

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.

The image shows a screenshot of a web browser window. The address bar at the top contains a percentage symbol (%). Below the address bar, there are two icons: a hash symbol (#) and a square icon with a smaller square inside. A dark grey tab with the number 567 is visible. The main content area of the browser displays a vertical list of numbers from 1 to 21, each underlined. The numbers are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21.

22
23
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25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

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?

How many times have you tried this test?

Next

1 / 40

Category: **Literacy learning**

1. The best literacy teaching method for beginning reading is:

- a. Integrated language arts (reading, writing, and correct spelling).
- b. Phonics decoding (letter-sound correspondence).
- c. Look-and-say (whole word vocabulary identification).
- d. A whole language approach (with a focus on reading for

meaning).

Prev

Next

2 / 40

Category: **Literacy learning**

2. A transparent language has the following characteristics:

- a. The phonemes/letter names and sounds of the language are consistent and do not change with the addition of other letters.
- b. The words are clearly pronounced.
- c. The language is easy to master as a second language.
- d. The language does not have a complex grammar structure.

Prev

Next

3 / 40

Category: **Literacy learning**

3. 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. Changing the order of the letters in a long word.
- d. Having learners repeat the words a teacher is reading aloud.

Prev

Next

4 / 40

Category: **Literacy learning**

4. Twenty-first century learning skills do NOT include:

- a. Creative thinking and problem solving.
- b. Fine motor skills.
- c. Communicating (including digital literacy), collaborating, and citizenship.

d. Critical thinking

Prev

Next

5 / 40

Category: **Literacy learning**

5. Which of these is NOT part of the executive functions of the brain?

a. Auditive perception.

b. Working memory.

c. Inhibitory control.

d. Cognitive or mental flexibility.

Prev

Next

6 / 40

Category: **Literacy learning**

6. To increase reading motivation, it is important that:

a. All alternatives are correct.

b. Teachers listen to the children's needs and pay attention to their motivations so that their lessons can be successfully implemented.

c. Learners understand the basics of reading to get positive feedback in learning situations at home and at school.

d. Learners are allowed to choose the complementary books they want to read.

Prev

Next

7 / 40

Category: **Literacy learning**

7. A child shows intrinsic motivation when:

a. The child thinks "I will practice reading because I will get a good grade."

b. Interested in earning a reward from an external source.

c. The child thinks "I like to read because I want to know more about animals."

d. The child does what the teacher says she or he should do.

Prev

Next

8 / 40

Category: **Literacy learning**

8. Fine motor skills are NOT that important in:

a. Drawing.

b. Speaking.

c. Writing.

d. Hopping/jumping.

Prev

Next

9 / 40

Category: **Literacy learning**

9. Which one is NOT true? Listening skills...

a. Play a key role in literacy success and the development of numerous other language skills.

b. And academic success or knowledge are closely connected since listening is an important skill children use to process and acquire information.

c. Are very important skills in learning new motor skills.

d. Are fundamental for the development of social and relational skills in the school context.

Prev

Next

10 / 40

Category: **Literacy learning**

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

a. Learn to recognize words as a whole.

b. Repeats the words the teacher reads.

c. Learns letter names.

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

[Prev](#)

[Next](#)

11 / 40

Category: **Literacy teaching**

11. Multilingualism:

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

b. Is synonymous with monolingualism.

c. Is synonymous with bilingualism.

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

[Prev](#)

[Next](#)

12 / 40

Category: **Literacy teaching**

12. Which of these is NOT a metalinguistic skill?

a. Morphological awareness.

b. Phonological awareness.

c. Reading fluency.

d. Orthographic knowledge.

[Prev](#)

[Next](#)

13 / 40

Category: **Literacy teaching**

13. Which of the following is NOT true of text comprehension?

a. It allows readers to gain an understanding of what's being read.

b. It distorts the writers' message.

c. It allows readers to use the information gained from the text.

d. It allows readers to enjoy what they are reading.

Prev

Next

14 / 40

Category: **Literacy teaching**

14. Steps of teaching reading comprehension when the child masters the basic reading skills.

a. Picture walk, during-reading, pre-reading, post-reading.

b. During-reading, vocabulary, pre-reading, post-reading.

c. Picture walk, during-reading, pre-reading, post-reading.

d. Pre-reading, during-reading, post-reading.

Prev

Next

15 / 40

Category: **Literacy teaching**

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

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

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

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

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

Prev

Next

16 / 40

Category: **Literacy teaching**

16. 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. Improving their word decoding skills.
- b. Enriching their vocabulary.
- c. Expanding their understanding of the alphabetic principle.
- d. Promoting their development of phonological awareness.

Prev

Next

17 / 40

Category: **Literacy teaching**

17. Emotional support in teaching means that:

- a. The teacher teaches emotional skills to the children.
- b. The teacher is sensitive to students' needs.
- c. The teacher ignores crying children.
- d. The teacher tells children how to feel.

Prev

Next

18 / 40

Category: **Literacy teaching**

18. Teacher-directed teaching means that:

- a. The teacher uses drill-and-practice methods in teaching basic academics.
- b. The teacher does not use group work in teaching basic

academics.

c. The teacher punishes the children when they behave badly.

d. The teacher shouts at the children when they do not study basic academics enough.

Prev

Next

19 / 40

Category: **Literacy teaching**

19. Choose the correct process for teaching productive writing:

a. Drafting, planning, revising, reviewing, publishing.

b. Reviewing, drafting, planning, publishing, reviewing.

c. Publishing, revising, reviewing, drafting, planning.

d. Planning, drafting, reviewing, revising, publishing.

Prev

Next

20 / 40

Category: **Literacy teaching**

20. When can adult learners begin to learn to read phrases and sentences?

a. After attending several reading classes.

b. After registering in a literacy program.

c. None of the above.

d. After obtaining the skills to read words.

Prev

Next

21 / 40

Category: **Literacy teaching**

21. Who chooses the appropriate learning time for adult learners?

a. The Ministry of Education.

b. Teachers.

c. The learners together with their teachers.

d. The learners themselves.

Prev

Next

22 / 40

Category: **Literacy teaching**

22. What is the most appropriate teaching method to be used in teaching adult learners?

a. Student centred method.

b. Gallery walk method.

c. The method of gradual release of responsibilities.

d. Lecture method.

Prev

Next

23 / 40

Category: **Literacy teaching**

23. When assessing reading in transparent languages:

a. Reading fluency is not a relevant measure when assessing reading.

b. Reading fluency is almost the same as reading accuracy.

c. Reading fluency is not connected to reading disabilities.

d. Reading fluency is very useful when defining reading disabilities.

Prev

Next

24 / 40

Category: **Literacy teaching**

24. In phonics-based instruction, one of the repeated processes is NOT:

a. Transforming letters into phonemes.

b. Blending phonemes into syllables.

c. Combining syllables into words.

d. Combining words into sentences.

Prev

Next

25 / 40

Category: **Literacy teaching**

25. Developing good handwriting:

a. Requires many years of practice.

b. Is automatic and requires no special practice.

c. Requires little effort.

d. Is a fast process.

Prev

Next

26 / 40

Category: **Literacy teaching**

26. Which of the following is NOT a psychological benefit of listening to stories?

a. Gaining knowledge about new things and new words.

b. Developing imagination.

c. Developing emotional wellbeing.

d. Developing visual perceptual skills.

Prev

Next

27 / 40

Category: **Literacy teaching**

27. Which of the following is NOT a good way to teach phonics?

a. Show a letter and tell the learners what it is; learners repeat it ten times in chorus.

b. Learners bring objects, say the beginning sound of each object, and identify the letter.

c. Teach the letter names and then the sounds they make in words.

d. Tell a story that focuses on the phonic of the day, what it looks like, and how to write it.

Prev

Next

28 / 40

Category: **Literacy teaching**

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

a. Playing any mobile games.

b. Acquisition of literacy skills, such as speaking.

c. Increased vocabulary range.

d. Listening and concentration enhancement.

Prev

Next

29 / 40

Category: **Literacy teaching**

29. ICT is integrated into reading instruction when:

a. The teacher records and plays back children's reading efforts.

b. The teacher takes photos of learners.

c. The teacher shows pictures of items learned about in different units, e.g., environmental education.

d. The teacher uses her/his cell phone in class.

Prev

Next

30 / 40

Category: **Literacy teaching**

30. Blended learning is:

a. The integration of face-to-face instruction and online learning.

b. The integration of reading and writing.

c. The integration of the theme, for example, plants, is integrated in each relevant school subject.

d. The integration of teacher led learning and learner co-operative learning.

Prev

Next

31 / 40

Category: **Reading difficulties**

31. In learning to read, it is important that:

a. All of the above.

b. The teacher knows the local languages of the pupils in the class.

c. The teacher inspires children to read

d. The teacher uses proper teaching methods.

Prev

Next

32 / 40

Category: **Reading difficulties**

32. A reading disorder is a developmental disorder that is characterised by reading achievement (i.e., accuracy, speed, and comprehension) being significantly below standards expected for which of the following:

a. Chronological age.

b. Schooling experience.

c. Level of cognitive skills.

d. All of the above.

Prev

Next

33 / 40

Category: **Reading difficulties**

33. Which of the following modalities is the most beneficial in learning to read:

a. Hearing.

b. Using multiple senses (multisensory approach).

c. Seeing.

d. Touching.

Prev

Next

34 / 40

Category: **Reading difficulties**

34. Based on research, which of these statements is INCORRECT concerning effective instruction for children with reading difficulties:

a. The teacher provides clear modelling, demonstrations, and explanations.

b. Teaching is guided with independent practice and constructive feedback.

c. The teacher lets children learn to read independently.

d. The teacher adapts instructions according to a child's skill level.

Prev

Next

35 / 40

Category: **Reading difficulties**

35. Which of the following is the most effective method for improving literacy in children and adolescents with reading difficulties?

a. Systematic instruction of letter-sound correspondences and decoding.

b. Use of coloured lenses.

c. Teaching whole and sight words.

d. Using auditory training.

Prev

Next

36 / 40

Category: **Reading difficulties**

36. Effective interventions for students with learning difficulties typically:

- a. Do not continually monitor progress and adjust instruction or change programmes.
- b. Do not increase instructional time, intensity, or differentiation.
- c. Do engage in reading instructional-level materials.
- d. Do not focus on academic skills.

Prev

Next

37 / 40

Category: **Reading difficulties**

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

- a. Cumulative review.
- b. Instructional explicitness.
- c. Incorporation of self-regulation strategies.
- d. Focusing only on phonics in reading difficulties.

Prev

Next

38 / 40

Category: **Reading difficulties**

38. The main idea of a multi-tiered system of support in instruction is that:

- a. Children with different kinds of learning difficulties are separated into different teaching groups.
- b. Many different approaches are used to support children who struggle in learning.
- c. Children with learning disabilities are taught in special classes.
- d. Interventions are layered as a continuum, for example, into three levels of intensiveness.

Prev

Next

39 / 40

Category: **Reading difficulties**

39. Based on research, we know that the most effective intervention for reading difficulties is:

- a. Copying written words.
- b. Systematic phonics-based instruction.
- c. Teaching children to remember whole words.
- d. Teaching children to repeat words the teacher reads aloud.

40 / 40

Category: **Reading difficulties**

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

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

Your score is

0%