Student-centred pedagogies stress the active role of the student in the learning process, involving their awareness of the essential metacogitive processes and collaboration for promoting their autonomy.Quantitative studies of student self-assessment and peer assessment.According to Tassinari (2016), the objective of assessment "is to make learners (more) aware of their potential as autonomous learners, and to allow them to be initiators of and responsible for the (self-) assessment process" (p. 123). Assessment methods fall in three categories and each of which has a specific purpose. These encompass summative assessment or assessment of learning, formative assessment or assessment for learning and assessment as learning. While the objective of summative assessment is to measure students' achievement at the end of a course, formative assessment aims at providing students with regular feedback which scaffolds their learning. Besides, assessment as learning is meant to enbale students to become aware of how they learn through self-assessment. The latter is defined by Boud and Falchikov (1989) as "the involvement of learners in making judgements about their achievements andthe outcomes of their learning" (p, 529).On the one hand, in reciprocal peer tutoring, peers work in pairs and assume two roles: a tutor and a student; sometimes one peer acts like a turor while the other acts as a student, thereby exchanging roles and providing active opportunities to consolidate and monitor their learning (Goodwin, 2001).As suggested by Tassinari (2016), to ensure that self-assessment is done properly to achieve learner autonomy, the teacher needs to consider its four steps namely : Getting started; Choosing components and descriptors; Assessing one's own competencies; and Comparing perspectives.According to Osguthorpe and Graham (2003), personal agency, which falls under the third learner autonomy movement suggested by Murphey and Jacobs (2000) namely initiating choice, is also supported in blended learning since it allows students to take control over their own learning process by providing students with the chance to learn at their own pace through deciding when, how and what to learn.It also raises student autonomy because when collaboration and group work are fostered, the students can generate positive attitudes towards learning and be continuously motivated to compelete different tasks autonomously (Scharle & Szabo, 2000).It is also claimed that blended learning environments comprising eclectic methods and multimedia tools can cater to students' learning styles and answer their learning needs, which can raise their willingness to learn and boost their academic success.On the other hand, class-wide peer tutoring requires the students to work in groups to approach learning tasks collaboratively, and peers can exchange roles by being tutors or students (Greenwood, Carta & Hall, 1988).In the context of learner autonomy, self-assessment is associated with the achievement and transformation of power, control and authority from in to outside class, leading to lifelong learning and professional development (Brew, 1999 cited in Tassinari, 2016).For example, the KWL chart, which is an ancronym that stands for what we Know, what we Want to know and what we Learned, can be adopted to enable students to activate their schemata or their background knowledge of a topic and to help them combine their knowledge with new information to generate questions and identify any possible misunderstandings, leading to continuous reflection.According to Chan (2001), to achieve an autonomy-oriented classroom, pedagogical techniques and activities need to revolve around two main principles.Peer-tutoring requires students to work in pairs, involving mixed abilities to provide instructional support to each other (Kunsch, Jitendra, & Sood, 2007).It is revealed that blended learning,

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which meshes in-person learning with online learning (Marsh, 2012), can promote learner autonomy.Kunsch, C., Jitendra, A., & Sood, S. (2007).Lee, L. (2002).

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