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# Introduction

It is with great pleasure that I present the new issue of the Portuguese Language Journal. This edition represents yet another important step in our ongoing mission to promote research and scholarship in the fields of language acquisition, literature, translation, and other topics related to the Portuguese language. I would like to extend my deepest gratitude to our dedicated reviewers, whose expertise and meticulous evaluation ensure the quality of the work we publish. I also wish to express my sincere appreciation to the American Organization of Teachers of Portuguese (AOTP) for their unwavering support, as well as to its esteemed president, Eugênia Fernandes, for her valuable collaboration. My profound thanks also go to my co-editor, Vivian Flanzer.

I would also like to express my sincere gratitude to all the authors who submitted manuscripts for this issue. Their dedication to advancing research in Portuguese language studies, as well as their willingness to share their insights and scholarly work, plays a crucial role in fostering meaningful academic discussions. Their contributions not only enrich our journal but also help strengthen the broader intellectual community committed to Portuguese language acquisition, literature, and translation. We deeply appreciate their commitment to rigorous research and their efforts in shaping the future of our field.

The authors contributing to this issue come from diverse academic backgrounds and institutions in Uruguay, the United States, and Brazil. Their research reflects a broad spectrum of interests within Portuguese studies, offering valuable insights into language teaching and learning. Damián Díaz presents a qualitative study on biliteracy, examining the language development of Spanish-speaking post-secondary students in Uruguay learning Portuguese as an additional language. His research highlights the relevance of academic writing tasks and instructional strategies on fostering productive cross-linguistic transfers. Caroline Diniz Ainsworth and Desirée Oliveira investigate the perceptions of Spanish-speaking students and their instructor in the process of learning Portuguese as a third language (L3). Their study, conducted in a university setting in the United States, reveals key linguistic challenges and advantages faced by learners, emphasizing the role of crosslinguistic influence in language acquisition.

Eleone Ferraz de Assis and Rogger Teles Fagundes explore the centrality of textual genres in Portuguese language teaching as outlined in Brazilian curricular guidelines. Their research provides a critical analysis of how these guidelines shape language instruction, reinforcing the role of text as a fundamental unit of communication and learning.

Ivian Boruchowski and Leila DaCosta examine sociolinguistic factors influencing the acquisition of Portuguese as a heritage language among university students. The study underscores the importance of early exposure, family attitudes, and literacy development in maintaining and advancing heritage language proficiency.

The contributions in this issue underscore the growing relevance of Portuguese language studies across different linguistic and cultural contexts. Their findings offer valuable perspectives for educators, researchers, and school administrators. As we continue to expand the reach and impact of the Portuguese Language Journal, I encourage our readers to engage with the insightful work presented in this issue and to consider contributing to future editions. The next call for papers opens next month, and we are excited about our upcoming thematic issue to be published on March 8, commemorating the International Women's Day and celebrating women researchers and educators that have helped promote the Portuguese Language in the U.S. This special issue will be guest-edited by Dr. Celia Bianconi and Dr. Nilma Dominique, and we look forward to the valuable contributions it will bring to our field.

Thank you for your continued support and commitment to the study and promotion of the Portuguese language.

Luciane Maimone

**Editor**

*Missouri State University*



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The American Organization of Teachers of Portuguese (AOTP) advocates studying the Portuguese language and the cultures of the Portuguese-speaking countries in the United States. Given the significance of speaking Portuguese in the world and the international cultural, economic, and political impact of the Portuguese-speaking countries, our mission is to promote the Portuguese language as a tool for communication in the United States and globally. As a professional organization, the AOTP represents Portuguese language teachers in k-12, higher education, and community schools. It supports establishing and sustaining quality Portuguese programs and Portuguese teachers' education and professional development. It promotes research on all aspects of teaching and learning the Portuguese language and Portuguese-speaking cultures.

The Portuguese Language Journal (PLJ) is available to members of the AOTP electronically. AOTP is a nonprofit, non-governmental organization. It aims to enhance and promote Portuguese teaching in the United States and provide professional development to its members. PLJ was founded in 2006 to promote and improve Portuguese teaching as a world language. PLJ also aims to provide a venue to encourage collaboration, research, and exchange of ideas among Portuguese language instructors.

Portuguese Language Journal (ISSN #1942-0986) is the official journal of AOTP - the American organization of Teachers of Portuguese.

Submissions to <https://portugueselanguagejournal.com/index.php/home/about/submissions>

PLJ invites the submission of original, unpublished manuscripts on Second Language Acquisition, Methodology of Foreign Languages Linguistics, Cultural Studies, Film Studies, Literary Criticism, Pedagogy, and also reviews of books, multimedia, and other pedagogical material connected to the teaching and learning of Portuguese.

The PLJ is a collaboration between the AOTP, the Center For Latin American Studies at the University of Florida, the Latin American and Iberian Institute at the University of New Mexico, and the Latin American and Caribbean Center at Florida International University.