
**Charts**

Figure 1: Reasons for learning Portuguese: heritage vs. non-heritage learners. (text on p. 657)

![Reasons for Learning Portuguese (HL/NH)](image1)

Figure 2: Factors that affect suggestions in the workplace (text on p. 657)

![Factors affecting suggestions](image2)
Figure 3: Use of mitigators in DCTs (text on pp. 657-658, Table 3)

<table>
<thead>
<tr>
<th>Situation 1</th>
<th>Situation 2</th>
<th>Situation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mit</td>
<td>Non-Mit</td>
<td>Mit</td>
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<tr>
<td>Non-Mit</td>
<td>Mit</td>
<td>Non-Mit</td>
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Figure 4: Use of mitigators in Situation 3 of the DCT (text on pp. 657-658, Table 4)

Figure 5: Answers to Question 1 (MCQ) (text on p. 659, Table 5)

Figure 6: Answers to Question 2 (MCQ) (text on p. 659, Table 6)