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The Influence of Teachers' Strategies on The Process of Teaching the Portuguese Language by the Performance of Students in the 10th Grade at the Oriental General Secondary School Timor – Lorosa'e, Becora Dili, in the 2024 School Year

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Abstract. In this research, the researcher examines a teacher's strategy is a set of techniques and procedures that he plans and implements the process of teaching the Portuguese language to achieve student performance. The specific objectives are as follows: to know the strategies of the teachers and the process of teaching the Portuguese language influence, simultaneously, the performance of the students in the 10th grade at the Escola Secundária Geral Oriental Timor – Lorosa'e, Becora Dili, in the 2024 school year. The data collection method used is the Qualitative and Quantitative method. The data collection technique is Entrevista and Quistionaries. The result of the influence of the strategies of the teachers in the teaching process of the Portuguese language raise the performance of the students in the Escola Secundária Geral Oriental Timor – Lorosa'e (ESGORTIL) both individually and classically.

Keywords: Strategies of the Teachers, the Process of Teaching the Portuguese Language and the Performance of the Students.

INTRODUCTION

A teacher's strategy is a set of techniques and procedures that he plans and implements to achieve his teaching goals. The objective is to help students build knowledge, acquire and fix the content taught. Some teaching strategies that can be applied in the classroom are: Survey of previous knowledge, Practice of knowledge retrieval, Promotion of debates, Creation of memorization techniques. Articulates the teaching of the Portuguese language around four axes: Reading, Written production, Orality, Linguistic analysis. The provision of Portuguese language students is a process that aims to develop students' language skills, allowing them to read, write and communicate. The way in which the teacher plans his classroom activities is decisive for the group of students in his audience to react with greater or lesser interest and contributes to the way the class runs.

The Portuguese language is a Romance language that developed from Vulgar Latin, spoken mainly in Portugal, Brazil, and in several African, Asian and Oceanian nations. It is the sixth most

spoken language in the world in number of native speakers and the third most spoken language of the CPLP nations. The Portuguese language has several variants and dialects, which may present differences in pronunciation, vocabulary and grammar, reflecting the cultural and historical influences of each region. The grammar of the Portuguese language is characterized by a structure that includes genders (masculine and feminine), number (singular and plural), and verb tenses.

To achieve student performance we need good strategies by teachers in the Portuguese language teaching process. To raise student performance they need an active methodology, creative writing, use of technology, constant feedback, diversification of evaluations, reading and interpretation of text. The general objective of this work is The influence of teachers' strategies in the process of teaching the Portuguese language by the performance of students in the 10th grade at Escola Secundária Geral Oriental Timor – Lorosa'e, Becora Dili.

Anastasiou and Alves (2004, p. 71) warn that: Strategies aim to achieve objectives, therefore, it is necessary to be clear about where one intends to go at that moment with the teaching process. Therefore, the guiding objectives must be clear to the subjects involved – teachers and students – and be present in the didactic contract, registered in the Learning Program corresponding to the module, phase, course, etc... Thus, there must be an interaction between the teacher and the student, since teaching needs to awaken the student's criticality before society. As Antunes (2003, p.15) says, "the teaching of the Portuguese language cannot move away from these civic purposes either, to make people increasingly critical, more participatory and active, politically and socially.

It was considered that half of the students achieve the most important performance because the method that teachers use in the process of teaching the Portuguese language according to the curriculum of the ministry and the school itself.

METHOD

This research approaches the objectives as descriptive; as for procedures, survey research; and as for the approach to the problem, it has qualitative and quantitative characteristics. The research was carried out at the Oriental General Secondary School Timor – Lorosa'e (Esgortil), Becora Dili. The survey was carried out in the week between one month from October 1st to 28th, 2024. Therefore, the data collection was carried out for one month. The social subjects who effectively answered the questionnaires correspond to four teachers of the Portuguese language. The choice of the research subjects occurs in the second period, In the school refers the teacher of the Portuguese language to the number of teachers and the strategies most used in the teaching process for the provision of students. The primary data were collected during the month of October 2024 and were analyzed with a grouping of similar responses through descriptive analyses, presented and illustrated in tables and charts.

RESULTS AND DISCUSSION

In this content, the results obtained in the questionnaire surveys of the research subjects are reported.

Research with students on teachers' strategies in the Portuguese language teaching process

The above-mentioned analysis table of the data found in the investigation clearly clarifies the data by items as follows:

a. Analysis of the Questionnaire by CT and CHS Students

What are the most effective types of classes in the teaching-learning process of the Portuguese language?

Table 1. The Most Effective Types of Lessons

No	The most effective types of class	Respondents	Percentage (%)
1	Exhibition Classroom	0	0
2	Explanatory class	10	50

3	Practical classes	2	10
4	Solving exercises	8	40
5	Seminars	0	0
Total		20	100

In the first Table, 5 indications of the most effective type of class were obtained. The result that results in "Explanatory class with 50%, Resolution of exercises " with 40% of yes. The two types of teaching strategies result in 90% of all mentions made by the respondents.

The first result obtained by the researcher shows that students identify the various strategies in a capital way to the explanatory class, followed by the Resolution of exercises. It is perceived that there are few teaching strategies.

b. Do teachers use various strategies in the Portuguese language teaching process?

Table 2. Teachers' tables use various strategies

No	Teachers use various strategies	Respondents	Percentage (%)
1	Exhibition Classroom	0	0
2	Explanatory Class	9	45
3	Practical classes	10	50
4	Solving exercises	1	5
5	Seminars	0	0
Total		20	100

In the first Table, 5 indications of the most effective type of class were obtained. The result that results in "Practical Classes" with 50% and "Explanatory Class with 45% of yes. Teachers use various strategies resulting in the set of 95% of all mentions made by the respondents.

Second, the result obtained is that several strategies that teachers use in a capital way: Practical classes followed by explanatory classes to say that they should adopt more strategies to have good pedagogy in language teaching.

c. Do teachers use the didactic resource in the process of teaching the Portuguese language to you?

Table 3. of teachers using the didactic resource

No	Table of teachers using the didactic resource	Respondents	Percentage (%)
1	Manual da Língua Portuguesa	18	90
2	Active Grammar 1 and 2	2	10
3	Dictionaries	0	0
4	Extra-class work	0	0
Total		20	100

In the first Table, 5 indications of the most effective type of class were obtained. The result is that "Manual da lingual Portuguesa" with 90% and "Active grammar 1 and 2 with 10% of yes,. Teachers use various strategies resulting in 100% of all mentions made by the respondents.

The results of Table 3 show that the teaching strategies teachers use didactic resources to teach about everything Manual da língua Portuguesa.

d. Do the strategies of the teachers and the process of teaching the Portuguese language simultaneously influence the performance of the students?

Table 4. of Teacher Strategies and Student Performance

No	The strategies of the Professore	Student Provision
1	Exhibition Classroom	Active methodology
2	Explanatory Class	Active orality
3	Practical classes	Divercification of Valuations
4	Solving exercises	Constant feedback,
5	Seminars	Projector Usage
6	Manual of the Portuguese Language	Reading and interpreting text

In this way, it is noted that almost most of the students influence by the teachers in the provision of the students necessary for the teaching of the Portuguese language are stimulated and promoted throughout the study. This may happen.

In general, it shows that there is sufficient understanding for the students' performance in relation to the process of learning the Portuguese language through the teaching strategies adopted by the teachers to develop the skills to be stimulated and promoted throughout the course.

Survey with Teachers on student performance

The data collected allow us to identify the Portuguese language teachers surveyed who perform other professional activities in addition to teaching. On the one hand, additional work without exclusive dedication to teaching causes overload, exhaustion in the execution of activities, partially compromises the planning of teaching activities, impairs dedication to research, and does not motivate scientific production. On the other hand, the fact of developing other professional activities provides the possibility of greater interaction with the current social demands, contact with the technologies used by the entities, greater connection with the dynamism of the current world and of establishing practical links to the theoretical statements. Acronyms they use are E1 = Entrevista One; and E2 = Entrevista two.

Regarding the first question (1st question of the interview script) about Do teachers' strategies influence the performance of students in the 10th grade At the Escola Secundária Geral Oriental Timor – Lorosa'e, Becora Dili? Answers;

- E1** : Yes, the strategies that teachers use give absolute influence to students' performance in the learning process.
- E2** : Yes, the way the teacher uses for students to understand the Portuguese language is to minimize the difficulty of learning the Portuguese language.

Through the answers by E1 and E2 showed that the strategies that teachers there use absolutely involve the performance of students in the process of teaching the Portuguese language. Bordenave and Pereira (2002) emphasize the importance of the teacher's strategies in the use of various forms of interaction to provide students with the opportunity to construct knowledge according to individual and subjective experiences, previous knowledge and their own way of interpreting information.

Related to the second question (2nd question of the interview script), Does the process of teaching the Portuguese language influence the performance of students in the 10th grade at Escola Secundario Geral Oriental Timor – Lorosa'e, Becora Dili? Answers:

- E1** : Yes, the process of teaching the Portuguese language influences students to speak, write, read and listen.
- E2** : Yes, to know about the performance of students through the language teaching process or any discipline.

According to answers by the interviewers obtained by the researcher shows that E1 and E2 the process of teaching the language or other disciplines to increase the knowledge of the students' performance. Boruchovitch (2006) studied the intrinsic motivational orientations of students. Students from the 10th grade of Elementary School participated. The results pointed to the intrinsic motivation associated with the use of metacognitive strategies. The students who performed best in Portuguese and mathematics were the intrinsically motivated ones. Extrinsic motivation predominated in older students.

Related to the third question (3rd question of the interview script), about Do the strategies of the teachers and the process of teaching the Portuguese language simultaneously influence the performance of students in the 10th grade at the Escola Secundária Geral Oriental Timor – Lorosa'e, Becora Dili?

E1 : Yes, of course the strategy that teachers use is to teach both Portuguese language and other disciplines, this is all for the student's performance in learning.

E2 : Yes, Teacher strategies elevate the teaching process more than ten development in the provision of student study.

The third answer shows that E1 and E2 absolutely that simultaneous strategy that teachers use is to teach both Portuguese language for the development of students' performance in the learning process. Bzuneck and Guimarães (2010), internalization is a process that allows the individual to move through the continuum freely without a determined sequence. They explain that the individual can internalize a certain behavior while presenting others with no internalization. This process requires aggregation of values or personal regulations.

CONCLUSION

The objective is to influence the strategies of teachers in the process of teaching the Portuguese language more significant by the performance of students. It was sought to present a contribution to the study and debate of the aspects inherent to the most significant teaching strategies for teachers and students, regarding the didactics of the schooling class.

From the study carried out with the students, it is concluded that:

- 1) 50% of the answers point to the Explanatory Class as the most effective type of class;
- 2) 50% of the citations report that the Practical classes are the teachers use various strategies;
- 3) 85% of the indications reveal that Manual da lingual Portuguesa is Teachers use the didactic resource;

From the study carried out with teachers, it is concluded that:

- 1) Teachers' strategies influence student performance, Based on these results, it can be concluded that teachers' strategies have an effect on student performance in the 10th grade at Escola Secundária Geral Oriental Timor – Lorosa'e, Becora Dili.
- 2) The process of teaching the Portuguese language measured by the performance of students. Based on the findings of this study, it can be concluded that there is an influence between the process of teaching the Portuguese language and the students' performance.
- 3) At the same time, the strategies of teachers and the process of teaching the Portuguese language measured by student performance can have a positive influence on student performance. Based on this study, it can be concluded that the hypothesis of the research is that there is a significant influence between the strategies of teachers and the process of teaching the Portuguese language to the students' performance.

- 4) The typical class of the Portuguese Language Course is the explanatory class, practical classes, the realization of the manual of the Portuguese language. For those that are not used, they are the Resolution of exercises, Seminars and Expository Classes.

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