The importance of investigating teacher decision making has recently become more and more apparent. The little extant research into this area in ELT, however, has largely been one-dimensional. In this study, two aspects of teacher decision making are considered, namely, factors prompting and factors influencing decisions. Two teachers used stopwatches to note decisions while teaching and then categorized the decisions after the lesson while watching a video of their teaching. The findings show the students’ non-verbal behaviour and practical factors most frequently prompted decisions, while theories of teaching/learning and practical factors most frequently influenced the decisions made.