Language learning is a slow and complicated process. When it comes to learning a second language or a foreign language then the complexity compounds further. It takes a great deal to master skills in a second language. The degree of difficulty in learning skills of a second language may vary depending on various factors. However, generally the productive skills are more challenging than the receptive ones. And among the productive, i.e. writing and speaking, writing can be a big hurdle for many. Learning to write in a second language can be an ongoing process which may be daunting to learnings but teaching writing skills to second language learners can be equally challenging for teachers. (Kroll, 1990)

In spite of the rumours that literacy in the 21st century is becoming less important than it used to be, and even when English has become a global language, learning and teaching to write in English, to native or other language speakers remains a challenge. Teaching writing may involve several aspects or dimensions. It may be as basic as teaching general literacy in English for basic communication ability through writing or the other extreme may involve empowering English language learners to be able to critically produces creative genres of writing or to do intensive research work in English.

Attitude of the practitioners towards teaching writing skills covers a comparable span. To teach basic writing skills is perhaps the foundation to more intense writing skills needed for higher education. In other words, if the basic concepts of writing skills are clear then it is easier to master complicated writing skills in English. Among the four macro skills of English language which are listening, reading, writing and speaking, writing is perhaps the most challenging, both to learn and to teach even when English is a native language. When it comes to teaching English as a Foreign Language (EFL) or English as a second Language (ESL). Writing in EFL or ESL learners are not only limited to knowing the structure of the language but also goes into knowing intricacies of tone and appropriateness in its native culture or environment.

The challenge does not stop here; it is further governed be several other factors such as attitude, aptitude, first language background, economic background and age of learners etc. Teachers who teach writing skills have to cope with all such factors. There is a bank of research that has been done in this field to support teachers to deal it when it comes to young ESL and EFL learners. However, when comes to teaching adult ESL or EFL learners who get engaged in learning the language at a very late stage pose several additional barriers to the teaching professional. Although there have been several researched theories, methods and
approaches to teach writing to adult learners but unfortunately there is no approach that ‘fits all’ or there is no clear full proof method that can guide the practitioners to adapt a certain approach for a certain level of learners in terms of the level of language proficiency; beginners, elementary, intermediate or advance. In other words, lack guideline and directives best suited for each level of adult ESL/EFL learners is still lacking.

In an endeavour to fill this gap in teaching writing to adult ESL/EFL learners this experimental psychometric classroom based research has made efforts to test the efficacy of a ‘Graded Approach Model’ in the writing classes of adult ESL/EFL learners. This model has advocated and eclectic and graded teaching approach that entails a blend of product, process and genre approach for the beginners, elementary and intermediate level respectively.