

Teacher Certification

Background

This Teacher Certification module was developed to give You feedback, how well You master the research-based content of Literacy learning, Literacy teaching and Reading difficulties. If you successfully complete the module, you will receive a Certificate of Completion that enhances Your professional development.

How to start?

Before you start to study eTALE Africa learning content, we highly recommend You do first a **“pretest”** by answering 40 random multiple-choice questions. Note that *there is only one correct answer for each question (a, b, c or d)*. You will have one hour to complete the pretest. After answering to all 40 questions, you will receive immediate feedback how well You did.

How to do the test?

If You already are an expert in the content and receive at least 70% (28 out of 40 questions correct) in the pretest, you will automatically receive the Certificate to your email. You can save and print it as a demonstration of your knowledge in literacy learning and teaching and reading difficulties.

What if I do not get 70% in pretest?

If You don't get 70% in the pretest, do not worry. The **“pretest”** is the starting point of eTALE Africa eLearning

environment! When You have gone through and studied the content, you can do the **“post-test” or “final examination”**. You can do the test as many times as you like. But note the questions will not be the same or in same order.

When You have answered correctly least to 28 questions (that is 70% and above), the Certificate is send to Your email.

Parts of the eTALE Africa content may seem challenging and the test might not be an easy task! But remember, You can always read a little bit more and do the test again.

Ready? Let´s go!

If you want to do the pretest now, please continue below.

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Certification test
TEACHER CERTIFICATION TEST

Start

User data for teacher certification test

Name Email Country Other country (fill in here) How many times have you tried this test?

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Category: **Literacy learning**

1. Examples of phoneme manipulation include:

- ☐ a. Replacing some letters in a word with other letters and saying the new word.
- ☐ b. Adding capital letters (uppercase) to a word.
- ☐ c. Having learners repeat the words a teacher is reading aloud.

☐ d. Changing the order of the letters in a long word.

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Category: **Literacy learning**

2. The skill of identifying and producing rhyming words is useful for:

☐ a. Learning to sound out phonics in short words and identifying relevant words.

☐ b. Keeping learners busy and preventing disturbances in class.

☐ c. Identifying if a child's hearing is hampering reading development.

☐ d. Identifying child's visual-perceptual difficulties.

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Category: **Literacy learning**

3. A common manifestation of weak cognitive or mental flexibility in children is NOT:

☐ a. Being upset by a change of plans.

☐ b. Resistance to changes.

☐ c. Talking or playing too loudly.

☐ d. Getting stuck on one topic or activity.

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Category: **Literacy learning**

4. You can get a child to pay attention:

☐ a. By incorporating movement and physical activity into your lessons.

☐ b. By teaching at the appropriate difficulty level.

☐ c. All alternatives are correct.

☐ d. By being clear in your expectations.

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Category: **Literacy learning**

5. In teaching motor and visuo-motor skills, it is important to:

☐ a. Give praise, encouragement, and feedback.

☐ b. Keep practice sessions short but frequent.

☐ c. All alternatives are correct.

☐ d. Use visual demonstrations with instructions whenever possible.

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Category: **Literacy learning**

6. Based on research, which of the following is NOT an important sub-skill of listening skills?

☐ a. Fine motor skills.

☐ b. Knowledge such as background knowledge or world knowledge.

☐ c. Comprehension monitoring.

☐ d. Memory (working memory and long-term memory).

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Category: **Literacy learning**

7. Which one of these is NOT a good strategy to reduce working memory load when a child has problems with working memory?

☐ a. Speak fast so that the child remembers.

☐ b. Try to combine new material with familiar material so that it is easy for children to remember.

☐ c. Try to use short, simple sentences.

☐ d. Use pictures or comics, which may help children remember multistep instructions.

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Category: **Literacy learning**

8. Children do NOT need working memory when:

☐ a. When remembering specific numbers and how they should be manipulated in different arithmetic and calculation tasks.

☐ b. Remembering a password or telephone number.

☐ c. Immediately repeating a number series, such as 3-6-2, after the teacher.

☐ d. Trying to remember spoken directions to a specific location.

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Category: **Literacy learning**

9. Rapid naming means:

☐ a. How fluently and quickly a child speaks.

☐ b. The ability to fluently find the names of familiar items.

☐ c. The rapid repeating of known words.

☐ d. A child is very rapid in answering teachers' questions.

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Category: **Literacy learning**

10. To become a good reader, it is important that a child:

☐ a. Knows letters and corresponding letter-sounds and be able to blend them into syllables and words.

☐ b. Learns letter names.

☐ c. Learn to recognize words as a whole.

☐ d. Repeats the words the teacher reads.

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Category: **Literacy teaching**

11. Multilingualism:

☐ a. Is synonymous with bilingualism.

☐ b. Is synonymous with monolingualism.

☐ c. Refers to state of knowing or using more than one language in written or spoken form by an individual or a community.

☐ d. Refers to state of knowing or using a mother language in written or spoken form by an individual or a community.

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Category: **Literacy teaching**

12. Monolingualism:

☐ a. Refers to the state of knowing or being able to use only one language, at any given time, in speech or written form.

☐ b. Is synonymous with bilingualism.

☐ c. Refers to the state of knowing or being able to use only one language in speech or written form.

☐ d. Is synonymous with multilingualism.

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Category: **Literacy teaching**

13. Which of the following is NOT a level at which phonological awareness is taught?

☐ a. Bi-syllable level.

☐ b. Word level.

☐ c. Phoneme level.

☐ d. Syllable level.

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Category: **Literacy teaching**

14. Metalinguistic awareness and development begins:

☐ a. In adolescence.

☐ b. In middle childhood.

☐ c. At birth.

☐ d. In adulthood.

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Category: **Literacy teaching**

15. A good way to teach morphological awareness is:

☐ a. To teach children to spell words correctly.

☐ b. To ask the children to write dictated words.

☐ c. To teach how different parts of words can be separated.

☐ d. To ask the children to repeat text read by the teacher.

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Category: **Literacy teaching**

16. Which of the following activities would be most appropriate for introducing pre-primary learners (5-6 year old children) to the alphabetic principle?

☐ a. Saying a learner's name and having learners clap the number of syllables they hear in the name.

☐ b. Reciting a list of learners' names and having learners raise their hands when they hear a name that begins with a

specific sound.

☐ c. Posting learners' names on a wall and having learners whose names contain a certain letter come to the front of the room.

☐ d. Writing a learner's name on the board and having learners sound out the name by blending the letters.

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Category: **Literacy teaching**

17. A pre-primary school teacher orally presents learners with pairs of words (e.g., buy/tie, see/saw) and has learners identify whether the words rhyme or not. Next, she says a list of one-syllable words and asks learners to point to a part of the body that rhymes with each word (e.g., the teacher says bed, and the learners point to their heads). These activities promote learners' reading development primarily by:

☐ a. Expanding their understanding of the alphabetic principle.

☐ b. Improving their word decoding skills.

☐ c. Enriching their vocabulary.

☐ d. Promoting their development of phonological awareness.

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Category: **Literacy teaching**

18. Which of the following best describes the primary purpose and function of a classroom reading assessment?

☐ a. To evaluate the effectiveness of reading instruction by comparing the reading levels of specific groups of learners.

☐ b. To prepare learners for state standardised testing on reading by equipping them with a variety of test-taking strategies.

☐ c. To monitor learners' academic achievement in reading by

measuring their mastery of the reading standards set by SACMEQ.

☐ d. To provide instructional plans for reading by determining individual learners' ongoing reading needs.

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Category: **Literacy teaching**

19. Instructional support means that:

☐ a. Teachers offer tips to colleagues on best practices.

☐ b. Teachers support children's behaviour.

☐ c. Teachers get support for teaching.

☐ d. Teachers support children's language skills and learning.

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Category: **Literacy teaching**

20. Teacher-directed teaching is beneficial:

☐ a. For having contact with the teacher.

☐ b. For learning to play football.

☐ c. For learning social relations.

☐ d. For learning basic reading and mathematics.

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Category: **Literacy teaching**

21. Child-centred teaching means that:

☐ a. The child decides what she/he would like to learn.

☐ b. The teacher is sensitive to the child's needs in learning.

☐ c. The teacher puts the child in the middle of the

classroom.

☐ d. The child sits between the teacher's arms while learning.

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Category: **Literacy teaching**

22. A teacher needs to inspire and encourage learners to generate ideas for what they want to write by:

☐ a. Responding to learners ideas.

☐ b. All alternatives are correct.

☐ c. Motivating and provoking.

☐ d. Demonstrating.

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Category: **Literacy teaching**

23. Why do not adult learners spend all day learning, as children do?

☐ a. Because they have other obligations.

☐ b. Because they are forced to learn.

☐ c. Because they are slow learners.

☐ d. None of the above.

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Category: **Literacy teaching**

24. When beginning to teach a new phoneme, it is useful to tell a story because:

☐ a. Teachers like to tell stories.

☐ b. Parents like to hear stories from school.

☐ c. Children can associate familiar matters with the new phoneme.

☐ d. Children like to hear nice stories.

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Category: **Literacy teaching**

25. Phonics-based instruction:

☐ a. Does not have a syllable level.

☐ b. Includes five steps that are repeated.

☐ c. Is very useful for children with reading difficulties.

☐ d. Is recommended, especially for non-transparent languages like English.

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Category: **Literacy teaching**

26. Developing good handwriting:

☐ a. Is a fast process.

☐ b. Requires many years of practice.

☐ c. Is automatic and requires no special practice.

☐ d. Requires little effort.

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Category: **Literacy teaching**

27. Reading comprehension can be developed as follows:

☐ a. Show children the title of the book, read the title, and ask the children to say what they think will happen in the story.

☐ b. Focus on the spelling of new vocabulary words.

☐ c. Encourage children to tell the class about an incident that happened to them.

☐ d. Let children identify high frequency words.

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Category: Literacy teaching

28. Which of the following is not beneficial for listening to stories?

- ☐ a. Acquisition of literacy skills, such as speaking.
- ☐ b. Playing any mobile games.
- ☐ c. Listening and concentration enhancement.
- ☐ d. Increased vocabulary range.

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Category: Literacy teaching

29. Blended learning is:

- ☐ a. The integration of the theme, for example, plants, is integrated in each relevant school subject.
- ☐ b. The integration of face-to-face instruction and online learning.
- ☐ c. The integration of reading and writing.
- ☐ d. The integration of teacher led learning and learner co-operative learning.

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Category: Literacy teaching

30. Which of the following is NOT considered a benefit of ICT usage?

- ☐ a. ICT activities promote collaboration, as well as individual learning.
- ☐ b. It enhances learning by engaging the mind with a platform other than a book.
- ☐ c. Children have positive learning experiences.
- ☐ d. Teachers are replaced by ICT technology.

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Category: Reading difficulties

31. Which of the following is INCORRECT based on research? Fundamental principles for interventions for word-level reading difficulties include:

- ☐ a. Teaching phonics explicitly in the context of a multicomponent, integrated instructional program
- ☐ b. Intensive monitoring of the development of reading skills.
- ☐ c. Reliance on explicit instruction on letter-sound connections.
- ☐ d. The instructional-level of the reading material is not important in word-level reading instruction.

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Category: Reading difficulties

32. Screening instruments used in prevention programs for reading difficulties do NOT usually assess which of the following skills?

- ☐ a. Rapid automatized naming.
- ☐ b. Phonological awareness.
- ☐ c. Letter knowledge.
- ☐ d. Fine motor skills.

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Category: Reading difficulties

33. Effective interventions for students with learning difficulties typically:

- ☐ a. Do not continually monitor progress and adjust instruction or change programmes.

☐ b. Do not focus on academic skills.

☐ c. Do not increase instructional time, intensity, or differentiation.

☐ d. Do engage in reading instructional-level materials.

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Category: **Reading difficulties**

34. Which of the following is NOT included in Fletcher's general principles of instruction for children with learning difficulties:

☐ a. Cumulative review.

☐ b. Incorporation of self-regulation strategies.

☐ c. Instructional explicitness.

☐ d. Focusing only on phonics in reading difficulties.

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Category: **Reading difficulties**

35. Based on research, which of these statements is NOT true?

☐ a. All poor readers have similar kinds of difficulties in reading.

☐ b. Some poor readers have problems in learning the new words accurately.

☐ c. Most poor readers have a combination of difficulties in different aspects of reading skills.

☐ d. Some poor readers struggle to read fluently.

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Category: **Reading difficulties**

36. Based on neuroimaging studies:

☐ a. We don't know which parts of the brain are activated

during reading.

- ☐ b. The whole brain is activated when we read.
- ☐ c. There is only one reading centre in the brain.
- ☐ d. The reading system in the brain is different in beginner readers and fluent readers.

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Category: **Reading difficulties**

37. Based on genetic studies of dyslexia, we know that:

- ☐ a. There is one gene that affects brain development and leads to a reading disability.
- ☐ b. There is no single gene for reading disabilities.
- ☐ c. Reading disabilities do not run in families.
- ☐ d. Because reading disabilities have a genetic background, it is not possible to influence children through teaching.

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Category: **Reading difficulties**

38. In shallow and transparent orthographies:

- ☐ a. The teacher does not need to teach children to read.
- ☐ b. Children learn to read best using letter-sound correspondences.
- ☐ c. The orthography is not important in teaching reading.
- ☐ d. Children learn to read best by remembering whole words.

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Category: **Reading difficulties**

39. The orthographic structure of a language is:

- ☐ a. Something that is not important in spelling and

writing.

- ☐ b. A set of conventions for the writing of the language.
- ☐ c. The letter names in the language.
- ☐ d. The visual forms of the letters in the language.

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Category: **Reading difficulties**

40. The most prominent characteristic of reading disability (dyslexia) is:

- ☐ a. Problems in visual perception.
- ☐ b. Poor text comprehension.
- ☐ c. Struggles with word reading.
- ☐ d. Attention problems.

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Your score is

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