

**9<sup>th</sup> Annual CamTESOL Conference on English Language Teaching**

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**51 ways to reduce your out-of-class marking**

Teachers of writing often have an onerous out-of-class marking load. Semi-structured individual and focus group interviews were held with over 100 experienced teachers of writing over a five-year period. The interviewees were teachers of English in Hong Kong, Thailand and Japan, the majority of whom were native English speakers teaching academic writing to undergraduates. The techniques described were coded according to the perceived primary purpose, e.g. to reduce the number of grammatical errors. It was discovered that the teachers interviewed adopted a wide variety of avoidance and coping strategies. The eclectic range of techniques employed was classified into ten broad functional categories. This classification provides a framework that should help both novice and experienced teachers select and adapt techniques that are most suited to their teaching situation and institutional context. Fifty one specific suggestions will be shared.