Pre-Service English Teachers' Speaking Skills Assessment Literacy: Transformation to Digital Assessment

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ABSTRACT

The present study investigates the competencies and opinions of pre-service English language teachers on the usability of web 2.0 tools in measuring English speaking skills. To this aim, an experimental study involving both qualitative and quantitative data tools was designed. The questionnaire was applied as a pre-test and post- data. In the quantitative phase, Vogt and Tsagari (2014)'s LAL questionnaire was adapted and used to collect data. In the qualitative phase, an open-ended written interview consisting of five questions was applied to collect the qualitative data of the study. The participants of the study are senior students studying in the English language teaching program at a state university in Turkey. The findings show that the participants initially felt not competent enough and needed training in online speaking skills assessment. However, the post test results revealed that the six weeks treatment contributed to their competency, literacy, and training needs levels in respect to digital speaking assessment. Moreover, most of the participants had positive perceptions towards web 2.0 tools and online speaking skills assessment. In addition to the findings, limitations of the study and suggestions for further studies were presented.

INTRODUCTION

With the quick shift in the mode of education from traditional face-to-face to online learning and teaching platforms due to the outbreak of Covid-19 pandemic, digital instruction has become an essential part of education worldwide. The digitalization of teaching has necessitated digital assessment of the learning process too. This rapid change in the education field has also influenced the process of instruction and assessment in foreign language learning and teaching.

Assessment is one of the core aspects of education, and in the process of foreign language learning and teaching the role of assessment is paramount, as well. Assessing foreign language learning skills of learners provide teachers feedback about learners' improvement in that language. In this sense, more specifically, speaking assessment serves as a tool used to measure learners' oral skills in English as a foreign language (Yustina, Besral, & Hasnawati, 2021). Speaking assessment is a complex task as it requires particular attention on the side of teachers (Burns, 2012). To illustrate, teachers' choice of suitable strategy or tools i.e., applying an appropriate speaking assessment tool that can measure learners speaking skills either in face-to-face context or via their recordings of speaking is essential (Ginther, 2012). In this regard, teachers' mode of

instruction in foreign language teaching processes closely influence and guide their decision-making of speaking assessment strategies and instruments (Fulcher, 2018; Ginther, 2012).

Given the importance of language assessment and its close relation to the mode of instruction that teachers utilise while teaching English as a foreign language, it is obvious that in the case of any changes in mode of foreign language teaching can require proper changes in teachers' way of assessing the language skills as educators and teachers have experienced the effect of transformation from traditional to digitalization in the field of education since the outbreak of the Covid-19 pandemic. As White (2009) claims, teachers need to possess a particular and appropriate knowledge base in language assessment in order to assess learners' development, in other words, being assessment literate is paramount for teachers in their teaching contexts. In a similar vein, it has been argued that teachers' adequate assessment literacy is significant in that it provides teachers with the appropriate decision-makings in the assessment process of learners' (Stiggins, 1991). In this sense, foreign language teachers need to be illiterate enough regarding assessment of speaking skills effectively in their classroom practices. Thus, to investigate EFL pre-service teachers' speaking assessment literacy in the age of digitalized mode of education and assessment with the outbreak of Covid-19 pandemic is needed.

Within this perspective, the current experimental study investigates pre-service English teachers' assessment literacy transformation from traditional assessment to digital assessment. More specifically, it is intended to explore pre-service English language teachers' competencies and opinions about the usability of web 2.0 tools in order to assess English speaking skills in an EFL context. The significance of the study lies in the fact that the participants of the present research are future teachers of English, and in the case of any pandemic it is paramount that the future teachers need to be equipped with the necessary knowledge base of effective assessment. In addition, the number of the studies regarding the online speaking assessment literacy and perceptions of EFL pre-service teachers are limited in that the current study will contribute to the relevant literature with its value both for English language teaching and assessment.

Based on the research problem and purposes, the research questions of this present study are as follows:

1. To what extent are pre-service teachers of English competent to assess language learners' speaking skills in digital learning environments?

2. What are the current literacy and training needs of pre-service teachers of English to assess language learners' speaking skills in digital learning environments?

3. Is there a significant difference between pre-test and post test results of pre-service teachers' literacy and training needs level to assess language learners' speaking skills in digital learning environments?

4. What are the perceptions of pre-service teachers of English on speaking skills assessment using Web 2.0 tools in digital environments?

5. To what extent are pre-service teachers of English competent to use Web 2.0 tools in measurement of foreign language speaking skills?

REVIEW OF LITERATURE

There are a variety of studies investigating teachers' perceptions of assessment and assessment literacy in the field of foreign language learning and teaching (Hatipoğlu, 2015; Büyükkarcı, 2016; Mede & Atay 2017; Tsagari & Vogt 2017; Çalışkan et. al., 2020). For instance,

Çalışkan et al. (2020) conducted a study to examine high school teachers' language assessment knowledge in respect to writing and speaking in Turkish EFL context. The participants of the study were 58 EFL teachers working at high schools in Turkey, and the researchers collected the data through a scale including 30 items measuring the participants' knowledge of language assessment in foreign language teaching. The results of the study revealed that the EFL high school teachers' perceptions of their writing assessment literacy were low while those of speaking assessment were high. In another study conducted in Chinese EFL context, the teachers' language assessment literacy was determined as low at tertiary level of education; moreover, the findings indicated the insufficient training of pre-service and in-service teachers (Xu & Brown 2017). On the other hand, Tsagari and Vogt (2017) explored teachers' perceptions of their assessment literacy and training needs by gathering data from seven parts of the European countries. The researchers found that the teachers were not satisfied with their training in terms of assessment in the process of foreign language teaching, which resulted in inappropriate usage of assessment tools and, in turn, negative experiences by the teachers in their classroom practices.

Unlike these above-mentioned studies which were mostly conducted to measure the pre-service and in-service teachers' language assessment literacy in traditional face-to-face education contexts, there are several studies that investigate perceptions and practices of the concept of language assessment and assessment literacy in digital platforms especially during the Covid-19 pandemic (Arif, 2020; Chung & Choi, 2021; Ghanbari & Nowroozi, 2021; Koris and Pál, 2021; Mäkipää, Hahl et al., 2021; Syafrizal Syafrizal, 2020; Zhang, Yan et al., 2021). However, the studies regarding specifically digital speaking assessment perceptions, literacy, and practices of teachers are limited in number in the related literature. To illustrate, Gautami and Santosa (2021) examined the teachers' formative assessment perceptions and practices in online mode of foreign language teaching during the Covid-19 pandemic. To this aim, the researchers administered a closed-ended questionnaire to one teacher and eleven students. Additionally, the teacher was interviewed via WhatsApp chat, and the interview data revealed that the teacher faced challenges in assessing the students' speaking skills in online platforms during the pandemic. Furthermore, the findings of the whole study indicated that due to the lack of digital formative assessment tools regarding speaking skill, teachers mostly had difficulty in assessing the students' speaking skills in the online education process during the pandemic. In another recent study, Indriani (2020) conducted a study with pre-service English teachers in order to assess speaking and presentation skills through recorded-videos as alternative assessment tools. In that qualitative descriptive study, the researcher collected data via students' videorecording, reflective journals, and peer feedback through e-google form. The researcher found that utilising the recorded videos increased the students' eagerness to share their ideas and enhanced their presentation skills. In addition, some presentation skills such as eye contact usage, body language and voice were identified as other contributing factors to the students' speaking skills in English. In a similar vein, Irsyad and Zaim (2022) examined students' and teachers' needs of authentic speaking assessment in online education platforms during the Covid-19 pandemic. Within this purpose, a questionnaire was administered to the participants including 36 senior students form high school and 2 EFL teachers. According to the collected data, the following results were indicated (a) learning activities in online platforms are essential to assess speaking skills via some assessment tools i.e., videos, online interviews, speaking skills through making videos along with clear feedback; (b) four basic components of speaking assessment i.e., fluency, vocabulary, comprehension and grammar were found paramount; (c) the necessary features of online authentic speaking assessment for both teachers and students were determined as follows: simplified, contextualised, communicative,

ongoing and clear rubric scoring. In a recent qualitative case study, Korkmaz (2022) investigated EFL preparatory class students' perceptions and experiences of online formative task-based speech assessment during the Covid-19 pandemic through an open-ended questionnaire and an online focus group interview. The research findings indicated that students' perceptions of online implementation of the speaking exams were positive, and they were satisfied; however, due to some technical problems, especially poor internet connection, their speaking performances were affected negatively. Irsyad and Zaim (2022), in their survey research, examined senior high school students and English teachers' needs in terms of authentic assessment of speaking skills in an online learning environment. According to the researchers, online speaking assessment tools such as video samples, online interviews, and speaking skills by making videos by giving clear feedback to the students are essential for both teachers and students in foreign language learning and teaching process. Additionally, four important components of speaking skills assessment were determined as comprehension, fluency, vocabulary, and grammar while the features of authentic assessment were identified as being simple, contextual, communicative and ongoing by providing clear rubric scores. On the other hand, Okada et al. (2015) analysed the benefits and recommendations of utilising a simple online conferencing technology FlashMeeting (FM) in the assessment of speaking skills in online education. The research revealed that students and assessors perceived online assessment tools as reliable examination, credible technology, authentic assessment, interactive e-Viva, low cost, scalable process and practical testing regarding time, effort and money.

In the light of the aforementioned assessment-based studies conducted both at global and local EFL context, it is clear that the reviewed studies contribute to the relevant literature by providing insight into the assessment perceptions and practices of teachers mostly in traditional foreign language teaching contexts; however, in respect to the digitalization in education and educators' assessment procedures, specifically speaking assessment, the number of the studies investigating pre-service teachers' assessment literacy, perceptions, and practices regarding speaking skills in online platforms is limited. Thus, the significance of this study lies in the fact that it aims at contributing to the literature by examining EFL pre-service teachers' perceptions of speaking assessment literacy in digital context; in other words, portraying the EFL pre-service teachers' digital speaking assessment literacy in the era of transformation from traditional to digital assessment.

METHODOLOGY

The purposes of the current research are to investigate pre-service English teachers' assessment literacy transformation from traditional assessment to digital assessment. The current research is designed as an experimental study in which pre-test, treatment and post-test were administered to the participants. This study utilizes both quantitative and qualitative approaches to answer research questions of the study.

Participants

Participants of the current study are 46 fourth graders of the English language teaching department of a state university, Turkey. Participants consist of 14 male students and 32 female students whose age ranges between 22 to 25 years old. It is presumed that the participants have a

similar educational background because they studied state schools until their university education. Convenient sampling method was used to access participants.

Data Collection Tools and Data Analysis

In the present study, the LAL questionnaire designed by Vogt and Tsagari (2014) was adapted and utilized as a quantitative data collection tool. The tool was used as a pre-test and post-test of the current research. The questionnaire consists of three sections which are 'classroom-related Language testing and assessment', 'purpose of testing' and 'content and concepts of language testing and assessment'. The parts of the questionnaire were used as their original form, but the third section was adapted to speaking skills assessment. At this section, speaking skills, fluency, accuracy, pronunciation, vocabulary usage, coherence, establishing reliability of speaking tests/assessment, and establishing validity of speaking tests/assessment were added as subcomponents of the section. In current research, qualitative data were collected with a written structured interview which included five questions. Based on the data collection techniques, quantitative data of the current research were analyzed through the SPSS program. Paired Samples T-test was administered to analyze the qualitative data. The written structured interview was analyzed through content analysis. Thematic coding utilized to analyze the qualitative data.

Procedure

In present research the questionnaire was used as the pre-test to investigate whether the participants have sufficient knowledge about language assessment and testing, and assessment of English language speaking skills. Additionally, a pre-test was administered to reveal participants' current level of assessment literacy. After pre-test administration an introduction lesson was carried out to provide information about the treatment phase which lasted for six weeks. In the treatment phase, three web 2.0 tools were selected and introduced to the participants. These web 2.0 tools are VoiceThread (available at: https://voicethread.com/), Flipgrid (available at: https://info.flipgrid.com/), and PowToon (available at: https://www.powtoon.com/). For each web 2.0 tool, a two-week period was allotted. Since, after introducing the web 2.0 tool, the participants were expected to complete speaking tasks and assessments of their friends' speaking performances. Groups of three students were formed from the participants of the study. After each web 2.0 tool was introduced, one of the group members behaved as the teacher and the other two students completed their speaking task. The teacher designed the speaking task and shared it with the other two students via the web 2.0 tool. Within the given time, the other two students completed their speaking tasks and sent them to the teacher. The teacher evaluated the speaking performances of the students with the speaking assessment rubrics explained to the students in the introductory lesson. The same method was applied for each web 2.0 tool. Thus, each student in the three-person group designed a speaking task and evaluated the speaking performance of the other two students. After completing all speaking tasks and students' speaking performance assessments, the teacher of the course, who is one of the researchers of the study, evaluated students' speaking performances. Moreover, the researcher checked the pre-service teachers' assessment rubrics and grading of their peers' speaking performances. When the treatment phase was completed, a written structured interview was administered to collect qualitative data of the research. The written structured interview consisted of five open-ended questions which aimed to figure out participants' perceptions about the training on digital assessment of speaking skills. Additionally, it aimed to find out participants' point of view about web 2.0 tools' usage to assess English language learners'

speaking skills in digital environments. Following procedure was administered in the treatment phase while assigning roles for students.
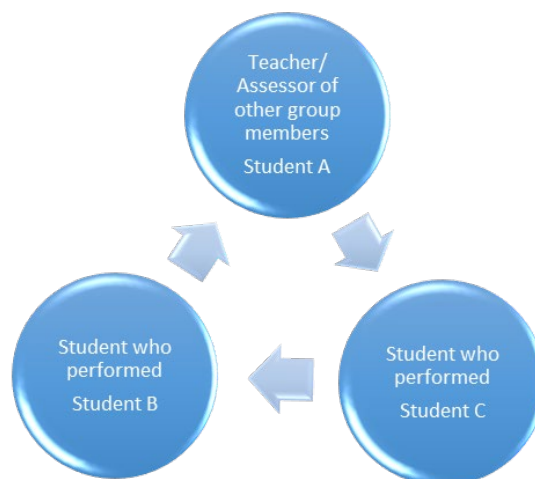

Figure 1. Students' roles in digital speaking tasks and assessment via VoiceThread.

In the first cycle, Student A acted out like he/she is the teacher who designs digital speaking tasks for other two group members. In the first cycle VoiceThread was assigned as the web 2.0 tool in which they carried out their digital speaking skills performances and assessment of these performances. Student A designed the task and assigned it to the other two group members. The members had one week to carry out their speaking performance. After they uploaded their video which contains their performance, student A assessed their speaking skills performances.
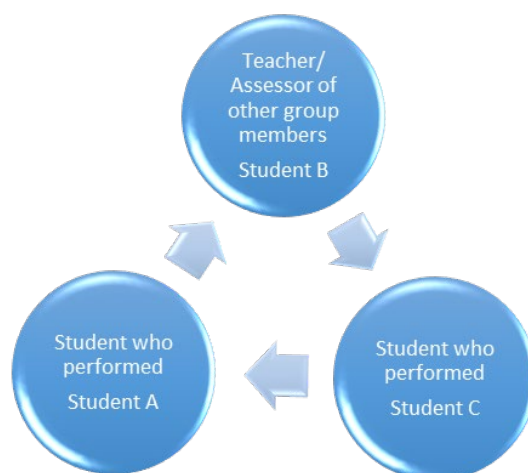

Figure 2. Students' roles in digital speaking tasks and assessment via Flipgrid.

In the second cycle, Student B acted out like he/she is the teacher who designs digital speaking tasks for other two group members namely student A and student C. In the second cycle Flipgrid was assigned as the web 2.0 tool in which they carried out their digital speaking skills performances and assessment of these performances. Student B designed the task and assigned it to the other two group members. The members had one week to carry out their speaking performance. After they uploaded their video which contains their performance, student B assessed their speaking skills performances.
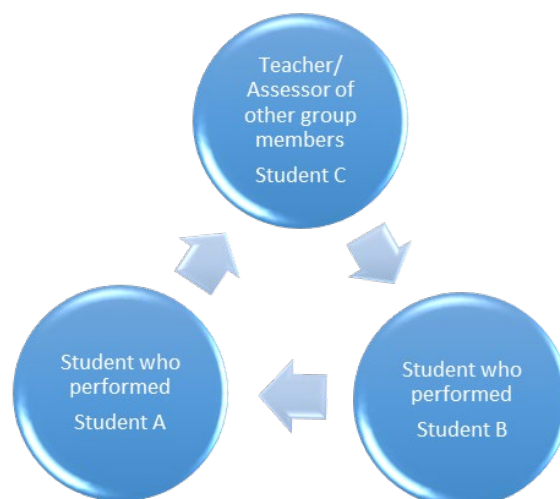
Figure 3. Students' roles in digital speaking tasks and assessment via PowToon.

In the third cycle, Student C acted out like he/she is the teacher who designs digital speaking task for other two group members namely student B and student C. In the third cycle PowToon was assigned as the web 2.0 tool in which they carried out their digital speaking skills performances and assessment of these performance. Student C designed the task and assigned it to the other two group members. The members had one week to carry out their speaking performance. After they uploaded their video which contains their performance, student B assessed their speaking skills performances. At the end of all cycles completed, students' speaking performances were reassessed by the researchers to ensure inter-rater validity.

FINDINGS

Data Analysis

To decide on which statistical analysis to be employed, firstly the normal distribution of the data was examined in the present study. In this regard, the skewness values of the measurements in the study ranged between -1,467 and 838, and the kurtosis values ranged between -1,406 and 1.091. It is clear that these values provide the necessary assumptions for employing parametric analyses (Tabachnick & Fidell, 2013). As the necessary assumptions of normality were ensured, the comparisons between pre-test and post-test scores were analysed with Paired Samples T-test (T-test for related samples) (Pallant, 2016).

Quantitative Findings

Table 1. Quantitative Findings

Dimension		N	$\underline{X}$	Sd	df	t	*p*
Class-focused assessment	Pre-Test	35	21,89	1,92	34		,00
	Post-Test	35	15,37	4,96	34	7,061	
Need for measurement techniques	Pre-Test	35	10,91	1,60	34		,00
	Post-Test	35	5,06	1,16	34	17,839	

Evaluation of speaking skills in digital environments	Pre-Test	35	22,34	2,48	34	16,717	,00
	Post-Test	35	11,40	2,53	34		

When Table 1 is examined, the mean pretest score of the group participating in the study in the first dimension (Class-focused assessment) was found to be x̄= 21.89 ± 1.92, and the post-test mean score was found to be 15.37 ± 4.96. According to the results of the analysis, the participants' pre-test mean score was high and the post-test mean score low, indicating statistical significance (t= 7.061, p<0.01). The mean pretest score of the participants in the other dimension (Need for measurement techniques) was found to be x̄= 10.91 ± 1.60, and the post-test mean score was 5.06 ± 1.16. According to the results of the analysis, high levels in the participants' pre-test mean score and low levels in the post-test mean score were statistically significant (t= 17,839, P<0.01).

Finally, in the dimension of evaluating speaking skills in digital environments, the pre-test mean score of the participants was found to be x̄= 22.34 ± 2.48, and the post-test mean score was 11.40 ± 2.53. According to the results of the analysis, the participants' high pre-test means scores and the low post-test mean scores were statistically significant (t= 16,717, P<0.01). These results reveal that the training needs of the participants regarding measurement and evaluation decreased significantly after the training.

Qualitative Findings

Content analysis was used to analyse the qualitative data of the current research. The content analysis is defined as "systematic coding of qualitative or quantitative data based on specific themes or categories" (Cohen et al., 2007; Fraenkel et al. 2012). Codes and categories were created to analyse participants' responses to interview questions.

The first interview question is 'what do you think about the training on digital assessment of speaking skills that you have received for six weeks?', The question aimed to find out whether the content for the treatment is effective to develop pre-service teachers' speaking skills assessment literacy or not. For the first question six categories created and related codes were used to carry out analysis. The categories and their repetition rate presented below.

Table 2. Positive Perspectives

Theme	Repetition
Useful to develop awareness about digital assessment literacy	13
Knowledge about how to use Web 2.0 tools for speaking skills assessment	7
Learned how to assess speaking skills online	5
Web 2.0 tools' use in future teaching careers	9
Useful, fun and informative experience	10
Flexibility of assessment process	4

Some of the students' responses are presented below.

● *Although I am assumed as a digital native, I was not accustomed to use digital education services however after these weeks I have become more familiar with them and also learnt how to assess speaking skills on digital thanks to the training two of the services were not as useful as the other one but still I learnt so much from them training process was quite beneficial for me.*
● *I think it gave me a perspective on how to assess speaking skills. The tools were very useful. I had never heard about these tools before so hopefully it will benefit me when I become a teacher.*
● *We have learnt three useful applications that we can apply it to our students in the future they were really beneficial for us in terms of evaluating our students' speaking skills however PowToon was really confusing and difficult to use for us it is really beneficial but has some shortcomings for uploading videos we can just use it for making animation not taking videos.*
● *In my opinion assessing students in a digital platform is an advantage for teachers in terms of time management students have a task and upload their videos to the system so there will be no limitation on face-to-face education because teacher will assess them in an online platform therefore this training is useful for me because I learned how to assess my students in an online platform with a rubric.*
● *I think that digital tools are very important to make students engage with lesson so that in this area children are digital natives we should be aware of these digital tools in short I think digital assessment of speaking skills will very helpful for my future experience I had a chance to see in two sides student site and teachers site for six weeks so this type of assessment prevent the monotonous lesson.*
● *I think this training is very useful for me. I had a lesson in second grade as we use two web tools, but it was limited. I think we have learnt a lot of applications, of which we used only three applications in this course.*

Table 3. Negative Perspectives

Theme	Repetition
Web 2.0 tools complex features	5
Negative perceptions towards digital assessment	3
Lack of spontaneous speaking	3

Some of the students' responses are presented below.

● *I think I will not use those digital tools in my future classes because I believe that they will not give me reliable results. Students will prepare a speech and record a video by memorising what they prepared. In my opinion we should assess speaking skills spontaneously.*
● *Digital assessment of speaking skills can't be valid because students can't reflect their own performance exactly, the teacher can't see if students read from a paper. However, by using the tools that we learnt or the others we can evaluate online.*

● *I think it is good in terms of learning new things, but these are not sufficient to assess our speaking skill completely. There is no instant speech to access. We did short talk and searched for information if there was an instant speech. Talking with someone can be better to assess their speaking performance.*

The results for the first question show that pre-service teachers have a positive perception towards the treatment phase. A few of the participants has negative perceptions about online assessment of speaking skills. The results indicate that pre-service teachers developed awareness about digital assessment literacy through the training which lasted for six weeks. Thus, the category 'useful to develop awareness about digital assessment literacy' has the highest repetition rate with thirteen repetitions among all categories. Another important finding is that nearly all of the participants think the training was fun, useful and informative for them. Thus, the 'useful, fun and informative experience' category has ten repetitions. It can be interpreted that pre-service teachers think that the training is both informative and a fun experience for them. Additionally, the results indicate that as future teachers of English, the participants are eager to use the web 2.0 tools to assess their future students' speaking skills assessment. Another finding is that pre-service teachers learned how to use web 2.0 tools for speaking skills assessment in an online learning environment and they gained knowledge about how to assess these skills in general. Few of the participants believe that online assessment provides flexibility for the assessment process. Thus, the category 'flexibility of assessment process has four repetitions. On the other hand, three categories were created for negative perceptions of the participants. These categories are 'web 2.0 tools complex features', 'negative perceptions towards digital assessment' and 'lack of spontaneous speaking'. The results show that some of the participants think web 2.0 tools contain some complicated features and are not easy to use. Few of the participants believe that digital assessment does not provide reliable results in terms of speaking skills assessment because spontaneous speaking performance is missing.

The second research question is ``Do you feel prepared enough to assess your students' speaking skills in an online classroom when you received the training on digital assessment? If not, what kind of solutions do you have?' The second question aimed to find out whether the treatment phase made pre-service teachers capable enough to assess their future students in online classrooms. Moreover, it aimed to get pre-service teachers' solutions for possible assessment problems. Totally, six categories were created for the data of the second interview question. These themes are 'feeling competent enough to assess language learners' speaking skills in an online classroom', 'feeling not competent enough to assess language learners' speaking skills in an online classroom', 'teaching experience for better assessment skills', 'more training on speaking skills assessment online, 'other web 2.0 tools usage'. Repetition rates for the themes are presented below.

Table 4. Perceptions on Being Competent Assessor of Speaking Skills

Theme	Repetition
Feeling competent enough to assess language learners' speaking skills in an online classroom	34
Feeling not competent enough to assess language learners' speaking skills in an online classroom: 12 repetitions	12

Table 5. Table 5. Pre-service Teachers' Solutions

Theme	Repetition
teaching experience for better assessment skills	5
more training on speaking skills assessment online	5
other web 2.0 tools usage	3

Some of the students' responses are presented below.

- *I don't think I'm prepared enough to assess my students' speaking skills in an online classroom because I don't have real experience with it. If I use this type of assessment for my real students in a real classroom, I believe I can start to feel prepared enough for this job. As for me it's very important to use and practise this assessment in a real classroom.*
- *I feel that I am prepared enough to assess my students' skills in an online classroom however I can only hope to have good circumstances in terms of my students' possibility to access technological devices to be able to use these tools.*
- *Yes, I do because it was easy to use. However, sometimes I didn't find your recording section. I searched Google and then I found it can be hard to use for young learners who can be guideless of parents.*
- *To assess students face to face is more valid and healthier. I don't feel prepared enough to assess my students because I am not yet completely confident in my English-speaking level suddenly on topics and situations.*

Results of the second interview question show that most of the participants perceive themselves as a competent assessor of English language speaking skills after receiving the training on the issue. Since 'feeling competent enough to assess language learners' speaking skills in an online classroom' theme has 34 repetitions which is the highest repetition rate between the themes. The second theme has 12 repetitions and some of the students state that they do not feel competent enough to assess their students' speaking skills in traditional classrooms. These students state some solutions such as teaching experience is required for better assessment skills, getting more training on speaking skills assessment and using other web 2.0 tools to assess their future students' speaking skills performance. Overall, most of the participants developed their literacy about how to carry out assessment in an online classroom.

The third interview question is 'does the training on digital assessment of speaking skills have sufficient information about testing EFL/ESL students' speaking skills? If not, which other web 2.0 tools should be included in the training? The third question aims to find out whether pre-service teachers are aware of using other web 2.0 tools to assess EFL/ESL students' speaking skills. In total, three themes were created for the codes of the third question. These themes are 'sufficient information in training', 'more assessment practice', and 'other web 2.0 tools suggestions. Repetition rates for the themes are presented below.

Table 6. Repetition Rates for the Themes

Theme	Repetition
sufficient information in training	28
more assessment practice	8
other web 2.0 tools suggestions	6

Some of the students' responses are presented below.

● *Since we live in a digital world currently, we need to combine education with digital technology. Web 2.0 tools are quite essential for both assessment and teaching. I took this lesson in the first grade, I guess, but I found that I have some shortcomings. I realised that digital assessments' sufficient information is so usable in testing EFL/ESL students' speaking skills.*
● *I think we learned enough web 2.0 tools. We can use them to test many things. They were easy to use and fun.*
● *Edpuzzle, videoscribe, futurelearn, word wall. These are some web 2.0 tools that can be used in the evaluation of the speaking skills of students. Yes, it has. It is sufficient. It is so enjoyable preparing the tasks for the students and this will improve the students' digital literacy (production part).*
● *In my opinion testing speaking skills requires the ability to assess and evaluate the students face to face as well. Of course, this is a bit more difficult than using a web 2.0 tool. On the other hand, I would like to learn about a web 2.0 tool that is completely free. Of course, this is very difficult to find but my group mates and I had some difficulties with this issue.*

The results of the third question present that most of the participants think the training contains sufficient information about the use of three web 2.0 tools namely VoiceThread, Flipgrid, and PowToon to assess language learners speaking skills in an online classroom. Thus, the theme 'sufficient information in training' has 28 repetitions and has the highest repetition rate among the themes. However, the pre-service teachers of English mention that more assessment practice makes them more competent in the assessment process. Another important finding is that they suggest other web 2.0 tools, websites and online teaching and learning platforms such as zoom, YouTube, video scribe, kahoot, voki, futurelearn, and wordwall for speaking skills assessment.

The fourth interview question is 'do the web 2.0 tools contribute to your speaking skills assessment process in an online classroom? If not, how do you assess EFL/ESL learners' speaking skills in an online environment? The aim of the fourth interview question is to find out pre-service teachers' perceptions towards web 2.0 tools integration into speaking skills assessment process. Moreover, it aims to figure out if they do not prefer to use web 2.0 tools in the speaking assessment process and what solutions they have to carry out an effective assessment in online classrooms. Totally, themes were created for the fourth interview questions.

Table 7. Themes Emerged from the Fourth Interview Questions

Theme	Repetition
Practical & innovative for both students and teachers	15
Prevent affective filters	10
Decrease speaking anxiety	8
Re-assessment opportunities & detailed assessment	8

Some of the students' responses are presented below.

- *Web 2.0. tools really contribute to my assessment process because I have the criteria that I can consider in online assessment. I mostly focus on my students' fluency, accuracy, relation about the topic and pronunciation.*
- *Collecting pre-recorded videos of students speaking on the topic is actually really helpful. Given the limited time we have in an online class it is not possible to spend time for every student using platforms such as VoiceThread helps me manage my time too.*
- *Yes, the web 2.0 tools contribute to my speaking skills assessment process in an online classroom. If I didn't know about the web 2.0 tools, I could not assess students' speaking skills in an online environment.*
- *Yes of course it contributes something because I learned new applications that I didn't know before. Besides I learned how to use rubric and different kinds of rubric I gave feedback to my students. It was a perfect experience for me.*
- *Yes, it contributes a lot to me. We can upload our videos on these tools and we can watch them later to see how we progress.*
- *I was thinking that I cannot assess my students in a digital online environment. Yet I got that I misunderstood it thanks to web 2.0 tools' contributions. Sometimes people have social phobia, these online environments let them talk in the society, maybe actually in the class. They can take some videos on them, and the teacher can assess them easily.*
- *I think they definitely do in an online environment; it is a bit risky to use a simultaneous tool like zoom because of the connection and technical problems. Therefore, these tools will definitely be helpful for us in this aspect in the future.*

The results show that pre-service teachers of English think using web 2.0 tools for assessing speaking skills online is a practical and innovative way for both language teachers and learners. Thus, language learners can record their speaking performance with the help of these web 2.0 tools. Additionally, the tools enable language learners to add animations, visuals, stickers, photos or other materials into their speaking performance. In this respect, utilising web 2.0 tools for speaking skills assessment is an innovative way for language learners. Thus, their speaking anxiety can be significantly decreased. Moreover, language learner's affective filters can be disregarded with such tools. The total repetition rate for related themes namely 'practical & innovative for both students and teachers', 'decrease speaking anxiety' and 'prevent affective filters' is 33 repetitions that is quite high. Another result is that the participants think using web 2.0 tools enables language teachers to reassess language learners' speaking performance. Moreover, the teacher can easily assess the performance in a detailed way because the speaking performance was recorded and uploaded to web 2.0 tools. In this perspective, more reliable results can be obtained. However, one

drawback of utilising web 2.0 tools to assess language learners' speaking skills in an online classroom can be students' pre-prepared performance or re-performance of their speaking tasks that may not show their spontaneous speaking skills.

The last interview question is 'do you prefer to use the web 2.0 tools (video scribe, VoiceThread, Flipgrid) in your future career? Why? The results show that most of the participants are eager to use these web 2.0 tools in their future teaching career. Most of the participants state that they will use VoiceThread and Flipgrid for their speaking skills assessment process. On the other hand, they mention that PowToon is an effective tool to prepare animations and videos for speaking skills teaching rather than speaking skills assessment. Some of the students' responses are presented below.

- *Yes, I do especially when I try to make teaching more fun and enjoyable. I will use these. Also, I will help my students use them to make fun videos and in the meanwhile we can assess them.*
- *I will certainly use these tools. I didn't know about them before the testing lesson. I enjoyed both being a teacher and being a student. I find these tools useful. I will teach my students about them too.*
- *If I had had the necessary equipment and convinced that my students are all able to use them I would definitely use web 2.0 tools because it is easier and more efficient to use the online world to teach something that almost everything related to it is on the Internet, makes it easier for me to assess and categorise the students and gives them the flexibility of using their time as they set fit.*
- *Yes, for sure I will use them in my future career because I see myself as a dynamic teacher. Thus, I will use them for my students to benefit me and my students will be getting used to living in a digital society/environment day by day.*
- *I would definitely try to use these tools in my future career, especially PowToon. Because they were very interesting and enjoyable for me apart from the premium part. I would enjoy using them and watching the others' videos from these platforms as well.*

The current research aimed to find out pre-service teachers of English assessment literacy levels, their assessment competency in online learning environments, their assessment competency of speaking skills of English language learners by using Web 2.0 tools and their progress in terms of speaking skills assessment through six weeks treatment phase. The quantitative findings of the present research indicate that pre-service teachers of English who study at the fourth grade of the English language teaching department at a state university, Turkey, have low level of assessment literacy in terms of classroom focused language testing and measurement techniques. Another significant quantitative finding is that the participants' training needs for assessment and testing fields are at prominent levels. Namely, they stated that they need to receive training about how to conduct effective speaking skills assessment in online classrooms. After a six weeks treatment phase, the post test results indicate that participants' assessment literacy level increased significantly, and their assessment needs decreased at a prominent level. In other words, it can be said that the treatment phase was sufficient to make pre-service teachers gain necessary knowledge about assessment literacy and using web 2.0 tools to assess language learners' speaking skills in digital learning environments. The qualitative findings of the current study show that participants have positive perception towards using web 2.0 tools (VoiceThread, Flipgrid, and PowToon) to assess language learners' speaking skills in online classrooms. They state that they feel competent enough to conduct an effective speaking skills assessment process on digital classrooms by

utilising different web 2.0 tools. Moreover, most of the participants think that carrying out digital speaking assessment may reduce language learners' speaking anxiety and prevent their affective filters by providing a more flexible and comfortable assessment environment in comparison to traditional speaking skills assessment procedure. The results are in line with Okada et. al. (2015) research results that some participants appreciated online speaking assessment since it provided more flexibility in attendance and resulted in improved confidence and they found the process more reliable, authentic, interactive, practical and less stressful than a face-to-face exam. Another qualitative finding is that few of the students state online assessment of speaking skills by using web 2.0 tools lacks interaction and real time communication. In this respect, they suggested utilising different websites and tools such as zoom, YouTube and Voki etc. Another significant qualitative finding of the current research is that participants need more assessment practice to administer better online assessment of speaking skills with web 2.0 tools. As the participants of the current research are the future English teachers, their assessment literacy, their knowledge about online assessment of speaking skills with various web 2.0 tools has a significant value both for English language teaching and assessment.

CONCLUSION AND DISCUSSION

The purpose of the present study was to investigate EFL pre-service teachers' levels of assessment literacy, assessment competency in online learning environments, and speaking skills assessment competency by using Web 2.0 tools. In line with these, the pre-service teachers' progress in online speaking skills assessment through six weeks treatment phase was also examined. Broadly speaking, the current research shed light on EFL pre-service teachers' perceptions of speaking assessment literacy in digital context. Besides shedding light on digital assessment literacy for speaking, the current study, more specifically, provided evidence on the pre-service teachers' knowledge of digital speaking assessment content and concepts i.e., fluency, accuracy, pronunciation, vocabulary usage, coherence, establishing reliability and validity of speaking tests/assessment. Furthermore, pre-service teachers' training needs areas regarding the content and concept of speaking assessment in the digital foreign language teaching process were identified.

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