

Tourism English Training for The Students of Ensino Secundario Sao Pedro, Dili, Timor Leste

I Nyoman Muliana¹, I Nyoman Kardana¹, I G. A. A. Dian Susanthi¹, Charles Fatima Guterres, Jorge de Orleans²

1. Linguistics Master Program, Postgraduate Faculty, Universitas Warmadewa, Denpasar, Indonesia
2. English Department, Faculty Science of Education, Instituto Superior Cristal, Timor Leste

* corresponding author: inyomanmulianabali@gmail.com

Abstract. This community service program was done by a collaboration team between Linguistics Master Program, Postgraduate Faculty, Warmadewa University, Denpasar and English Department, Faculty Science of Education, Instituto Superior Cristal, Dili. Before it was conducted, both parties had made discussions and decided that the program took place at Ensino Secundario Sao Pedro, a senior high school in Dili, Timor Leste with the headmaster as partner and 20 students as target audience. The theme of the program selected was tourism English training with the aim to enhance the students' proficiency in tourism English so that in the future they would be able to compete in tourism sector especially in Dili and in Timor Leste in general. The observation activities of the team before the performance of the program had showed that Timor Leste has many tourism potencies of nature, beaches, and historical remains supported by friendliness of the people. The method applied was audio-lingual method focusing on listening and speaking. The result of the final test of the program shows that *17 participants (85%) reached very good scores and 3 participants (15%) had good scores* in three aspects of tourism English, namely vocabularies and English functions.

Keywords: community service programs; Dili; tourism english training

Introduction

This community service program was done by a collaboration team consisting of three lecturers of Linguistics Master Program, Postgraduate Faculty, Warmadewa University, Denpasar and two lecturers of English Department, Faculty Science of Education, Instituto Superior Cristal, Dili. The program belongs to institutional programs on the scheme Foreign Cooperation of Warmadewa University, Denpasar and Instituto Superior Cristal, Dili Year 2025. In the collaboration, team of lecturers of Linguistics Master Program, Postgraduate Faculty, Warmadewa University, Denpasar takes part as the leading team and the lecturers of Instituto Superior Cristal, Dili become supporting team. The team agreed that the program was conducted in Dili, Timor Leste.

Timor-Leste became an independent nation on 20 May 2002 after separating from Indonesia. As a sovereign state, Timor-Leste is divided into 13 districts, with Dili serving as both the capital city and the administrative centre of the country. Timor-Leste has a total area of 15,007

km², and according to the 2022 census, its population was recorded at 1,340,434 people (Government of Timor-Leste, 2022 Timor-Leste Population and Housing Census, Preliminary Results). The majority of Timor-Leste's citizens, particularly in Dili, are employed in offices—both government and private—while others work as teachers, soldiers, police officers, and some are self-employed or engaged in trade. Timor-Leste has a long historical journey that was significantly influenced by the Portuguese, who occupied the territory for more than four centuries, from the 1500s until 1975 (Amanat, 2019). In 1769, Dili was designated as the capital of Timor-Leste (Lapian et al., 1988). In addition to the linguistic legacy, the Portuguese also left behind architectural structures, especially in Dili, which now stand as part of Timor-Leste's cultural and historical icons.



Figure 1. Map of Timor Leste

East Timor is geographically located at 8°50' south latitude and 125°55' east longitude, with its boundaries being the Arafura Sea to the east, Belu Regency and the Ombai Strait to the west and northwest, the Wetar Strait to the north, and the Timor Sea to the south. As a country whose territory largely lies along coastal areas, East Timor experiences generally hot weather during the day and cooler temperatures at night. The eastern part of the country consists of a mountain range stretching across the island, made up of coral hills and rocky cliffs with high peaks separated by valleys and steep gorges (Lapian et al., 1988). This beautiful mountainous landscape is also complemented by stretches of white sandy beaches found almost throughout East Timor, which serve as an important component for the development of the country's tourism sector. In addition, East Timor actually possesses many remarkable sites and architectural landmarks that attract tourists, such as the underwater scenery of Atauro Island, the Cristo Rei of Dili statue, Marobo hot springs, Nino Konis Santana National Park, Jaco Island, and the Ai Pelo Prison, a historical relic from the Portuguese colonial era.



Figure 2. The Cristo Rei of Dili statue with breathtaking view of the beach

Given the vast potential of tourism, it is only proper that the tourism sector becomes the focus and is optimized by both the government and the people of Timor Leste. Concrete evidence of the positive impacts of tourism development, particularly on economic growth, can already be seen in many countries. Pitana et al. (2009) and Hermawati (2020) stated that the importance of

tourism in economic development across various countries is undeniable. In fact, in recent years, tourism has been taken seriously and positioned as a leading sector in increasing foreign exchange earnings, creating jobs, and alleviating poverty. Nevertheless, developing the tourism sector is certainly not an easy task, as it requires effort, hard work, and time—especially considering that Timor Leste is a newly independent country. Da Costa pointed out that as a new nation, Timor Leste still has much to accomplish in filling its independence, particularly in building an economy capable of ensuring the welfare of all its people. One of the strategies adopted by the Government of Timor Leste to achieve this is through tourism development (<https://jurnal.ampta.ac.id/index.php/MWS/article/view/187/152>). In line with this, Wijayanthi (2018) reported that the Ministry of Tourism of Timor Leste has begun to improve and develop attractive tourist destinations so that Timor Leste may eventually become a comfortable tourism destination for visitors.

Tourism Statistics in Timor-Leste (2019) indicate the number and countries of origin of tourists visiting Timor-Leste. In terms of numbers, there was a significant increase in the number of foreign tourist arrivals to Timor-Leste within a five-year period from 2014 with 59,811 tourist arrivals to 2018 with 74,661 tourist arrivals. In terms of countries of origin, tourists visiting Timor-Leste came from 15 foreign countries, dominated by visitors from Indonesia and Australia, partly because these two countries are geographically close to Timor-Leste. Another important aspect to note in the development of tourism in Timor-Leste is the language factor of foreign tourists, as almost all foreign tourists visiting Timor-Leste are English speakers. This linguistic situation becomes a major issue in tourism development, particularly in relation to communication as a means of supporting one of the four components of tourism proposed by Cooper, et al. (2008), namely services. The service component in the context of tourism development has a broad meaning, one of which is providing information services using appropriate and correct language, in this case English, which is the primary language of most visitors to Timor-Leste. If information services are not conveyed in proper English, it will automatically lead to failure, disruption, or even discomfort in providing satisfaction to tourists. Thus, the ability to use English in serving English-speaking foreign tourists becomes absolutely essential. Nevertheless, in practice, achieving the ability to use English at an appropriate and correct standard is not easy, as it requires both willingness and sufficient time. This situation strongly correlates with the condition of Timor-Leste society, which still faces many obstacles in mastering English, particularly since Timor-Leste is a relatively new nation, having gained independence only on May 20, 2002. This historical context has significantly influenced government policies concerning language, which prioritize Tetun and Portuguese as the official languages, while English remains a foreign language. Moreover, prior to independence, Timor-Leste experienced prolonged political, security, and social instability, which not only hindered tourist arrivals but also limited opportunities for the people to access education.

The issue of English proficiency among the Timorese people was addressed in the Community Service Program through tourism English language training. This training was conducted using an intensive method and provided materials related to tourism facilities and activities, with the aim of improving oral English skills while also equipping participants with knowledge of tourism English. This program is of great importance for education management at Warmadewa University, as it contributes to fulfilling the *Merdeka Belajar Kampus Merdeka* (MBKM) Program and several Key Performance Indicators, the *Indikator Kinerja Utama* (IKU), namely IKU 1 (graduates obtaining decent employment), IKU 2 (students gaining off-campus experience in the form of internships or entrepreneurship), IKU 3 (lecturers gaining opportunities to engage in off-campus activities), and IKU 8 (study programs achieving international standards).

The priority issue faced by the target audience of this community service program is the lack of proficiency in English. During the initial observation meeting for this program with two young people from Timor-Leste, namely Candida Monteiro and João Sabo, who are students at Warmadewa University, it was revealed that English is still not widely mastered by the general public, particularly among the younger generation in Timor-Leste. The low level of English proficiency among the Timorese community can be attributed to several factors. First, the general

economic condition of the community remains relatively low, which affects their ability to pursue additional education or English language training outside of school lessons. Second, the frequency and duration of English lessons in schools are still very limited, with classes held only once a week for just one and a half hours per session. Third, the number of English training centres or courses is still very limited. Fourth, the community has yet to fully understand the benefits of mastering English as an international language and as a means to enhance their competitiveness in the tourism sector.

The above-mentioned condition is certainly unfavourable, considering that efforts to develop tourism in Timor-Leste greatly require service components supported by human resources with adequate proficiency in English. The low level of English proficiency among the people of Timor-Leste, particularly among the younger generation, automatically reduces their opportunities to participate or compete in the tourism sector. Their limited English proficiency primarily pertains to their ability to communicate orally, or speaking skills, which constitute the fundamental measure of an individual's mastery of a language. In business or employment within the tourism sector, the ability to use English is generally required only to the extent of oral communication, as the matters that need to be conveyed in this context remain relatively simple and are primarily communicative in nature—such as delivering greetings, making introductions, providing information, offering something, and describing something.

The solution to be adopted in addressing the problem of the target audience's English language proficiency in the Community Service Program (PKM) for Beginner Community Empowerment with the theme *Tourism English Training for Students of Ensino Secundario Sao Pedro Dili* is through tourism English training. This PKM activity is carried out in two forms: the delivery of learning materials and the practice of oral usage of tourism English. The term "training" refers to an activity in the form of an encounter between the instructor and the participants. In this context, the instructor is responsible for delivering the material in accordance with the session through a particular method, with the objective that the instructor can present the material effectively, while participants can listen attentively, comprehend, and demonstrate actions using English in line with the purpose of the training. The training activities are also conducted in an atmosphere designed to make participants feel comfortable so that the intended goals can be successfully achieved. Furthermore, the practice of oral tourism English is one of the aspects of English that, in its learning process, emphasizes materials related to tourism facilities and activities. This aspect of English differs from others, such as grammar, which is concerned solely with linguistic rules or structures. In other words, grammar focuses only on the theoretical component of the English language, while tourism English emphasizes practical application.

Method

The Community Service Program on Beginner Community Empowerment with the theme *Tourism English Training for Students of Ensino Secundario Sao Pedro Dili* was carried out in the form of tourism English training. The partner of the program is Pe. Matias M.M. de Jesus Pinto, SDB., the Headmaster of Ensino Secundario Sao Pedro with 20 students of the school as the target participants, and for practical purposes this activity of tourism English training was performed at the school. The participations of the partner in this program are classroom with its learning medias. The English training within this PKM adopted audio-lingual method to language learning (Brown, 2015) which prioritizes communicative activities, namely training that emphasizes listening and speaking in learning foreign language (Munasib, 2018). In practice, the target participants of this activity were directed to practice speaking both individually and in pairs. Thus, the materials provided were designed to encourage participants to speak. In addition, grammatical explanations were delivered only briefly. The tourism English training took time of one month in July 2025 with two meetings in each week.

The English training activities in this program were implemented in several stages as follows:
Pre-training test

Training

Practice

Discussion

Post-training test

The pre-training test was an important initial step conducted before the training sessions began. This test was considered essential because it was expected to reveal the participants' actual initial English proficiency. Accordingly, the test results would provide a clear picture of the materials to be delivered during the training. Without such a test, there was a risk that the training materials might not match the participants' needs.

Subsequently, the training was conducted through the delivery of general communicative English materials such as self-introductions, describing places, making invitations, providing information, offering something, giving prohibitions, and similar expressions. The training was carried out in the form of tutorials or explanations of materials supported by examples of communication used in serving tourists, so that participants could understand the content more easily. The training was then followed by practical sessions in which participants practiced using English both individually and in pairs, depending on the material or the specific field of service in the tourism sector. Participants were also provided with a discussion stage or session consisting of question-and-answer activities related to the materials and practices already conducted. This discussion was expected to create opportunities and assist the participants in discovering English expressions that better suited their actual context or abilities. The final part of the training was the post-training test or final test. This was conducted in a relaxed atmosphere and was not intended to place the participants under pressure as if they were being formally examined. Rather, the post-training test served only as an evaluation tool to observe the progress achieved before and after the training. The activities were held at a community hall that was suitable for learning and training activities, and they lasted for one month with a schedule of two meetings per week. Each training session was allocated 90 minutes. The training materials included communicative English lessons derived from *Function in English* by Blundel (1982) and English for tourism taken from *English for Tourism* by Hendriani (2014), combined with materials related to facilities and general service activities in the tourism sector.

Result and Discussion

This community service program began with an activity resembling research, with the aim of gaining a deeper understanding of the actual conditions of the partners and target audience. This was carried out through the method of observation, which served as a mandatory activity before the community service program was implemented, so that the program would meet the requirement of being research-based. The observation was conducted by gathering as much information as possible about the tourism potential and the English proficiency of the people of Timor-Leste, primarily obtained by members of the lecturer team from Instituto Superior Cristal. This information was further complemented by data collected from the internet, officials of the Consulate General of Timor-Leste in Denpasar, as well as Timor-Leste citizens in Denpasar, namely Candida Monteiro and João Sabo. The proposal submission stage of this community service program began with observation activities and several discussion meetings among the lecturers of the implementing team to process the observation results and to distribute tasks in drafting the proposal. Although relatively simple, these team discussions at this stage were certainly necessary and important, both before and after the proposal drafting process. Prior to drafting, discussions were conducted to ensure that the essential components of the community service program were clearly defined so that everything could be presented in a structured manner in accordance with the required format. Subsequently, after the proposal had been drafted, further discussions were held to confirm that all predetermined components of the activity plan had been included in the proposal. Finally, the last step in the proposal submission stage was the formal submission of the proposal through the designated system once the proposal was deemed complete.

The community service activity in the form of tourism training for the students of *Ensino Secundario Sao Pedro* was carried out in three parts, namely pre-test, training, and review. The pre-test was the initial stage of the program, aimed at mapping the English-speaking abilities of the training participants. The pre-test was conducted orally with simple topics such as greetings, self-introduction, daily routines, and the like. The elements assessed in the pre-test were message production, word arrangement in an utterance, and pronunciation. Message production refers to the ability to convey a message in a spontaneous and natural manner without long pauses. Word arrangement refers to the ability to organize words in accordance with the intended message and the grammatical system of English. Pronunciation refers to the ability to articulate language components at the levels of sounds (phonemes), words, phrases, and sentences. The results of the pre-test showed that the English-speaking ability of the fourteen participants could be categorized as follows: 2 participants (14.3%) were good, 11 participants (35.7%) were fair, and 7 participants (50%) were poor. The pre-test results also revealed that the participants' English-speaking skills were still at the elementary level. It was further evident that the participants lacked sufficient vocabulary and functional English for use in tourism-related activities.

The main part of the English for Tourism training within this community service activity was the presentation of materials consisting of vocabulary and twelve English functions related to tourism activities in general. These twelve functions were as follows:

- Greeting
- Self-introduction
- Introducing someone
- Describing a place
- Giving directions
- Offering something
- Asking someone to do something
- Telling the price
- Making suggestions
- Apologizing
- Thanking
- Saying goodbye

In the implementation of the training, the twelve English functions were presented in the following sequences:

- The forms of expressions,
- Their functions,
- Pronunciation and intonation, and
- Practical exercises, such as the function of greeting.

The forms of expressions are utterances used in a particular English function. In other words, one English function may have several expressions for different speaking situations, whether formal or informal. For example, in the function of greeting, which at first glance seems simple and common, there are in fact several expressions depending on the situation. The expressions for the greeting function are as follows:

- Formal:
 - Good morning.
 - Good afternoon.
 - Good evening.

How are you?

How do you do?

It is nice to see you.

Informal:

Hi.

Hello.

Morning.

Nice to see you.

Glad to meet you.

These expressions are divided into two categories according to context—formal and informal. Their use cannot be interchanged, as doing so may lead to discomfort or even communication failure. The explanation of these forms and functions was accompanied by vocabulary related to tourism. Thus, vocabulary and functional English expressions in the field of tourism were not presented separately, since both are closely interconnected and should be delivered together. For examples:

Would you like an extra bed?

Could you show me your passport?

The first sentence is an example of the function *offering something*, while the second illustrates *asking someone to do something*. Both are frequently used in tourism services. The first is a formal expression offering something (an extra bed), while the second is a formal request for action (showing a passport). Alongside vocabulary and functional expressions, participants were also guided to improve their pronunciation of certain English sounds at the word and phrase level, as well as intonation in sentence forms. For example, the sound [sh] in *show*, the phrase *could you*, and the structure of yes/no questions. After the instructor's explanation, participants were given the opportunity to practice in pairs (pair work).

The main target of the English for Tourism training for the students of *Ensino Secundario Sao Pedro* was speaking skills. For this purpose, the training employed the audio-lingual method to language learning. This method was applied by presenting the materials directly in each session so that participants could fully comprehend them. This method was chosen considering the participants' level of education and English proficiency, which did not yet allow them to study materials independently. The English used was kept simple in terms of vocabulary and grammar so that participants could follow and understand the instructor's presentation.



Figure 3. The English for Tourism training activity for the students of *Ensino Secundario Sao Pedro*

In addition, the delivery of materials was carried out in a relaxed atmosphere, with the instructor acting more like a peer, encouraging participants to respond or ask questions. Technically, the training involved imitation, memorization, and practice of language patterns, since the participants' speaking skills were still at the elementary level. For example, in a session on the

function *offering something*, participants were gradually introduced to expressions such as *Would you like coffee?* The instructor first modelled the expression, the participants repeated and memorized it, and then received a simple explanation of its form and function. New tourism-related vocabulary (e.g., *beach, transport, restaurant*) was also introduced in connection with the function. A crucial part of the training was practice. Since the target was oral English proficiency, practice focused on speaking both individually and in pairs. Individual practice involved functions such as *describing a place*, while pair practice involved dialogues on topics such as *offering something*. Pair practice enabled participants to 1) experience minimally realistic conversation situations and 2) use English in interaction with others. During practice, the instructor observed the participants' activity, accuracy in using expressions, grammatical patterns, pronunciation, and intonation. Considerable interference occurred, especially in pronunciation, due to the influence of Balinese and Indonesian. For example, the initial vowel /e/ in *eleven* should be pronounced [i], but was pronounced [e]. Similarly, intonation errors were frequent: yes/no questions should end with rising intonation, and wh-questions with falling intonation. Beyond aesthetic issues, such errors in sounds and intonation could cause real communication problems in English.

The English for Tourism training activity for the students of *Ensino Secundario Sao Pedro* was carried out using the audio-lingual approach, accompanied by the use of learning media. The use of learning media served to support or complement the presentation of the material. For example, in the topic of *describing places*, the learning media used were photos or pictures of beaches. With these photos, participants were trained to recognize and memorize vocabulary related to the beach, such as *beach, sand, sea water, wave, restaurant, surfing*, and so on.

The final test of the tourism English training for the students of *Ensino Secundario Sao Pedro* showed an improvement in the target participants' ability in speaking tourism English. The final test results indicated that the training participants had been able to expand their English vocabulary related to tourism, such as tourism facilities, tourist attractions, tourism activities, and natural environments that are of interest to visitors. For example, before the training, in the vocabulary related to tourism facilities, participants only knew the words *hotel* and *villa*, but after the training, they learned additional words such as *hostel, homestay, restaurant, bar, travel agent, and money changer*.

Before the training, participants only recognized limited English functions such as *greeting, introduction, thanking, and saying goodbye*. Even in these functions, their use of expressions was very limited—for instance, in the function of greeting, they only knew expressions like *hello* and *how are you?*, without being able to distinguish between polite and less polite expressions. *The training was ended with a post-test on the proficiency of the participants in the material given with a result that 17 participants (85%) reached very good scores and 3 participants (15%) had good scores in speaking tourism English.* After receiving intensive training, the target participants began to recognize and use simple expressions for twelve specific English functions required in communicating and explaining activities in the field of tourism, namely: *greeting, self-introduction, introducing someone, describing a place, giving directions, offering something, asking someone to do something, telling a price, giving suggestions, apologizing, thanking, and saying goodbye*. For example, in the function of *offering something*, there are various expressions categorized according to the context and situation of the conversation, ranging from casual expressions such as *Do you want beer?* or *How about beer?* to more polite expressions such as *Would you like beer?* or *Would you care for beer?*

In addition to the tourism English training, the Community Service Team, a collaboration between the Linguistics Master Program, Postgraduate Faculty, Warmadewa University and the English Department, Faculty of Science of Education, Instituto Superior Cristal, also donated one LCD projector to the program partner. The projector was handed over to Pe. Matias M.M. de Jesus Pinto, SDB., Principal of *Ensino Secundario Sao Pedro*, Dili, who is also the partner of the Community Service Team. Although modest, the donation of the LCD projector certainly carries both meaning and direct benefits for the teaching and learning process, particularly in English

lessons, especially since Dili and Timor-Leste are still considered developing areas and countries, where efforts to provide adequate learning media remain quite challenging.



Figure 3. Handover of LCD Projector Donation to Fr. Matias M.M. de Jesus Pinto, SDB, Principal of Ensino Secundario Sao Pedro, Dili, and also a Partner in this Community Service Program

Conclusion

The community service program of Linguistics Master Program, Postgraduate Faculty, Warmadewa University and English Department, Faculty of Science of Education, Instituto Superior Cristal, Dili has taken an important contribution in the tourism development of Timor Leste in particular with Dili. It is very clear that tourism sector is very possible to be developed there because Timor Leste is very rich of potencies for the development of its tourism. Even though it is very small for the level of a country, the team really hopes that program can be at least motivation in its lowest part of Timor Leste society that is the school students of Ensino Secundario Sao Pedro, Dili. The community service program was already planned and conducted in comprehensive mechanism of an activity to build knowledge the youngsters of Timor Leste by performing tourism English training for students of Ensino Secundario Sao Pedro, Dili. The aim of the training prioritizes English proficiency in speaking by applying audio-lingual method to support it. Therefore, the materials of the training are adapted for the aim in the scopes of vocabularies and functions of English for tourism sector. The tourism English training was welcome by the headmaster as the partner and the students as the target participants proved from the result of the final test showing that 85% of the 20 participants could reach very good scores of proficiencies in spoken tourism English meanwhile 15% of them were in good ones. It is hoped and suggested the following things in the next years. First, the community service program of Linguistics Master Program, Postgraduate Faculty, Warmadewa University and English Department, Faculty of Science of Education, Instituto Superior Cristal, Dili should be continued in the next years because it can be means of dedicating their knowledge of English in international level. Second, the youngsters of Timor Leste represented by the target participants in this program should have strong motivation to enhance their knowledge and skill including tourism English because their country is moving forward to build their economy. Third, the Government of Timor Leste should pay more attention to education by preparing programs and facilities for the society.

References

- Amanat, T. (2019). Pemetaan Situasi dan Kondisi Kebahasaan dalam Mendukung Keberhasilan Program BIPA di Timor Leste dalam *JBIPA, Jurnal Bahasa Indonesia bagi Penutur Asing Volume 1 Number 1 (2019) 41-52*.

-
- Blundel, J., Higgins, J., Middlemiss, N. (1982). *Function in English*. USA: Oxford University Press.
- Cooper, C., Fletcher, J., Fyal, A., Gilbert, D., Wanhill, S. (2008). *Tourism, Principle and Practice Limited Edition*. Essex: Pearson Education Limited.
- Da Coata, I.F.J. Strategi Dinas Pariwisata Dili Timor Leste untuk Meningkatkan Kunjungan Wisata di Objek Wisata Pantai Area Branca. <https://jurnal.ampta.ac.id/index.php/MWS/article/view/187/152>.
- Hendriani, S. (2014). *English for Tourism (Bahasa Inggris untuk Pariwisata)*. Batusangkar: IAIN Batusangkar Press.
- Hermawati, P. R. (2020). Komponen Kepariwisataan dan Pengembangan *Community Based Tourism* di Desa Wisata Ngelanggeran dalam *Pariwisata* Vol. 7 No. 1 April 2020.
- Holden, A. (2008). *Environment and Tourism Second Edition*. USA: Routledge.
- Lapian, A.B., Chaniago, JR. (1988). Timor Timur dalam Gerak Pembangunan. Jakarta: Direktorat Sejarah dan Nilai-Nilai Tradisional Proyek Inventarisasi dan Dokumentasi Sejarah Nasional Departemen Pendidikan dan Kebudayaan.
- Munasib, M. (2018). Metode Audio Lingual (Audio-Lingual Method) dan Penerapannya dalam Pembelajaran Bahasa Arab. *Tarling Journal of Language Education Volume 1 January 2018*. (77-90). Doi: <http://dx.doi.org/10.24090/tarling.v1i1.1123>.
- Pitana, G., Diarta. (2009). *Pengantar Ilmu Pariwisata*. Yogyakarta: Penerbit Andi.
- Tourism Statistics in Timor-Leste by General Directorate of Statistics 21 November, 2019 https://www.unescap.org/sites/default/files/timor-leste_tsa_9-11dec2019.pdf