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<b>Title of the paper</b>	The Impact of Self and Peer Assessments on students' Learning Engagement in EFL Classes
<b>Keywords</b>	Achievement, Engagement, Peer-Assessment, Self-Assessment, Strategies

**Abstract :**

In Higher Education learning, achievement results from implementing effective assessment strategies that place learners at the heart of assessment. These strategies tend to involve students in making judgements about their own learning and also by evaluating their peers' work. The present study, therefore, seeks to investigate teachers' and students' perceptions towards peer evaluation and self-assessment as reflective and collaborative assessment tools on EFL students' learning engagement. To elicit the research data, two questionnaires were administrated to fifteen (15) teachers and sixty (60) first year students at the Department of English, Abbas Laghrour–University of Khenchela. The study, hence, hinges on a quantitatively-oriented approach. Effectively, the results obtained demonstrate that self and peer assessments have a positive effect on students' learning engagement. Both teachers and students share the same perception about the effectiveness of the aforementioned assessments, and believe that not only are they assessment strategies, but also learning tools that highly monitor students' progress and engage them in their learning and, thus, enhance the quality of the learning outcomes as well.