candidates voice concerns about how much time it takes for

students to copy from the board. One candidate senses that this dilemma is related to the grammar-translation method:

AK: Read, translate, and they transcribe [from the board]. That's — I felt that's a waste of time. I wanted to make a copy of the translation and just give it to them...

These are dilemmas in which candidates are unable to make decisions that are congruent with their intentions. However, there are many other cases in which candidates make on-going time management decisions. We shall look at those next.

ONGOING DECISIONS

It is sometimes difficult to distinguish between decisions and simple statements about events. However, in the previous “Non-Decision” section, there is a sense that candidates are slightly removed from the events that are unfolding in the lesson, perhaps even helpless. In this “Ongoing Decisions” section, the language is clear and positive. Candidates talk about decisions to deal with extra time, to take time where necessary, and to save time.

Dealing with extra time As mentioned before, the only point in the lesson where candidates had to make a conscious decision to fill up extra time was at the end. Two candidates talk about this.

KN: There was some time left over, so I went back to part two [of the lesson plan — the grammar explanation]. I thought I'd cover that content a bit more, what it was about...[I] decided on the spot.

Taking time where necessary There are four references to candidates deciding to take time where they felt it was necessary.

AT: But what I was saying right now is vital for the next class. I really wanted the students to understand this part so I didn't want to rush it...

One of the candidates even decided to take the time in class to clarify a point by writing it on the blackboard to save time later between classes:

AO: ...if I didn't [make the answers clear] it would take more time... [during] prep time for the next class — when I'm busy running to the next class — the students come and ask questions.

Saving time Not unsurprisingly, most of the ongoing time-management decisions that candidates talk about — 24 in total — are concerned with saving time.

First, there are six references to decisions to saving time by adjusting the lesson plan. Two candidates decide to skim over grammar points and two candidates decide to omit or shorten sections of the lesson plan.

AT: ...I clearly remember thinking, "Ten minutes left."...Here, I realized we wouldn't be able to finish the lesson, so I was thinking about what part to cut.

One of the candidates had developed an ambitious lesson with handouts, extra tape-recorded material, and cultural realia. Unfortunately, three times in the course of the lesson, she has to make ongoing decisions to omit or abridge their use. This highlights the dilemma of just how difficult it is for inexperienced teachers to introduce meaningful and creative elements to an already crowded agenda.

Second, there are eight references to time-saving decisions involving classroom management techniques. Two candidates focus on efficient blackboard skills:

HN: ...I memorized all the sentences...and I practiced in another classroom to write down the sentences. So I saved some time at the next class.

Four candidates talk about having students work more efficiently by

having students help each other, by lending a student a textbook, and by trying to get students to hurry.

Finally, there are twelve references to decisions to save time by limiting student participation in the translation exercises. There are three references to the candidates calling on the better students and avoiding the weaker students in order to save time.

TO: I think maybe he is the most intelligent person in this class, so I asked him [to translate the last sentence]. I called [on] him on purpose. And he did answer quickly. And I was very happy...

There are two references to accepting a non-response from a low-proficiency student for the sake of saving time. One of the candidates sees the dilemma in this:

MH: If the students are to understand, instead of just thinking about the time [I needed] to do something else [to elicit a response].

Finally, there are seven references to candidates saving time by completing the translation activities themselves.

EN: And concerning the translation part as well, I had intended to call on the students with a lot of energy to definitely get them to answer no matter what, but because of time limitations there were many parts that I did myself.

Because the translation exercises are usually the only part of the lesson requiring student participation, the result is that some students are marginalized or are allowed to opt out of responding. Candidates' classroom actions conflict with their stated beliefs and intentions. This dilemma may also involve cultural factors such as how Japanese teachers deal with non-participation.

Student interaction We have seen that candidates make some ongoing time-management decisions that may negatively affect some students. There are three references in which candidates also speak of

how the “time bind” affects their overall interaction with students.

EN: So I should have looked at them for feedback but I didn't at all. I was thinking only about continuing with the lesson plan. At first, I didn't have the leeway to look at those students' faces.

Although this is unconscious rather than conscious decision-making, I include these references here as part of ongoing classroom behavior.

DISCUSSION

I had hypothesized that the candidates would feel that some of their difficulty in managing time was due to the density of the textbooks. However, only one candidate attributed his difficulty in completing the lesson as planned to the amount of material that he was expected to cover. Perhaps candidates were unconcerned with the teaching materials because there is literally no choice. With the help of the supervising classroom teacher, some of the candidates judiciously focused only on important points, but most of them attempted to cover every single word of the lesson — and blamed it on other reasons when they failed to do so.

Another surprising result was that candidates saw classroom routines, especially intensive blackboard use (as opposed to handouts), as a major time-management concern. This is probably due to the cultural context. Japanese candidates' own spelling and penmanship skills are relatively weak, and copying from the board is time-consuming for students because of their unfamiliarity with the Roman alphabet. However, Japanese children study the Japanese language by copying, so this technique remains entrenched.

Blackboard use may seem to be a minor concern; however, in a study of 14 pre-service teachers of reading, Hollingsworth (1989) found

that general managerial routines had to be in place before specific subject content and pedagogy could become a focus of attention. In other words, for example, candidates cannot pay attention to monitoring student understanding if they are focused on their own handwriting. It follows that candidates should be given intensive practice of routine skills such as passing out papers and writing on the board before beginning the practicum.

The lesson plan was central to these candidates' perception of time management. About half of the candidates' references to time management were related to the lesson plan or to checking the time to make sure that they were on track. Dilemmas occurred when candidates were unable to implement the lesson as planned because they did not anticipate how much time would be needed to elicit student responses or for classroom activities. Westerman (1991), citing Berliner, explains that, during the planning stage, experienced teachers form a mental representation of the lesson that allows them to move forward, but novice teachers form representations that are too narrow or are incorrect, leading to problems in implementing it. Although these candidates spent a great deal of time writing lesson plans, they did not adequately visualize how the lessons might unfold. Their lesson plans functioned almost like scripts for one actor — the candidate — without the parts that the other actors — the students — might play.

Supervising classroom teachers usually help candidates write lesson plans, but they also need to help them visualize their implementation. During the planning stage, the supervising classroom teachers should ask the candidates to mentally fill in the rest of the script by talking about possible student responses, expected and unexpected outcomes, and alternate ways of implementing the plan within the time

frame.

The candidates also experienced dilemmas when they were unable to make ongoing time-management decisions. Their lessons generally minimized the need for ongoing decisions: few contained unconventional activities with unpredictable outcomes. Even so, candidates needed to make some on-going time management decisions in response to routine classroom events. However, because the candidates were sometimes unable to risk deviating from the lesson plan, they experienced dilemmas. Novice teachers are generally determined to carry out their plans, sometimes in spite of anything that happens during the lesson (Westerman, 1991). Similarly, these candidates believe that they should follow the lesson plan faithfully, no matter what occurs.

Once again, the supervising classroom teacher's advice may be critical. After reviewing the teaching practicum diary journals of 37 English teacher candidates, Hatta (1993) says that supervising classroom teachers should insist that it is more important for the candidates to have a clear idea of what they are teaching than it is for them to finish the lesson as planned.

Finally, candidates experienced dilemmas about their decisions to manage time by limiting students' participation. Similar results were found in a study of four ESL preservice teachers who wanted to create more student-centered instruction, but justified their decisions to be more teacher-centered based on the need to maintain the flow of instruction (Johnson, 1994).

Candidates need a great deal of support while facing this crucial dilemma. Supervising classroom teachers should clearly model alternate ways of eliciting responses, encouraging participation, and managing time. They should reassure candidates that it is more important to encourage student participation than to complete the lesson plan, even

at the cost of falling behind in the curriculum during those two practicum weeks. Passing on management techniques is not enough. Supervising classroom teachers must commit themselves to a vision of how the next generation of English teachers will perceive time management.

CONCLUSION

One candidate referred to time 21 times; two candidates referred to time only once. How often they talked about time has no correlation with their actual time management during this single lesson: some candidates were able to manage time well and to articulate their reasoning; others were not. Furthermore, how well they were able to manage time in this particular lesson correlates only roughly with their eventual success. The fifteen candidates represent a fairly wide range of English proficiency and teaching skill. Some of the candidates dropped out of the licensing program, several of them failed to pass the selection test but went on to teach at private language institutes both inside and outside of Japan, and several of the candidates went on to become secondary teachers of English.

Perceptions, beliefs and dilemmas concerning time have a strong effect on other aspects of teaching. An understanding of English teacher candidates' beliefs and dilemmas will certainly help Japanese teacher educators in their difficult task.

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Appendix 1

Schools, textbooks, and teacher candidates

Level	Year	Textbook	Candidate	M/F	Words in retrospective
JHS	1 st	New Horizon 1	YT*	F	3090
JHS	1 st	One World 1	CT	F	1141
JHS	1 st	One World 1	TH	M	4231
HS	1 st	Genius 1	ST	M	3470
HS	1 st	Mainstream 1	SW	F	3706
HS	1 st	Milestone 1	AO	F	3041
HS**	1 st	New Atlas 1	AT	M	3416
HS	1 st	Powwow	KK	M	2800
HS	1 st	Unicorn 1	TO	M	1337
HS	1 st	Unicorn 1	HN	F	3833
HS	2 nd	English 21	KN	M	4304
HS	2 nd	Oak	EN	F	1720
HS	2 nd	Oak	MH	F	2361
HS	2 nd	Oak	NK	M	1216
HS	2 nd	Progressive	AK	M	1899

*This lesson was team-taught with an AET (native-speaker assistant)

**This school was outside the Sapporo area

Appendix 2

Number of references in each theme by category

			Total	
Lesson Plan	37	Planning the lesson	10	
		Visualizing the lesson plan	3	
		Implementing the lesson plan	13	
		Completing the lesson plan	5	
		Ending the lesson on time	6	
Time Checks	25	No time checks	1	
		Time check/awareness	18	
		Flow is fine	6	
Non-Decisions	Extra time 5	24	Worry about extra time	2
			Students finished too quickly	1
			Teacher finished too quickly	2
	Time bind 19		Teacher explanation too long	5
			Student activity too long	2
			Routine management	12
Ongoing Decisions	35	Deal with extra time	2	
		Take time where needed	4	
		Save time: Lesson content	6	
		Save time: Management	8	
		Save time: Limit S participation	12	
		Student interaction	3	
Total	121		121	

Appendix 3

Number of references in each category by candidate

CATEGORY	Total	MH	TH	AK	KK	NK	HN	EN	KN	AO	TO	ST	YT	CT	AT	SW
Planning the lesson	10		2	2	1				1				2		1	1
Visualizing the lesson plan	3												1		1	1
Implementing the lesson plan	13		2				1		2	2	1			1	4	
Completing the lesson plan	5		1					3							1	
Ending the lesson on time	6						1		1				2		2	
No time checks	1															1
Time check/awareness	18		3				1	2	1	1			3		5	2
Flow is fine	6						1						4			1
Worry about extra time	2															2
Students finished too quickly	1								1							
Teacher finished too quickly	2				1							1				
Teacher explanation too long	5			1					1						3	
Student activity too long	2						1						1			
Routine management	12		1	1	1		2			3		2	1	1	1	
Deal with extra time	2								1				1			
Take time where needed	4					1				1					2	
Save time: Lesson content	6		1							4					1	
Save time: Management	8		2				3	1		1			1			
Save time: Limit S participation	12	3	1				2	1		1	2	1				1
Student interaction	3				1		1	1								
TOTAL	121	3	13	4	4	1	13	8	8	13	3	4	16	1	21	9

Appendix 4

Extracts from two candidates' lesson plans showing level of time management

(1) Extract from a finely detailed lesson plan (original in English):

Activity	Teacher's action	Students' action	Min	Note
New words	Read a new word and call [on] a S to translate.	Translate into Japanese	2	Pronounce clearly
Listening & Reading	Listen to all of part three using a tape recorder / Read the first paragraph	Repeat after teacher	2	Pronounce clearly
Grammar: First paragraph	Play the tape for one sentence / Explain the key points of the sentence.	Listen to the tape.	3	

(2) Extract from a less detailed lesson plan:

Activity and time	Lesson	Teacher's action	Students' action
New material 23 min.	Lesson 1 Part 3	(1) Read page 46 aloud twice. (2) Read aloud one sentence at a time. (3) Read aloud smoothly one sentence at a time. (4) Explain new vocabulary (beef / we / often / make) and translate page 46. (5) Gesture time	(1) Listen carefully (2) Repeat after teacher. (3) Repeat after teacher. (4) Answer (5) Imitate teacher