

**The development of materials for teaching Portuguese in East Timor:
an analysis of the manuals produced for the
Anticorruption Committee (CAC)¹**

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Abstract

Between February 2020 and November 2021, the investigators and specialists of the Anticorruption Committee (CAC) of the Democratic Republic of East Timor benefited from intensive training in Portuguese language, with the aim of strengthening their linguistic proficiency, especially at a technical and legal level. This was carried out within the framework of the Delegated Cooperation Project *PFMO - Osan Povo Nian, Gere Ho Di'Ak*, funded by the European Union and co-financed and managed by Camões, Instituto da Cooperação e da Língua, I.P. The singularities and lack of resources for teaching Portuguese as L2 required the development of specific teaching materials that were appropriate to the context and that responded to the purpose of the courses designed. In this article I analyse the manuals created for levels A2 and B1, giving special relevance to the content produced based on the legal diplomas that govern the institution's activity in the field of preventing and fighting corruption and associated crimes.

Keywords: *East Timor; Portuguese Language Acquisition (L2); Anticorruption Committee (CAC); Materials Production; PFMO Project.*

Resumo

Entre fevereiro de 2020 e novembro de 2021, os investigadores e especialistas da Comissão Anticorrupção (CAC) da República Democrática de Timor-Leste beneficiaram de formação intensiva em língua portuguesa, com vista a reforçar a sua proficiência linguística, em particular a nível técnico e legal. Realizada no quadro do Projeto de Cooperação Delegada *PFMO – Osan Povo Nian, Gere Ho Di'Ak*, financiado pela União Europeia e cofinanciado e gerido pelo Camões, Instituto da Cooperação e da Língua, I.P, as suas singularidades e a inexistência de recursos para o ensino do português como L2 adequados ao contexto e que respondessem ao propósito dos cursos desenhados, exigiu o desenvolvimento de materiais didáticos específicos. Neste artigo analisamos os manuais criados para os níveis A2 e B1, conferindo especial relevância aos conteúdos produzidos a partir dos diplomas legais que regem a atividade da instituição no âmbito da prevenção e do combate à corrupção e a crimes associados.

Palavras-chave: *Timor-Leste; Aquisição do Português como L2; Comissão Anticorrupção (CAC); Produção de Materiais; Projeto PFMO.*

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1. Introduction

This article starts from the premise that teaching materials², namely manuals³, continue to have a relevant role in learning and teaching languages, and aims to present the development of manuals created for the intensive training in Portuguese language (PL) as L2, of technical level, adapted to the working context and specificities of the Anticorruption Committee (CAC), of the Democratic Republic of East Timor.

These manuals, produced in the scope of a Project of delegated cooperation, sought to reflect the advances in research on the acquisition of a L2 and production of teaching materials based on principles commonly accepted in academia.

My focus is on the creation of contents based on the country's legal framework for preventing and fighting corruption and related crimes. For that, I draw on my experience as scientific and pedagogical coordinator of the set of Project manuals and co-author of CAC's manuals, for proficiency levels A2 and B1. I draw, also, on the work of authors such as Bachman (1990), Bergmans (1987), Desmet (2007), Hymes (1991), Lerat (1995), Tomlinson (1998, 2018), Tomlinson & Mashura (2018) and Wong, Kwok & Choi (1995).

I begin the first section of the article with reference to the context in which these manuals were created. Then I present the component of the Project that contains PL training and training of the Anticorruption Committee. Following that, in the second section, (i) I focus on the stage that preceded the production of materials, which includes the characterization of the sociolinguistic profile and the determination of the proficiency level and critical areas of CAC's trainees; (ii) I identify and reflect on the principles, approaches and perspectives that guided the materials created, namely the relevance given to the legal texts that govern CAC's activity; and (iii) present some of the activities designed to work on the content of the aforementioned regulations.

² In this article I use the definition of teaching materials proposed by Tomlinson (1998): "anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned" (Tomlinson 1998: xi).

³ Here understood as "a textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening, and speaking" (Tomlinson 1998: ix).

2. Context of development of teaching materials for Portuguese Language Acquisition (L2)

2.1. The PFMO Project – Osan Povo Nian, Gere Ho Di’Ak

The PFMO Project was created and funded by the European Union (EU) and Camões, I.P. (the agency for linguistic and cultural cooperation of Portugal), and was managed by Camões, I.P. The Project was a partnership to improve the quality of public service provision by strengthening the management and supervision of public finances in East Timor. It included two components: (i) the first component aimed at improving public finance management mechanisms and instruments with direct EU budget support (worth €17 million); (ii) the second component, worth €12,6 million, aimed at reinforcing the supervision of public finances, strengthening national institutions, and ensuring the building capacity of staff and technicians from eight East Timor partners – Parliament, the Chamber of Accounts, the Office of the Attorney-General, the Anticorruption Committee, the Scientific Criminal Investigation Police and the State General Inspectorate. This component also supported journalism and civil society to strengthen the process of public oversight of state accounts.

The implementation of what was determined for Component 2 of the Project entailed the “reinforcement of the cooperation between national institutions, boosting partnerships with partner entities⁴ and supporting the definition and clarification of the legal and institutional framework” [my translation].⁵ It required, likewise, awareness-raising campaigns to strengthen citizenship and social auditing.

Component 2 presented as direct beneficiaries (i) members and technicians of the National Parliament; (ii) auditors and judges of the Court of Appeal and Chamber of Auditors; (iii) magistrates of the Attorney General’s Office and the Public Prosecutor’s Office; (iv) auditors and inspectors of the General State Inspectorate; (v) investigators and specialists of the Scientific and Criminal Investigation Police; (vi) investigators and specialists of the Anticorruption Committee ; (vii) technicians of Civil Society Organizations, members of the Non-Governmental Organizations Forum of East Timor

⁴ The implementation partners were Portuguese institutions with experience of working with their Timorese counterparts, including the Assembly of the Republic, the Attorney General’s Office/Public Prosecutor’s Office, the Court of Auditors, the Ministry of Justice, the Judicial Police and the Centre for Judicial Studies.

⁵ In the original: “reforço da cooperação entre instituições nacionais, dinamização de parcerias com entidades parceiras e o apoio à definição e clarificação do quadro legal e institucional”. Source: <https://www.osanpovunian.tl/pt/conteudo/o-projeto-enquadramento>

and of the National Auditing Network; and (viii) technicians of the Secretary of State for Social Communication and Timorese journalists.⁶

The PFMO Project, planned initially for five years, met a two-year extension, having been implemented between 1 September 2017 and 28 February 2024.

2.2. Technical training and PL training of the direct beneficiaries

The established in Component 2 materialized in the support given to the institution's capacity building, aiming to strengthen planning, management, auditing, monitoring, accountability, and supervision of the use of public finances in East Timor and thus improve the provision of public services in the country.

In this context, given the weaknesses concerning PL (co-official language), it became necessary to implement intensive training at the technical level of PL across all beneficiary entities, adapted to the sphere of work and specificities of each entity.⁷ In this regard, the PFMO's Interim Report (Year 3)⁸, reads:

Training in Portuguese is very important in the context of the Project and has a dual role: on the one hand, it provides the target audience with a level of linguistic proficiency capable of ensuring that training of an exclusively technical nature can be given in this language without compromising the communication between the interlocutors; on the other hand, given its functional use at an institutional level, Portuguese language also presents itself as another fundamental technical tool for carrying out professional tasks in managing and supervising public finances in East Timor. (Camões, I.P. 2020: 44) [my translation]⁹

For that purpose, a team of five teachers was constituted, with the task of teaching LP courses for specific purposes at partner institutions, under the guidance of a Scientific-Pedagogical Coordinator in East Timor, and with the support of an expert in Portuguese language, based in Lisbon (the author of this article). All the work that was developed had

⁶ Source: https://www.instituto-camoes.pt/images/cooperacao2/PFMO_final.pdf

⁷ Source: <https://osanpovunian.tl/pt/conteudo/o-projeto-enquadramento>

⁸ Source: <https://www.osanpovunian.tl/pt/conteudo/o-projeto-relatorios>

⁹ In the original: "A formação em língua portuguesa é muito relevante no contexto do Projeto, assumindo um duplo papel: por um lado, serve para dotar o público-alvo de um nível de proficiência linguística capaz de garantir que a formação de âmbito exclusivamente técnico possa ser ministrada nesta língua sem que a comunicação entre os interlocutores seja comprometida; por outro lado, tendo em conta o uso funcional que lhe é dado a nível institucional, a língua portuguesa apresenta-se, também ela, como mais uma ferramenta técnica fundamental para a prossecução de tarefas profissionais no âmbito da gestão e da supervisão das finanças públicas em Timor-Leste." (Camões, I.P. 2020: 44)

the supervision and validation of highly specialized human resources of the Language Division of Camões, I.P.

The Language Team was responsible for “bringing the beneficiaries to the level of independent user in their professional performance” (Camões, I.P. 2020: 86) [my translation]¹⁰, the beneficiaries being (i) auditors and judges from the Court of Appeal and the Chamber of Accounts; (ii) auditors and inspectors from the General State Inspectorate; (iii) investigators and specialists from the Scientific and Criminal Investigation Police (PCIC); (iv) investigators and specialists from the CAC; (v) technicians from Civil Society Organizations and members of the Forum of Non-Governmental Organizations of East Timor and the National Audit Network.¹¹

The specific nature of the training to be provided and the lack of adequate resources for teaching Portuguese as L2, required the development, by internal and external teams, of materials for teaching technical Portuguese.

For this purpose, seven experts/researchers with experience in creating materials and, in some cases, knowledge of the field were hired. The work was overseen and coordinated by the PL expert, in close contact with the team in Dili, and the respective validation was carried out by the Language Services Directorate of Camões I.P. The materials for levels A2, B1 and B2 were elaborated considering the Common European Framework of Reference (CEFR) for the areas of financial auditing, crime prevention and investigation, economic and financial crime and social auditing, in a total of twelve manuals.

2.3. The Anticorruption Committee (CAC)

CAC’s creation was established with the publication of the law (Law N.º 8/2009, of July 15)¹², aiming to effectively fight corruption and safeguard the integrity of East Timor’s organizations. The diploma intended to provide the Timorese State with a “specialized, independent criminal police body, which, in its actions, would be conducted only by criteria of legality and objectivity, in conjunction with the competent authorities, as is indispensable for its credibility as a mechanism for fighting corruption” (Preamble

¹⁰ In the original: “levar os beneficiários a atingirem o nível de utilizador independente, no seu desempenho profissional.” (Camões, I.P. 2020: 86).

¹¹ The members and technicians of the National Parliament, the magistrates of the Attorney General’s Office and the Public Prosecutor’s Office and journalists did not benefit from Portuguese language training, since they already attended Portuguese courses given by teachers hired by the institutions themselves. However, support was made available to these trainers and “seminars and/or *ad hoc* technical training courses on drafting/editing technical and official texts” were organized and promoted (Camões, I.P. 2020, p. 44).

¹² Lei n.º 8/2009, de 15 de julho.

to Law n.º 8/2009) [my translation].¹³ In this sense, it was determined that CAC is responsible for “proceeding with actions of criminal prevention and investigation of corruption crime in any of its forms, embezzlement, abuse of power, influence peddling and economic participation in business, as defined in criminal law” (Article 4, Law n.º 8/2009) [my translation].¹⁴

Although CAC’s constitution happened in 2009, the institution’s organic structure and the anticorruption expert career approval were decided only six years later, by law decree (Decree-Laws N.º 23/2015 and N.º 24/2015, of July 29, 2015).¹⁵

More recently, during the implementation of the PFMO Project, and in harmony with the existing legal framework for the prevention and fight of corruption and associated crime (namely the Penal Code and the legal framework for preventing and combating money laundering and terrorist financing), new measures to prevent and fight corruption were established with the approval and publication of a new Law (Law N.º 7/2020, of 26 August).¹⁶

These four diplomas, as we will see, were nuclear in conceiving the contents for the teaching manuals developed specifically for teaching Portuguese as L2 to investigators and specialists of the institution.

Focusing, lastly, on what was defined by the PFMO for CAC, it is worth mentioning that activities were planned and implemented aiming to: (i) reinforce the knowledge of PL, in particular on a technical and legal level, for the technicians in the institutions concerned; (ii) enable CAC to investigate economic-financial and computer crime; and (iii) strengthen the coordination and cooperation of PCIC and CAC with the Financial Intelligence Unit, the judicial authorities at national level and the National Police of East Timor (PNTL).¹⁷

¹³ In the original: “órgão de polícia criminal especializada, independente, que na sua atuação se conduz[isse] apenas por critérios de legalidade e objetividade, em articulação com as autoridades competentes, como é indispensável para a sua credibilidade enquanto mecanismo de combate à corrupção” (Preâmbulo da Lei n.º 8/2009).

¹⁴ In the original: “proceder a ações de prevenção e investigação criminal dos crimes de corrupção em qualquer das suas formas, peculato, abuso de poder, tráfico de influências e participação económica em negócio, tal como definidos na legislação penal” (Artigo 4.º, Lei n.º 8/2009).

¹⁵ Decretos-Leis n.º 23/2015 and n.º 24/2015, de 29 de julho de 2015.

¹⁶ Lei n.º 7/2020, de 26 de Agosto .

¹⁷ Source: <https://www.osanpovunian.tl/pt/conteudo/o-projeto-atividades>

3. Developing manuals for teaching PL2 at CAC

3.1. Preliminary stage – establishing the sociolinguistic profile, proficiency level and critical areas of CAC’s trainees

To tailor the training course to the target audience, between March and June 2019, the Language Team in Dili administered questionnaires to define the beneficiaries’ sociolinguistic profile and proficiency.

Analysis of the collected data clarified the needs and expectations in relation to PL and its use and identified critical areas. It also made possible for this Team to plan the implementation of activity, position the beneficiaries at their respective proficiency level and make theoretical-methodological and didactic-pedagogical decisions for the training as well as for the creation of teaching materials.

In this text I only discuss the results obtained through the two instruments applied to CAC’s specialists and investigators (the first to 40 beneficiaries and the second to 50).¹⁸

Thus, in 2019 the average age of respondents was around 40 years, the youngest element being 26 and the oldest 54. It should be said, however, that 36 of the 40 specialists and investigators were between 30 and 49 years old.

Regarding education, it was found that 2 of the participants had a master’s degree, 31 had a licentiate degree and 3 had a bachelor’s degree. 4 respondents did not answer the question.

Concerning their mother tongue(s), as shown in Table 1, 21 of the participants indicated Tetum. The rest indicated one of the national languages as their L1, but *Mambae* stood out (L1 of 6 respondents).

Concerning the learning of PL, only 7 of the respondents learned Portuguese in school.¹⁹ The remaining 33 reported that they had attended Portuguese courses.

Regarding the situation in which Portuguese is used, 20 of CAC’s specialists and investigators indicated that they use Portuguese language at work and 14 in public services. Only 4 of the respondents stated that they use this language at home (Table 2).

¹⁸ The *Diagnostic Evaluation Report of the PFMO Portuguese Language Team* (2019) did a detailed analysis of the data collected in the questionnaires and the positioning tests, and it was sent to the General Coordination of the PFMO and to Camões, I.P., the entity responsible for managing the Project.

¹⁹ This number results from the fact that most respondents graduated during Indonesian occupation or have graduated in Indonesia.

Table 1 – Mother tongue of CAC’s beneficiaries

Mother Tongue (L1)	No. of speakers
Tetum	21
Mambae	6
Fataluku	4
Kemak	1
Makasa’e	2
Bunak	1
Tokodede	2
Makalero	1
Naueti	1
Baikenno	1
TOTAL	40

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO (2019)* [my translation]

Table 2 – Linguistic characterization – Situations in which Portuguese is used

Context of use	No. of respondents	Percentage
At work	20	50%
At home	5	12,5%
With friends	10	25%
In public services	14	35%
In church	9	22,5%

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO (2019)* [my translation]

Regarding their needs, 32 of the 40 CAC’s members mentioned the importance of using Portuguese in a professional context. Only 9 said they needed this language to communicate at home. The answers obtained also made it possible to see its importance in public services and in the church (Table 3).

Concerning the importance of Portuguese language in the future, we tried to ascertain the prominence given by CAC’s investigators and specialists to this language and the other languages spoken in East Timor. The data collected (Table 4) showed that Portuguese is a prominent language. In fact, 92.5% of the respondents (37 members) considered the co-official language to be very important. This percentage drops to 65% for English and to 42.5% and 15% for Tetum and Indonesian, respectively.²⁰

Table 3 – Linguistic characterization – Needs for the use of Portuguese

Context of use	No. of respondents	Percentage
At work	32	80%
At home	9	22,5%
With friends	12	30%
In public services	21	52,5%
In church	16	40%

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO* (2019) [my translation]

Table 4 – Linguistic characterization – Future importance of different languages

Languages	No. of respondents	Percentage
Portuguese	37 (92,5%)	92,5%
English	26 (65%)	65%
Tetum	17 (42,5%)	42,5%
Indonesian	6 (15%)	15%

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO* (2019) [our translation]

²⁰ This recognition of the importance of Portuguese for the future of East Timor is in tune with the results presented by Australian linguist Michael Leach, who coordinates the TL Studies Association. According to the talk *Changing attitudes to national identity amongst Timor-Leste tertiary students: 2002-2017*,²⁰ presented by the researcher in April 30 2019, at the *Timor-Leste: Politics, policies and prospects 20 years after the independence vote* Conference, which took place at the Australian National University, “whilst in 2002 only about 50% of higher education students considered the Portuguese language as relatively important or very important in shaping the Timorese identity, currently, over 54% consider it very important and 9,5% relatively important. That is, over 90% of respondents recognize the relevance of Portuguese in “being Timorese” (Albino 2020: 179-180).

Focusing now on positioning tests, it is worth mentioning that progressive tests were applied and a test for each of the beneficiary institutions of the Project was elaborated in tune with the respective activity developed. It should also be noted that only reading comprehension (CL), structural competence (CE), written expression (EE) and oral comprehension (CO) were tested.

In the specific case of CAC, the test was taken by 50 elements. The global observation of the classifications obtained (on a scale of 0 to 200) showed that the overall average was around 80.7, placing 45 of the 50 participants at A2 level. The remaining 4 were at level A1 and 1 at level B1.

Looking at the results by competence, explained in Table 5, it was observed that, except for CO, a domain in which better results were achieved, the classifications obtained positioned almost all trainees at the elementary level in the remaining competences.

The written productions were then used to assemble a *linguistic corpus*, which was analysed using the taxonomy used by Isabel Leiria (2001) in *Léxico, Aquisição e Ensino do Português Europeu Língua Não Materna*.

Table 5 – Characterization of proficiency levels by competence

Proficiency levels	Number of trainees	Percentage
Reading Comprehension		
A1	13	26%
A2	36	72%
B1	1	2%
B2	0	0%
Structural Competence		
A1	27	54%
A2	22	44%
B1	1	1%
B2	0	0%
Written Expression		
A1	9	18%
A2	39	78%
B1	2	4%
B2	0	0

Oral Comprehension		
A1	1	2%
A2	19	38%
B1	29	58%
B2	1	2%

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO (2019)* [my translation]

Therefore, concerning CAC, the total number of deviations was 2296, corresponding to 30,6% of the *corpus*. In relation to the type of errors, formal deviations were the most frequent. However, the high percentage of syntactic and morphosyntactic deviations (26,4%) and deviations in the selection of vocabulary (25,6%) (Table 6) should be highlighted.

Table 6 – Characterization of the ascertained linguistic deviations

TOTAL		
Number of texts analysed	50	
Number of words of the <i>corpus</i>	7500	
Number of total deviations	2296	
Percentage of deviations in the <i>corpus</i>	30,6%	
Ascertained deviations		
Types of deviations	Total	Percentage
Formal deviations ²¹	1037	45,2%
Syntactic and morphosyntactic deviations	607	26,4%
Deviations when selecting vocabulary	588	25,6%
Unavailable vocabulary	33	1,4%
Discursive deviations	21	0,9%
Other lexical deviations	10	0,4%

Source: *Relatório de avaliação diagnóstica da equipa da língua portuguesa do PFMO (2019)* [my translation]

²¹ Types of deviations: spelling, accentuation, contraction, approximate forms, inflexion of nouns and adjectives, verb inflexion, gender assignment and punctuation.

With the former description, it becomes clear that the stage prior to the training and development of teaching materials produced a precise characterization of the sociolinguistic context and determined the objective needs of the beneficiaries. In fact, the responses obtained in the questionnaires, the application of tests and the analysis of the *linguistic corpus* highlighted the persistence of weaknesses in mastering Portuguese, one of the official languages and the most used written language. Thus, the importance of “directing the training activity and respective materials towards the immediate communicational needs of the professionals” (PFMO 2019: 40) [my translation]²² was recognized. Also,

the low proficiency in Portuguese language of most beneficiaries constitutes an obstacle to the comprehension and assimilation of specific knowledge, representing, from the onset, a setback in relation to the objectives of training activities of a technical nature. Furthermore, the proficiency weaknesses are in contrast with the need to use Portuguese language in the professional realm. (PFMO 2019: 41) [my translation]²³

3.2. Principles, approaches and perspectives underlying CAC’s manuals

As previously stated, PL courses appear in the Project to minimize/suppress the weaknesses of the beneficiaries concerning Portuguese proficiency. Those weaknesses could significantly compromise the results of the expected technical training, given that it would be taught in this language by elements of Portuguese peer institutions and that, in some cases, the Timorese elements were to travel to Portugal to receive further training. It was also intended that the PL training should respond to specific communicative needs, i.e. be adapted to the work context and the particularities of each entity.

As such, in CAC’s context, it was decided that the teaching materials would focus on the area of economic and financial crime, which leads me to reflect somewhat on the approaches and perspectives considered in the planning stage of the manuals developed.

²² In the original: “direcionar a atividade formativa e os respetivos materiais para as necessidades comunicativas imediatas dos profissionais” (PFMO 2019: 40).

²³ In the original: “a baixa proficiência em língua portuguesa da maior parte dos beneficiários constitui um obstáculo à compreensão e à assimilação de conhecimentos específicos, representando, desde logo, um constrangimento no que se refere aos objetivos das atividades de formação de âmbito técnico. Para além disso, as lacunas em termos de proficiência contrastam com a premência da utilização da língua portuguesa no domínio profissional” (PFMO 2019: 41).

3.2.1. Developing materials for teaching Portuguese as L2 for specific purposes – Prevention and fight against corruption and correlated crimes purposes

Pierre Lerat (1995), in *Les langues spécialisées*, argues that the categorization of specialty languages as a linguistic subsystem that aggregates the linguistic particularities of a specific domain is misguided, arguing that such classification would lead to observing them as “dialects”. The reflection undertaken leads him to consider the notion of “specialized language” (which he identifies as more pragmatic) to the detriment of “specialty language” (which, as we noted, he sees as a counterintuitive concept). Thus, from his perspective, a specialized language would refer to “the use of a natural language to technically convey specialized knowledge” (Lerat 1995: 11) [my translation].²⁴

Along the same line, linguist researcher Isabel Desmet (2007:3) argues that specialized languages are, first and foremost, “natural languages in their function of communicating specialized knowledge” [my translation]²⁵. Therefore, similarly to what happens with any natural language,

a given language, in its function of transmitting specialized knowledge, is subject to three major types of variation: linguistic variation, identified at the lexical, syntactic, textual and discursive levels; extralinguistic variation, studied in the diachronic, diatopic or geographical, diastratic or diaphasic dimensions; the inherent variation, property of all languages during their textual and discursive actualization. (Desmet 2007: 12) [my translation]²⁶

Tomlinson & Mashura (2018) estimate that the lexical and syntactic singularities intrinsic to specialized languages do not make them distinct from general/common languages. In fact, although they recognize the existence of different objectives to acquire a L2 and various contexts to learn those languages, they argue that what is important is that the students “develop the specific strategies, skills, and competences that they need and want” (Tomlinson & Mashura 2018: 315).

²⁴ In the original: “l’usage d’une langue naturelle pour rendre compte techniquement de connaissances spécialisées” (Lerat 1995: 11).

²⁵ In the original: “des langues naturelles dans leur fonction de communication de savoirs spécialisés” (Desmet 2007: 3).

²⁶ In the original: “une langue donnée, dans sa fonction de transmission de connaissances spécialisées, se soumet à trois types majeurs de variation : la variation linguistique, identifiée aux niveaux lexical, syntaxique, textuel et discursif ; la variation extralinguistique, étudiée dans les dimensions diachronique, diatopique ou géographique, diastratique ou diaphasique ; la variation inhérente, propriété de toutes les langues lors de leur actualisation textuelle et discursive” (Desmet 2007: 12).

Moving on in my reflection, I consider relevant at this point to recover, still, the work of Dudley-Evans (1998) and Dudley-Evans & St John (1998) who, observing the particularities of the English language for specific purposes (henceforth ESP), pointed out four absolute and two variable characteristics in ESP. The absolute characteristics concern the teaching of a language thought to respond to the needs of the learner, the use of methodology and activities specific to each area and to the attention given to the most appropriate language for those same areas (lexicon, grammar, register, discourse, genre, etc.). In relation to the variables, they state that ESP can be circumscribed to the development of very concrete skills and does not have to follow the established methodology for general English.

In agreement with the authors mentioned, it is my understanding that specialized languages coexist in the continuity of general/natural language, being identifiable due to the extralinguistic factors (activity domains, communication situations and communicative intentions) and the fact that they convey specialized knowledge.

3.2.2. Authenticity of texts and tasks

Recovering Tomlinson & Mashura's definition (2018: 32), by authentic text I mean any text that is produced "in order to communicate rather than to teach", and by authentic task I mean any task that "involves the learners in communication in order to achieve a context-based outcome rather than just to practice language or produce output". In relation to the last, I consider also that an authentic task "does not have to be a real-life task but can be a classroom task that involves the learner in replicating real-life Skills in order to achieve a linguistic or non-linguistic outcome" (Tomlinson & Mashura 2018: 32-33).

A significant number of academics that have been studying the relevance of the use of authentic texts and tasks point out that these provide a rich and significative exposure to the target-language, which is observed as a pre-requisite for the acquisition of L2 (Mishan 2005; Rilling & Dantas-Whitney 2009; Tomlinson & Mashura 2018). They also refer the impact that this exposure can have in the motivation of learners, helping them to develop a few communication skills.

Although there are researchers who advocate that, because they are more complex, their use, especially at lower levels, makes the acquisition of L2 more difficult

(Widdowson 1991; Ellis 2003, Day 2004)²⁷, I agree with Wong, Kwok & Choi (1995: 318) when they state, concerning English, that authentic materials can help “to achieve the aims of enriching students’ experiences in the learning and use of English, sensitizing them to the use of English in the real world”.

Thus, considering that the development of communication skills entails the possibility of experiencing how a language is used in a real context, in completing significant tasks²⁸, we sought to provide access to an authentic and diversified *input*, using texts, images, audio and video (i) likely to interest trainees²⁹, (ii) related to the themes and the norms selected and defined for each of the units of the different manuals, and (iii) adequate to the proficiency level (Figures 1 and 2).

Figure 1 – Authenticity of texts and tasks – Example 1

2. Visualize a notícia.



Fonte: <https://www.facebook.com/370048750482193/videos/1460303557501118>

²⁷ On this matter, Day (2004: 111) states: “Materials need to be appropriate in terms of language, both the level and the type or variety or dialect, and in terms of the activities, tasks and exercises that students are asked to do”.

²⁸ We must remember that, in the context of non-native language teaching, “meaningful tasks” are those that involve linguistic activities and that have a *raison d’être* - a meaning - for the learner, within the framework of their real needs for using the non-native language, thus calling for the meaningful application of communicative knowledge and skills.

²⁹ For Tomlinson & Mashura (2018: 33) “materials are only really authentic to learners if they are of value to them”.

2.1. Complete as frases, de acordo com a notícia. Estabeleça a ligação correta.

a) A Lei das MPCC...	_____	1. ...vai insistir no respeito da nova medida.
b) O Parlamento...	_____	2. ...vai ter de apresentar uma declaração de rendimentos.
c) O Supremo Tribunal...	_____	3. ...vai participar na cerimónia de 25 de novembro.
d) Cada um dos órgãos de soberania, _____		4. ...vai enviar um documento para o Tribunal de Recurso.
e) A Comissão Anticorrupção...	_____	5. ...vai ficar responsável pelas ações de fiscalização.
f) Deolindo dos Santos...	_____	6. ...vai supervisionar os rendimentos das instituições.
g) O Chefe de Estado...	_____	7. ...vai permitir uma luta mais eficaz contra a corrupção.

2.2. Fale sobre o papel do Supremo Tribunal de Justiça (Tribunal de Recurso) no cumprimento da Lei “Medidas de Prevenção e Combate à Corrupção”.

Source: Lemos & Albino 2021b: 53-54

Figure 2 – Authenticity of texts and tasks – Example 2

1. Observe as imagens apresentadas e fale sobre o seu significado. Siga as orientações.



- | |
|--|
| <p>a) Descreva cada uma das imagens, associando-as à prática de crimes de corrupção no setor privado.</p> <p>b) Relacione as imagens com as medidas introduzidas pela Lei n.º 7/2020 no que respeita à corrupção no setor privado.</p> |
|--|

Source: Lemos & Albino 2021b: 104

3.2.3. Relevance attributed to the legal text

In the previous sections, as part of the implementation of Component 2 of the PFMO project, it became clear that the Language Team should work with the trainees to strengthen the beneficiaries' knowledge of Portuguese, particularly at a technical and legal level, and to help them clarify and interpret the legal and institutional framework written in this language.

Concerning CAC, this need gained relevance due to the fact that the PFMO Project took place at a very particular time for the institution, since, after many years dormant, the *Anticorruption Bill* (Bill n.º 1/V2019)³⁰ was being outlined and its final wording debated. The weeks-long discussion of the document between Parliament's Commission A and other relevant bodies led to a significant change in the name of the Law itself, which in its final form was renamed the *Law on Measures to Prevent and Fight Corruption* (thus recovering the preventive dimension inherent in CAC's competences since its creation). It should also be noted that with the approval of the new law, the institution has seen its sphere of action widened, both in terms of prevention and investigation (type of crime). As seen in 2.3, the Commission's activity is regulated, since its creation in 2009, among other, by the following documents: (i) Law n.º 8/2009, of 15 July (Law of the Anticorruption Committee), (ii) Decree-Law n.º 23/2015 and n.º 24/2015, of 29 July (Organic chart of CAC and Approval of the career of anticorruption specialist), (iii) Penal Code, (iv) Legal Framework for preventing and fighting money laundering and terrorist financing and (v) Law n.º 7/2020, of 26 August 2020 (Measures to Prevent and Fight Corruption).³¹ This public documentation was thus identified as fundamental, given that, besides being authentic, it included the linguistic content of the texts usually produced and interpreted by the beneficiaries of the institution and allowed materialization of the recommended for Component 2 of the Project.

The themes for the teaching units (Figure 3) and a good part of the texts and contents that guided the proposed sequences of activities emerged from it.

³⁰ Projeto de Lei n.º1/V2019.

³¹ (i) Lei n.º 8/2009, de 15 de julho (...), (ii) Decreto-Lei n.º 23/2015 and n.º 24/2015, de 29 de julho (...), (v) Lei n.º7/2020, de 26 de agosto de 2020 (...).

Figure 3 – Theme organization of manuals’ A2 and B1 units

	Índice geral
Unidade 1 Dados pessoais e profissionais	10
Unidade 2 Comissão Anticorrupção	26
Unidade 3 Orgânica da Comissão Anticorrupção	46
Unidade 4 Responsabilidades profissionais	64
Unidade 5 Investigação, prevenção e sensibilização	80
Unidade 6 Apoio e cooperação	96
Unidade 7 Corrupção passiva e corrupção ativa	114
Unidade 8 Peculato e peculato de uso	132
Unidade 9 Abuso de poder e tráfico de influências	152
Unidade 10 Participação económica em negócio	170

	Índice geral
Unidade 1 Corrupção	10
Unidade 2 Discussão e aprovação da Lei n.º 7/2020	28
Unidade 3 Medidas de prevenção e combate à corrupção	50
Unidade 4 Prevenção da corrupção no setor público	76
Unidade 5 Prevenção da corrupção no setor privado e participação da sociedade	102
Unidade 6 Declaração de rendimentos, bens e interesses	134
Unidade 7 Crimes de corrupção	168
Unidade 8 Proteção de testemunhas, peritos, vítimas e denunciante	204

Source: Lemos & Albino 2021a: 9; Lemos & Albino 2021b: 9

3.2.4. Communicative approach

Language is a communication tool, and communication always occurs in context. Words used in isolation possess generic and abstract meanings, which makes them relatively empty and ineffective. Like Blanchet (2004), I understand that language presents two main functions: a communicative function, which enables the transmission of information/messages, and a social/identity function, which enables the individual/group to exist and relate. Each language proposes a particular vision of the world to the communities of speakers of that language. Therefore, it is important to remember that the acquisition of L2 enables the learner to establish bridges between her or his native language and the language and culture of L2, but, likewise, the integration of a new cultural group.

The way in which acquisition/learning of L2 takes place has been researched in several areas, and there is recognition that the different theories, approaches and perspectives that have been emerging do not overlap or cancel each other, but rather evolve, renew and complement each other. The communicative approach emerged in the second half of the 20th century and changed the paradigm of previous methodological currents by emphasizing communication in its different dimensions: oral and written comprehension and oral and written expression. Anchored in the understanding that L2 is acquired by involving speakers in contextualized communication situations, the teaching-learning process focuses on the learner, their sociolinguistic profile and their needs. As such, it must provide the acquisition of skills that allow her or him to communicate successfully in the target-language in real communication situations (Bachman 1990; Hymes 1991).

From this perspective, as we stressed earlier, the aim was for CAC manuals to be a functional and effective working tool, but also a motivating one. Based on the assumption that the development of communicative competence is not restricted to the appropriation of language knowledge, but includes the ability to put this knowledge to use in a specific context (Bachman 1990), the selection of content and documents was made on the basis of the communication situations in which this audience is involved (namely awareness-raising and investigative actions in the area of economic and financial crime). This does not mean, however, that the linguistic system has been devalued. On the contrary, the linguistic dimension was worked on dynamically and in close connection with the selected texts and communicative situations (Figure 4).

Figure 4 – Unit organization – Example

The diagram shows the structure of Unit 5. On the left, a vertical bar contains the title 'Prevenção da corrupção no setor privado e participação da sociedade' and a stylized human figure. The main content is organized into several sections:

- OBJETIVOS GERAIS**
 - Compreensão oral**
 - Compreender e selecionar informação específica de vídeos e de notícias
 - Organizar a informação de uma notícia
 - Leitura**
 - Ler, analisar e selecionar informações de notícias, de relatórios e de normativos
 - Ler, analisar e comentar afirmações
 - (Re)Organizar e topicalizar informação
 - Produção escrita**
 - Escrever frases simples, recorrendo a estruturas argumentativas
 - Escrever textos de opinião
 - Escrever um texto expositivo
 - Expressão e interação orais**
 - Expressar e fundamentar uma opinião
 - Descobrir imagens e estabelecer relações entre imagens, palavras/expressões e medidas de política
 - Falar sobre causas e consequências
 - Comentar afirmações e partilhar pontos de vista
- COMPETÊNCIAS LINGÜÍSTICA E SOCIOLINGÜÍSTICA**
 - Gramatical**
 - Preterito-mais-que-perfeito composto do modo indicativo
 - Voz ativa e voz passiva
 - Lexical**
 - Pacto Global das Nações Unidas (UNGC)
 - Corrupção no setor privado
 - Códigos de conduta
 - Códigos de governação empresarial
 - Compliance e gestão de riscos no setor privado
 - Conceito de "Porta Giratória" no contexto da corrupção
 - Conflito de interesses
 - Participação pública nos processos decisórios e na prevenção da corrupção
 - Barómetro Global de Corrupção (GCB)
 - Jornalismo de investigação
 - Sociolingüística**
 - Registo formal
 - Marcadores lingüísticos adequados às situações de comunicação
- COMPETÊNCIA PRAGMÁTICA**
 - Apresentar as medidas introduzidas pela Lei n.º 7/2020 para prevenir a ocorrência de crimes de corrupção no setor privado
 - Falar sobre o Pacto Global das Nações Unidas
 - Explicar a relevância da colaboração entre empresas, governos, agências da ONU e sociedade civil na criação de uma economia global transparente
 - Falar sobre o crime de suborno e sobre as suas consequências na opinião pública
 - Explicar o impacto da corrupção no setor privado e a importância da adoção de códigos de conduta
 - Propor medidas de prevenção da corrupção no setor privado
 - Falar sobre a falta de transparência na alternância entre o exercício de cargos públicos e privados
 - Interpretar dados numéricos e estatísticos
 - Relacionar o jornalismo de investigação com o trabalho desenvolvido pela CAC
 - Mostrar a relevância da participação do setor privado e da sociedade na prevenção da corrupção

Source: Lemos & Albino 2021b: 102

3.2.5. Text-driven approach

A text-driven approach places the text at the centre of the sequence of activities in a learning unit and everything that “the learner and teacher do is determined organically by interaction with the text rather than by a syllabus or content map” (Tomlinson & Mashura 2018: 131).

We believe that this approach allows learners to experience the text in a holistic way, leading them to respond based on the connections they establish with their lives, experiences and knowledge of the world. As such, text-driven was favoured in the design of the introductory activities of the units and before the texts to mobilize prior knowledge relating to the themes of the texts and to activate processes such as inference, prediction or even association, which can lead to use of the target language (Figure 5).

Figure 5 – Embezzlement crime – Example of a text-driven approach

1. Visualize o excerto do vídeo.



Fonte: https://www.youtube.com/watch?v=HEX-oM_F30 (0:00-0:30)

1.1. A pares, proponham uma definição para a palavra “peculato” que responda às questões:

O que é o peculato?

Quem pratica o crime de peculato e com que objetivo?

1.1.1. Partilhem e discutam a vossa resposta com os vossos colegas. Em seguida, em conjunto, selecionem e registem a definição mais adequada à palavra.

1.1.2. Continue a visualização do vídeo. Em seguida, no coletivo, confrontem a definição proposta no vídeo com a registada no exercício anterior.



Fonte: https://www.youtube.com/watch?v=HEX-oM_F30 (0:31-1:15)

2. Observe a imagem e comente o seu significado com os seus colegas. Siga as orientações.



- a) Descreva a imagem.
- b) Relacione a imagem com o crime de peculato.
- c) Dê um título à imagem.

3. Leia o artigo 295.º do Código Penal.

Artigo 295.º - Peculato

1. O funcionário que ilegitimamente se apropriar em proveito próprio ou de outra pessoa, de dinheiro ou coisa móvel, pública ou particular, que lhe seja entregue, esteja na sua posse ou lhe seja acessível em razão das suas funções, é punido com pena de prisão de 3 a 10 anos, se pena mais grave não couber por força de outra disposição legal.

2. Se o funcionário der de empréstimo, empenhar ou, por qualquer forma, onerar os valores ou objetos referidos no número anterior, é punido com pena de prisão até 3 anos ou multa, se pena mais grave não couber por força de outra disposição legal.

3. Se os valores ou objetos referidos nos números anteriores ultrapassarem os 5.000 dólares americanos, as penas são, respetivamente de prisão de 4 a 12 anos ou de 2 a 5 anos.

4. Se os valores ou objetos referidos no número 1 forem de valor inferior a 50 dólares americanos o agente é punido com pena de prisão até 3 anos ou com pena de multa.

3.1. Sublinhe o significado adequado a cada uma das palavras, de acordo com o artigo.

a) se apropriar	se adaptar	se apoderar	se adequar
b) proveito	benefício	resultado	utilidade
c) acessível	compreensível	alcançável	claro
d) em razão de	por meio de	devido a	por causa de
e) empenhar	dedicar	prometer	obrigar
f) onerar	penhorar	garantir	obrigar
g) por força de	graças a	necessário a	devido a

3.2. Assinale com um X as afirmações verdadeiras, de acordo com o artigo.

O crime de peculato...	
a) é a utilização ilegítima de dinheiro ou de bens públicos ou privados.	<input type="checkbox"/>
b) é praticado por um funcionário para benefício pessoal ou de outros.	<input type="checkbox"/>
c) é, em todas as suas formas, punido com uma pena de 3 a 10 anos de prisão.	<input type="checkbox"/>
d) é punido com pena de prisão até 3 anos quando existe apropriação de dinheiro público.	<input type="checkbox"/>
e) é punido com uma pena de prisão de 3 anos ou com multa quando existe empréstimo de dinheiro público.	<input type="checkbox"/>
f) é punido com pena de prisão de 4 a 12 anos ou com multa quando o valor dos objetos desviados é igual ou superior a 5.000 USD.	<input type="checkbox"/>
g) é punido com pena de prisão até 3 anos ou com multa quando o valor dos objetos desviados ultrapassa os 50 USD.	<input type="checkbox"/>
h) é sancionado de acordo com o montante ou com o valor dos bens desviados.	<input type="checkbox"/>

3.2.6. Discovery approach

In the acquisition of L2, the discovery approach is inscribed in the inductive perspective of content learning, highlighting those that are determinant in the development of structural skill. This approach developed from the conviction “that what students find out for themselves is more likely to be learned and retained than what they are told by a teacher or book, provided that it is relevant and useful to them and that they have multiple subsequent encounters with similar manifestations of language use to those that triggered the discovery” (Tomlinson & Mashura 1998: 193). The active involvement of learners in learning, which the discovery approach provides, led us to consider it in the manuals produced, especially to work on grammar and spelling. Thus, activities were created that would stimulate the discovery of answers from experimentation (critical analysis and reflection) and the formulation of rules from observing situations of use (Figure 6).

Figure 6 – Orthography – Example of the *discovery* approach

11. Leia o excerto do Programa e do Plano Anual de Atividades da CAC.

Objetivos e Metas da CAC - Objetivos da CAC 2015-2020
As Metas da CAC 2020, nas suas áreas de intervenção são as seguintes:
1. Setor Público: Elevar a integridade e o cumprimento das normas legais por parte de todos os funcionários do Estado.
2. Setor Educativo: Estudantes ativos e promotores de atividades de prevenção de corrupção.
3. Setor Privado: Aumentar o número de empresas qualificadas que utilizam fundos do Estado para fornecer, eficazmente, bens ou serviços.
4. Sociedade Civil: O público e a Sociedade Civil devem ter um papel ativo no combate à corrupção.
5. Cooperação: Cooperação efetiva a nível nacional, regional e internacional (...)
6. CAC: Atuação eficiente e eficaz ao serviço da investigação, prevenção e sensibilização do público.

Objetivo & Meta CAC – Objetivo CAC 2015-2020
Meta CAC 2020 ho ninia área intervensaun sira hanesan tuir mai ne'e:
1. Setór Públiku: Eleva integridade no koprimentu ba normas legál husi Servidór Estadu hotu.
2. Setór Edukasionál: Estudante sira ativiu organiza no sai promotor ba prevensaun korrupsaun.
3. Setór Privadu: Eleva número empreza sira ho kualifikasaun di'ak hodi utiliza fundu estadu nian ba formese bens no halo servisu sira konstrusaun nian ho efikásia.
4. Sosiadade Civil (...): Públiku, sosiadade sivil sira manifesta papel ida efetivu ba kombat korrupsaun.
5. Kooperasaun: Efetividade kooperasaun sira nasional, rejional no internasional (...)
6. CAC: Atuasaun efisiente no efikásia iha servisu sira investigasaun, prevensaun no sensibilizasaun públiku.

11.1. Sublinha, no texto em português, as palavras terminadas em **-ão**. Em seguida, localize, no texto em tétum, essas palavras e complete a regra.

As palavras do tétum terminadas em **-aun** com origem no português escrevem-se, nesta língua, com - _____.

11.2. Observe, agora, as palavras sublinhadas no texto em português. Em seguida, localize, no texto em tétum, essas palavras e complete a regra.

As palavras em português com **-ca, -co, -cu, cr** ou **-qu** escrevem-se, em tétum, com - _____.

Source: Lemos & Albino 2021a: 41

3.3. Examples of activities developed to work on the legal text

3.3.1. Development of reading skills and lexical competence from legal texts

The performance in the reading comprehension component of the placement test (Table 5), as well as the analysis of the linguistic *corpus* (Table 6), highlighted the need to give special importance to the development of reading and lexical skills.

I believe that more than knowing the diplomas and the specific lexicon of the legal area, CAC's specialists and investigators need to master them and know how to use them. As such, the interpretation of the legal text assumed a central role in the context of PL training (and, inherently, as widely highlighted, in the teaching materials). This option required enormous effort from the trainers, authors and scientific-pedagogical coordinators and the use of jurists and lawyers whenever this proved necessary. In fact, legal language, because of the particular and technical use of the current language and, often, because of the normative function of the discourse, transgresses the boundaries of immediate comprehension of the linguistic community. The existence of words exclusive to the legal sphere (*seclusion, arrest, defendant, incarceration, etc.*), as well as the multiplicity of legal meanings that a specific term can acquire in this area (*public, defence, law, etc.*) illustrate that. In this regard, Bergmans (1987: 90) emphasizes that “even if legal terminology is largely composed of words from everyday language, these receive a particular meaning, a more restricted definition, and technical precision which are essential from the point of view of legal imperatives”.³²

Therefore, well aware of the strong heterogeneity of legal terminology and convinced that, as Tomlinson & Mashura (2018: 206) advocate, (i) “extensive reading can help students to acquire lexical items providing the items are salient and recycled” (ii) “text-based vocabulary teaching can help students to acquire lexical items providing the items are salient and recycled”, we have designed significant tasks around the legal texts selected.

Concerning written comprehension, we have used the text-driven approach seeking to ensure in-depth understanding of the specialist content and linguistic resources present in the texts. Concerning the development of the lexical skill, we have created, for example, activities that would involve the interpretation or discovery of the meaning of

³² In the original: “même si la terminologie juridique est composée largement de mots du langage courant, ceux-ci reçoivent une signification particulière, une définition plus restreinte, une précision technique indispensables du point de vue des impératifs juridiques” (Bergmans 1987: 90).

concepts from the context and the creation of sentences/text with the items that had been worked with (Figure 7).

Figure 7 – Examples of a sequence of activities of written comprehension and development of lexical skills from a text-driven approach

9. Observe a imagem e assinale com um X a opção que melhor completa a frase.



Esta imagem faz alusão...

- a) à participação económica em negócios.
- b) ao tráfico de influências.
- c) à posse de riqueza injustificada.

9.1. Comente com os seus colegas o significado da imagem anterior. Utilize frases completas.

10. Visualize o vídeo.



Fonte: <https://www.youtube.com/watch?v=wefcY5mYeY0&t=2s> (0-0:53)

10.1. Tendo como suporte a informação do vídeo e as palavras dadas, complete a definição de "Enriquecimento Ilícito".

Enriquecimento Ilícito

Situação em que um (1) _____ apresenta um aumento de (2) _____ incompatíveis com o (3) _____ que recebe e cuja origem não foi (4) _____ nem é (5) _____.

**agente público | rendimentos e/ou património
declarada | salário | justificável**

11. Leia o artigo 98.º da Lei n.º 7/2020, de 26 de agosto.

<p>TÍTULO III DISPOSIÇÕES CRIMINAIS CAPÍTULO II DOS CRIMES DE CORRUPÇÃO</p> <p>Artigo 98.º Posse de riqueza injustificada</p> <p>1. Quem, sujeito por lei a declarar rendimentos, bens e interesses em razão de exercício de cargo público, não justificar a origem da sua riqueza, instado a fazê-lo pela autoridade competente, quando esta invocar e fizer prova de que a riqueza na sua posse, durante o exercício do cargo e até três anos após a sua cessação, é significativamente superior aos seus rendimentos lícitos conhecidos, é punido com pena de prisão até 5 anos, se pena mais grave não couber por força de outra disposição legal.</p> <p>2. Para efeitos do presente artigo entende-se que a riqueza é significativamente superior aos rendimentos lícitos conhecidos quando os excede no mínimo em 25%.</p> <p>3. Equipara-se a acréscimo de património a liquidação de dívidas.</p> <p>4. O tribunal decreta obrigatoriamente a perda a favor do Estado dos bens que excederem os seus bens lícitos conhecidos.</p> <p>5. Quem, tendo relações de parentesco ou de amizade próximas, ou de associação, com as pessoas indicadas no n.º 1, não justificar a origem dos seus bens, instado a fazê-lo pela autoridade competente, quando esta tiver razões para crer que possui esses bens por conta ou em nome da pessoa sujeita a declaração de rendimentos, bens e interesses tem os bens perdidos a favor do Estado.</p>
--

11.1. Procure, no artigo 98.º, as palavras ou expressões que significam:

a) Chamado; convocado (ponto 1): _____	b) Justificar; alegar (ponto 1): _____
c) Supera; ultrapassa (ponto 2): _____	d) Assemelha-se; compara-se (ponto 3): _____
e) Aumento; acréscimo (ponto 3): _____	f) Privação; confisco (ponto 4): _____
g) No lugar da (ponto 5): _____	h) Obrigada a (ponto 5): _____

11.1.1. Complete as frases com as palavras encontradas no exercício anterior.

- a) O Senhor João Dias é proprietário de dois imóveis _____ atual chefe de gabinete de um membro do Governo, que é sua filha.
- b) O marido da Ministra da Saúde foi _____ a fazer a sua declaração rendimentos, bens e interesses.
- c) Esta semana, ficou provado o _____ injustificado de rendimentos do embaixador que estava a ser investigado há vários meses.
- d) A _____ dos bens a favor do Estado deste agente público foi decretada pelo tribunal, esta manhã.
- e) O suspeito está a _____ o desconhecimento da lei em vigor para justificar o facto de não ter declarado o imóvel herdado.
- f) O valor declarado _____ os rendimentos lícitos em mais de 40%.
- g) A decana da Faculdade de Direito é uma das pessoas _____ apresentar a declaração de rendimentos, bens e interesses.
- h) A situação analisada hoje _____ à observada na semana passada.

11.2. Releia o artigo 98.º e assinale com um X as afirmações verdadeiras.

- a) O ponto 1 aplica-se apenas às pessoas sujeitas a declaração de rendimentos, bens e interesses em exercício de cargos públicos.
- b) De acordo com o ponto 1, a posse de riqueza injustificada pode ser punida com uma pena de prisão superior a 5 anos.
- c) O ponto 2 estipula o montante da multa aplicável a todos aqueles que não declararam um aumento de bens.
- d) O ponto 2 determina que os rendimentos não declarados podem ser superiores aos rendimentos lícitos em 25%.
- e) O ponto 3 refere que a liquidação de dívidas é considerada um aumento de património do agente público.
- f) Segundo o ponto 4, em caso de prova de enriquecimento ilícito, todos os bens do infrator passam a ser propriedade do Estado.
- g) De acordo com o ponto 5, os familiares e amigos dos agentes públicos incorrem numa pena de prisão de 5 anos se ocultarem os bens deles.

Source: Lemos & Albino 2021b: 142-145

3.3.2. Development of writing skills and communication competence from legal texts

The results of the positioning tests and the analysis of the linguistic *corpus* that took place in the stage that preceded the production of materials, shaped, similarly to what happened with the written comprehension, the elementary mastery that CAC's specialists

and investigators had in this competency. Data obtained from questionnaires applied to define the sociolinguistic profile of the target audience showed that, outside the work context or public services, PL is rarely used. Thus, taking as reference what Tomlinson & Mashura (2018: 315) recommended concerning materials created for teaching and learning a language for specific purposes, namely that those materials

should not differ significantly in pedagogical approach but should differ in topic and linguistic content so as to be relevant, meaningful, and potentially useful to their specific target learners (...) [w]hat they should share is a concern with helping their target students to do what they want to do in the L2 both whilst learning it and after their courses.

We have also used legal texts to work on oral and written expression of PL.

Activities were planned to develop a series of communicative skills and provide the greatest number of experiences possible using the target language (Figures 8 and 9).

Figure 8 – Example of written expression activities

4. Tendo como suporte os elementos da unidade, escreva um pequeno texto (100 a 120 palavras) sobre a realidade timorense, no qual:

- a)** Indique quais são os crimes da secção III dos Crimes de corrupção, da Lei n.º 7/2020, mais comuns em Timor-Leste;
- b)** Indique qual(ais) era(m) a(s) instituição(ões) responsáveis pela investigação desses crimes antes da aprovação da Lei das Medidas de Prevenção e Combate à Corrupção;
- c)** Identifique os desafios que estes crimes colocam à CAC do ponto de vista da investigação criminal.

Source: Lemos & Albino 2021b: 46

Figure 9 – Example of a sequence of activities of oral expression

1. Leia o ponto 8 do código de conduta internacional para agentes públicos⁶ e observe a imagem apresentada.

Código de conduta internacional para agentes públicos
III – Declaração de bens

8. Os agentes públicos devem, de acordo com sua posição e com o permitido ou exigido por lei e pelas políticas administrativas, concordar com a obrigação de declarar ou divulgar bens e dívidas pessoais, assim como, se possível, aqueles do seu cônjuge e/ou dependentes.



- 1.1. Oralmente, relacione os elementos anteriores e as medidas introduzidas pela Lei n.º 7/2020 no que respeita à prevenção da corrupção. Utilize frases completas.

2. Observe as imagens apresentadas.



- 2.1. Descreva, oralmente, as imagens anteriores e associe-as às competências da CAC no que se refere ao regime de declaração de rendimentos, bens e interesses.

⁶ Fonte: https://www.unodc.org/documents/justice-and-prison-reform/projects/UN_Standards_and_Norms_CPCJ_-_Portuguese1.pdf

Source: Lemos & Albino 2021b: 136

4. Final considerations

With this article, I have sought to present and discuss the contents created for CAC's manuals, created for Portuguese language training as L2, which integrated Component 2 of the PFMO Project, implemented in East Timor between 2017 and 2024.

Even if briefly, I have clarified the importance given by the Project to strengthening the beneficiaries' knowledge of PL, mostly of a legal nature. I also explained the relevance that determining the sociolinguistic profile, the proficiency level and the critical areas of

the trainees had in taking theoretical-methodological and didactic-pedagogical decisions for PL courses as well as for producing the manuals. I have referred and debated the principles, approaches and perspectives underlying the production of materials, having highlighted the pertinence given to communicative, text-driven and discovery approaches, and the centrality of the legal text. Lastly, I presented examples of activities developed based on those assumptions.

I believe that this article provides valuable clues for the development of materials for teaching and learning PL as L2, adapted to specific contexts and audiences with specific needs.

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