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**A Study of the Perception of Undergraduates about the  
Role of Formative Assessment in the Improvement of  
English Writing Skill**

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**KEYWORDS** Improvement of Writing Skill. Learners' Deficiencies. Role of Formative Assessment. Teachers' Strategies. Undergraduates' Perception.

**ABSTRACT** This study aims to investigate the deficiencies of undergraduate students' writing skill and the role of formative assessment in the improvement of their academic writing. Plus, this study aims to analyze the impact of written feedback by teachers to improve the writing skill. Sample of the study involves 200 undergraduate students (Grade-14) including 100 females and 100 males studying at public and private colleges in a district in the central Punjab (Pakistan). The data for this study were collected through a questionnaire. It explored the students' responses, and the impact of written feedback on the development of writing skill. Techniques, adopted in formative assessment, were also viewed. The main outcome of this study was that the different strategies had the positive impact on academic writing. Different technique such as assignment writing and proper feedback, teacher's guidance and classroom activities are helpful in developing writing.