Professional development and literacy for Spanish/FL instructors: from linguistic to digital competence

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Abstract

This paper aims to highlight the deficiencies in digital literacy education within official master´s programs for Spanish as a foreign language teachers in Spain. A thorough literature review has been carried out that supports the theoretical framework in which this mixed research is based. Its low presence in the syllabi highlights the need to strengthen and expand digital literacy in professional development courses for Spanish as a foreign language teachers and to reduce the curriculum content gap that separates it from linguistic literacy. Digital competence deserves a deeper treatment and a more visible position in current study plans.

Keywords

Teacher training. SFL. Digital teaching competence. Digital competence.

Formación y alfabetización del profesor de ELE: de la competencia lingüística a la tecnológica

Resumen

Con el presente trabajo se pretende poner de manifiesto las carencias en formación digital que poseen los másteres de profesorado de lenguas extranjeras, más concretamente de la enseñanza de español como lengua extranjera. Se ha llevado a cabo una revisión bibliográfica que cimente el marco teórico en el que se asienta esta investigación de carácter mixto. Su escasa presencia pone de manifiesto la necesidad de reforzar y ampliar la alfabetización digital en la formación de profesorado y reducir la fractura desigualitaria que la separa del aprendizaje lingüístico. Merece por derecho un tratamiento más profundo y una posición más visible en los planes de estudio.

Palabras clave

Formación docente. ELE. Competencia digital docente. Alfabetización digital.

Formação e alfabetização de professores da ELE:

da competência linguagem à competência tecnológica

Resumo
Este artigo tem como objetivo destacar as deficiências no treinamento digital que os professores de mestrado de línguas estrangeiras têm, mais especificamente no ensino de espanhol como língua estrangeira. Foi realizada uma revisão bibliográfica que sustenta o referencial teórico no qual esta pesquisa mista se baseia. Sua baixa presença destaca a necessidade de fortalecer e expandir a alfabetização digital na formação de professores e reduzir a diferença de desigualdade que a separa da aprendizagem de línguas. Merece, por direito, um tratamento mais profundo e uma posição mais visível nos planos de estudo.

Palavras-chave
Formação de professores. ELE. Competência em ensino digital. Alfabetização digital.

1 Introduction

The everyday presence of digital tools has revolutionized the educational paradigm in recent decades. Students and teachers are faced with a digital reality that brings great advantages, but also reveals educational shortcomings in both the digital competence of teachers and that of learners. Concepts such as "digital natives", "digital literacy" and "teaching digital competence" are at the center of this work that tries to find the reasons behind the training gap between the linguistic competence of Spanish as a foreign language (SFL) teachers and their digital literacy.

The search for answers begins by describing the theoretical framework that underpins this work, for which a literature review is presented to facilitate the understanding of the concepts mentioned above related to the teaching skills of contemporary SFL teachers. Next, an analysis of the position of digital competence in the curricula of 30 postgraduate courses for SFL teachers in Spain is presented to determine whether the current demand for teachers with a high level of digital literacy is aligned with the academic content of the courses examined. Finally, this work presents a series of recommendations to ensure the continuous development of digital teaching competence for SFL teachers.

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2 Theoretical framework

Teaching practice in the field of SFL has been transformed with the incorporation of digital tools. The incursion of information and communication technologies (ICT, TIC in Spanish), an acronym that is mostly used in the didactic context and "*[...] que privilegia un enfoque instrumental*" (MÉNDEZ SANTOS; PANO ALAMÁN, 2019, p. 5), appears recurrently in teacher training documents aimed at describing the digital teaching competence of second language and foreign teachers. With the aim of adding the social and relational component, Gabelas, Marta-Lazo and Aranda (2012, 2016) updated this acronym adding the "R", the new acronym can be translated as the Technologies of Information, Relation and Communication (TRIC in Spanish) (GABELAS; MARTA-LAZO; ARANDA, 2012; MARTA-LAZO; GABELAS, 2016). This proposal includes social and cultural interaction in the framework of digital tools (GARCÍA; FERNÁNDEZ, 2017) and "*[...] la interacción, (co)creación, reflexión y, en definitiva, humanismo digital que debe impregnar el proceso educomunicativo en Red*" (MARTA-LAZO, 2018, s.p.).

The emergence of different acronyms, which coexist and attempt to describe the presence of digital tools and their impact on the teaching and learning process, demonstrates the complexity that underlies the inclusion of digital resources and skills in curricular projects and the need for solid foundation training of SFL teachers in terms of their use and implementation in the classroom. ICT and TRIC now coexist with other acronyms that seek to complement this approach and include other variables specific to the teaching field. This is how the learning and knowledge technologies (LKTs) emerged, which focus on the impact of digital tools in education or the term coined by Dolors Reig (2012), which brings together digital tools and the field of social sciences, creating the technologies for empowerment and participation (TEP), aiming to implement technological resources to promote critical awareness, collaboration, autonomy and the ability of an individual to change himself/herself or his/her circumstances (ROMÁN-MENDOZA, 2018). This amalgam of acronyms represents the constant growth of the digital reality in which we find ourselves and how specific demands and terminological evolution influence the description of digital tools according to the objectives to be

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achieved: promoting digital socialization, empowerment, or creating a dynamic, realistic and life-lasting learning experience.

The literature review reveals an extensive use of the acronym ICT to refer to digital tools, so in the following lines it will be used to refer, in a general way, to the use of digital resources in higher education and its relation with the teaching digital competence.

The effective incorporation of digital tools into the teaching process is, currently, one of the most challenging tasks, as it depends on many factors, such as the infrastructure of the educational institution, teachers and learners´ digital, academic leadership and organization policies that support, or not, the digitalization and transformation of teaching.

In recent decades, policies promoting the digital transformation of education have emerged and have led to the creation of a series of research projects and reference documents, which are continually being reviewed and adapted, seeking to describe the digital competences of teachers and learners in order to promote meaningful, active and lasting learning with digital tools. There are many official documents from different countries that have been published regarding digital competence in the education context, to better understand the current panorama, we present the most relevant academic studies and official documents that help to define teaching digital competence in the university context.

The European Commission and the Member States published the Key *Competences for Lifelong Learning document in 2007. A European reference framework* (EUROPEAN COMMISSION, 2007) based on Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning for citizens. The document identifies eight key competences (EUROPEAN COMMISSION, 2007, p. 3): 1. communication in the mother tongue; 2. communication in foreign languages; 3. mathematical competence and basic competences in science and technology; 4. digital competence; 5. learning to learn; 6. social and civic competences; 7. sense of initiative and entrepreneurship; and 8. cultural awareness and expression. This is framework presents one of the first conceptualizations of the term digital competence in a European document:

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> *La competencia digital entraña el uso seguro y crítico de las tecnologías de la sociedad de la información (TSI) para el trabajo, el ocio y la comunicación. Se sustenta en las competencias básicas en materia de TIC: el uso de ordenadores para obtener, evaluar, almacenar, producir, presentar e intercambiar información, y comunicarse y participar en redes de colaboración a través de Internet.* (COMISIÓN EUROPEA, 2007, p. 7).

Although this text does not focus on digital teaching competence, the essential knowledge, skills and attitudes are aligned with the process of teaching and can easily be extrapolated to that area. Teachers must be aware of the nature, function and opportunities offered by digital tools. To do so, they must be able to use different computer applications, understand the risks and opportunities of the internet, assess the reliability of the content they access, know how to communicate in the digital environment, and use these tools to encourage creativity, critical thinking and active learning (EUROPEAN COMMISSION, 2007).

A year later, the *UNESCO ICT Competency Framework for Teachers* (2008) was published, detailing the standards of ICT competence for teachers and providing guidance for all educators, recommendations for designing teacher education programs and selecting courses that help prepare teachers to play a key role in the digital education and training of students. This document was updated in 2011 and 2018 (although it was published in 2019). In 2013 the *DigComp*: *A Framework for Developing and Understanding Digital Competence in Europe* (FERRARI, 2013) is published, with the aim of specifying and identifying the key components of digital competence in terms of the knowledge, skills and attitudes needed to be digitally competent citizens. This text proposes a series of digital competence descriptors that can be validated across Europe according to levels A (initial), B (intermediate) and C (advance). The report details various aspects of digital competence by identifying and listing 21 competences, organized into five areas: Information, Communication, Content Creation, Security and Problem Solving. This competence framework becomes the foundation for the first *Common Framework for Digital Competence of Teachers* (INTEF, 2013), which was updated in 2017 and it is a reference document in Europe for assessing digital teaching competence. The following table shows the 5 competence areas and the 21 competences that facilitate the assessment of teaching digital competence.

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Table 1 – Areas and competences of the *Common Framework of Digital Competence of Teachers*

Area 1. Information and information literacy	Competition 1.1. Browsing, searching and filtering information, data and digital content
	Competition 1.2. Evaluation of information, data and digital content
	Competition 1.3. Storage and retrieval of information, data and digital content
Area 2. Communication and collaboration	Competition 2.1. Interaction through digital technologies
	Competencia 2.2. Compartir información y contenidos digitales
	Competition 2.2. Sharing information and digital content
	Competition 2.4. Collaboration through digital channels
	Competition 2.5. Netiquette
	Competence 2.6. Digital identity management
Area 3. Creation of digital content	Competition 3.1. Development of digital content
	Competition 3.2. Integration and reworking of digital content
	Competition 3.3. Copyright and licences
	Competition 3.4. Programming
Area 4. Security	Competition 4.1. Device protection
	Competition 4.2. Protection of personal data and digital identity
	Competition 4.3. Health protection
	Competition 4.4. Protection of the environment
Area 5. Problem solving	Competition 5.1. Technical problem solving
	Competition 5.2. Identification of needs and technological responses
	Competition 5.3. Innovation and creative use of digital technology
	Competition 5.4. Identification of gaps in digital competence

Source: Authors´ elaboration based on INTEF (2017b).

This proposal arises with "[...] la intención de ofrecer una referencia descriptiva que pueda servir con fines de formación y en procesos de evaluación y acreditación" (INTEF, 2017, p. 6). Although this instrument was not designed for a specific educational stage, it is considered to be applicable to different educational levels, however, the research conducted by Prendes, Porlán and Sánchez (2018) maintains that it is necessary to develop an instrument which is appropriate for the level of teaching where it will be implemented. An extensive literature review about digital teaching competence and the correlation with the teaching level, from 2000 onwards, demonstrates the need to address digital competences of teachers specifically in the context of higher education, as pointed out in the research of Fernández (2001), Olcott and Schmidt (2002), Hanna (2002), Badia (2004), Mishra and Koehler (2006, 2008), Oliveira, Cervera and Martí (2009), Gallego, Gámiz and Gutiérrez (2010), Oliveira (2010), Pozos (2010), Prendes (2010), Gisbert and Esteve (2011), Gutiérrez (2011), Krumsvik (2011), Carrera and Coiduras (2012), Prendes and Gutiérrez (2013), Durán, Sánchez and Prendes (2016a, 2016b), Prendes, Porlán and Sánchez (2018), Durán, Prendes and Sánchez (2019) and Alejaldre Biel and Álvarez Ramos (2019). Very few of these works were fully conducted in the university context

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(PRENDES; PORLÁN; SÁNCHEZ, 2018; DURÁN; PRENDES; GUTIÉRREZ, 2019) and among them the proposal of Pozos (2010), the investigation of Carrera y Coiduras (2012), Mengual and Roig (2012) and Mengual, Roig and Blasco), the extensive research of Prendes (2010) and the research of Alejaldre and Álvarez (2019).

Another very interesting reflection raised by Durán, Prendes and Guttiérez (2019, p. 192) is that "*[...] la mayoría de los trabajos de investigación sobre competencia digital se centran en instrumentos de autopercepción del profesorado sobre sus niveles de competencia y trabajos sobre el uso de las TIC*" . This implies that most research projects present instruments for measuring the digital competence of teachers that are mainly based on teachers´ self-perception regarding their digital skills, w while the proposal by Durán, Prendes and Gutiérrez (2019) focuses on the creation of an assessment tool to certify the digital competence of university teachers and not on a self-perception tool.

In spite of the many publications on the skills that teachers should be able to perform with digital tools, there is still no agreed digital teaching competence definition, so we will present the most relevant in the following lines.

Tejada (2009, p. 12) highlights the transformation that ICT have brought about in the teacher´s role, and argues that "[...] se tendrá que abogar por el dominio de nuevas competencias profesionales que garanticen tanto el saber, como el saber hacer, el saber estar y el saber hacer en y con TIC". This implies that a 21st century teacher must know how to implement digital tools effectively in the teaching and learning process, and to achieve this goal successfully, teachers need to be trained in digital literacy. Bearing in mind what has just been mentioned, Krumsvik (2011, p. 44) defines digital competence as:

> *[...] la competencia del profesor/formador de profesores en el uso de las TIC en un contexto profesional con buen criterio pedagógico-didáctico y su conciencia de sus implicaciones para las estrategias de aprendizaje y la formación digital de los alumnos y estudiantes.*

Each definition brings something innovative, globalizing and integrating, as it is the case with the proposal of Career and Coidures (2012, p. 15) which considers that this skill includes:

> *[...] conocimientos, capacidades, actitudes y estrategias que [...] el profesor o el educador debe ser capaz de activar, adoptar y gestionar en situaciones reales para facilitar el aprendizaje alcanzando mayores niveles de logro y promover procesos de mejora e innovación permanente en los procesos formativos.*

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Finally, it is essential to point out that SFL teachers´ digital competence is not limited to knowing how to use a range of digital tools and how to deal with the virtual world, but also involves the development of knowledge and skills that allow the understanding, development and application of five competence areas presented in the *Common Framework for Digital Competence of Teachers* (INTEF, 2017b).

The interest of the educational community in defining digital teaching competence, together with the search for a tool to asses and certify this skill, shows the need to continue researching in order to offer valid instruments that assist deciding whether there is a gap between the SFL teachers´ academic literacy and their digital literacy. In the following section, it is described quantitatively the distribution of curricular content in 30 Master's Degrees for SFL teachers, to be able to assess whether there is a balance between purely linguistic subjects and those related to the development of digital teaching competence.

3 Methodology

This is a non-interactive, analytical research aimed at determining whether there is a training gap between the academic literacy of SFL teachers and their digital competence.

With the goal of establishing quantitively the distribution of the curricular content in 30 master's degrees for SFL teachers and to assess whether there is a balance between purely linguistic subjects and those related to the development of digital teaching competence, we implemented a variety of research tools, both quantitative and qualitative, to describe the current situation related to the position of digital training in the reviewed postgraduate degrees, and its subsequent analysis.

The literature review stands as the foundation of the theoretical framework that supports this research. Through the study of a wide variety of academic texts and official publications, key concepts are clarified to understand the meaning of digital teaching competence and the tools currently available to evaluate and certify it. Then, with the help of quantitative tools, we analyze the curricular content of 30 master's degree for SFL teachers in order to assess objectively the position of digital teaching skills in postgraduate training.

Regarding the technique of data collection and forced by the typology of the research, we opted for documentary analysis, choosing the data registration form as the instrument. To obtain these data, we focused on the educational postgraduate offer available in Spanish universities, taking only those corresponding to official master's degrees, without considering non-official degrees. Non-university educational organizations, such as academic institutes or affiliated centers have not formed part of the study either.

Once the educational characteristics of the courses integrated in the 30 masters have been described and analyzed, the results will be presented and, finally, a series of recommendations will be proposed to ensure a relevant position for technological and digital content subjects in master´s curricula for SFL teachers.

4 Results

Firstly, a deep analysis of curricular content is conducted, paying attention to the configuration of the curricula of the sample analyzed. There are three key factors that affect training in digital competence: the burden of the European Credit Transfer and Accumulation System (ECTS), the type of subject and the content of the course.

Most of them, in accordance with the regulations set out in Royal Decree 1393/2007, of October 29th, which establishes the organization of official university education (art. 15.2), require the completion of 60 ECTS credits. Each of them is distributed between elective and required subjects.

Digital teaching skills instruction is not offered in all reviewed curricula. It is quite revealing –as seen in Table 2– that 27 % do not consider digital literacy relevant. Even more so, if bearing in mind what was exposed in previous sections, where it was explained that digital teaching competence encompasses much more content than the use of the Internet or the implementation of digital tools. The areas and competences included in the *Common Framework for Digital Competence of Teachers* (INTEF, 2017b) confirm this statement. The lack, therefore, is quite significant and will be increased by the data presented below.

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Table 2 – Masters without training in digital teaching skills

Master's degree	University
Master's Degree in Teaching Spanish as a Foreign Language	University of Cantabria
Master's Degree in Teaching Spanish as a Foreign Language	University of Burgos
Master's Degree in Spanish and its Culture: Professional and Business Development	University of Las Palmas de Gran Canaria
Training of Teachers of Spanish as a Foreign Language	San Carlos de Murcia Catholic University
Master's Degree in Teaching Spanish as a Foreign Language (ELE)	International University of La Rioja
University Master's Degree in Spanish Language and Literature: Research and Professional Applications	University of Jaén
Spanish as a Foreign Language: Teaching and Research	University of Valladolid
Master's Degree in Spanish as a Foreign Language in Professional Fields	University of Barcelona

Source: Authors´ elaboration (2020).

Considering the masters´ degrees that include digital training in their academic curriculum, those that do so as a required subject (just over a third) must be separated - Table 3 -, which leads to a higher perception of the need to achieve the skill, from those in which it is elective. Optionality only reinforces this gap within the training programs for digital teacher training for SFL educators.

Table 3 – Required courses offered

University	Subject	ECTS
University of Barcelona	ICT in the Teaching of Spanish as a Foreign Language	5
Carlos III University	ICT in the Teaching of Spanish as a Foreign Language	5
Francisco de Vitoria	New Technologies in the ELE Class	4
University of Navarra	New Technologies Applied to the Teaching of Spanish	6
Pablo de Olavide University	Application of New Technologies to the Learning of Spanish as a Second Language	3
Rovira I Virgili University	New Technologies Applied to the Teaching of Spanish as a Foreign Language	3
Madrid Distance Learning University	Information and Communication Technologies and the Teaching of Spanish as a Foreign Language	6
Menéndez Pelayo International University	Information and Communication Technologies Applied to the Teaching of Spanish	1
University of Alacant	New Information and Communication Technologies in the Teaching of Second Languages/Foreign Languages	6
Nebrija University	Virtual Learning Environments and Digital Resources	3
International University of Valencia	E-Learning 2.0 and 3.0 in the ELE classroom	3

Source: Authors´ elaboration (2020).

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An equivalent number of masters´ degrees –Table 4– offer optional training, with a number of credits, between 3 and 6 (30 to 60 hours) similar to that of the required type - Table 4. In this case, the problem arises from the student's choice or rejection.

Table 4 – Elective courses offered

University	Subject	ECTS
University of Granada	Information and Communication Technologies: Applications and Uses	3
University of León	New Technologies Applied to the Teaching of Spanish as a Foreign Language	3
University of Seville	ICT in the ELE Class. Audiovisual Media and Virtual Classroom	4
University of Cordoba	Spanish for Specific Purposes and New Technologies in ELE	4
National University of Distance Education	Information Technologies in the Teaching of Spanish L2	5
University of Extremadura	New Technologies in the Teaching of Spanish as a Foreign Language	6
University of Oviedo	Information and Communication Technologies Applied to the Teaching of E/LE	3
University of Salamanca	New Technologies in Second Language Teaching	3
Complutense University	ICT in the Teaching of Spanish as a Foreign Language	6
Nebrija University	ICT Applied to the Teaching of Spanish as a Foreign Language	

Source: Authors´ elaboration (2020).

A special mention should be made regarding the master's degree taught at the University of Alcalá, which until the 2018/2019 academic year offered the elective 5-credit ECTS course, Digital Resources for the Teaching of Spanish Language and Literature, but for the past two academic years it was removed from the curriculum. And the bipartite configuration conferred on it by the University of Cordoba, where in one course digital instruction is sharing curricular content with another subject (Spanish for specific purposes) that has little or no relation to digital literacy. These two facts show how little attention and how little value is given to the acquisition of digital skills in the field of SFL teacher training.

The average number of total subjects to be completed to achieve an official master's degree in Spain is between 12 and 20, with only 1 subject offered for digital literacy development, which means an average of only 7 % (a maximum of 8.5 % and a minimum of 5 %). The balance between linguistic and digital learning is clearly destabilized towards the former, and those who are configured with a higher number of

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credits do not see an increase in the teaching of digital competence. We remain in a constant state that openly harms teacher digital literacy. Its presence is merely testimonial.

By measuring their representation in ECTS credits we will have a more accurate approach to their recognition in the curricula. The presence of technological courses is not presented in a balanced way in the masters´ degrees reviewed. The offer ranged from programs considering that one credit, 10 hours, is enough for its acquisition, to those recognizing a higher value and granting it 6 credits, that is, a total of 60 hours. This data shows that we are faced with a very striking oscillation of between 10 % and 1.6 % presence in the academic curriculum. This reveals the disparity in the programs and the lack of a unifying criterion regarding the value and need for this type of training.

A bit paradoxical and fallacious is the information shown in both general and specific competences in the curricula. These include, for example, the ability to use computer tools and their applications in the field of research, teaching and learning, and communication (Universidad Complutense); to know and adequately apply the multiple resources offered by ICT in the field of teaching Spanish as a second language/foreign language (Universidad de León); to reflect on and assess the role of ICT in the learning (joint or autonomous) of an L2, as well as its future projection (University of Seville); to acquire the ability to use ICT in the teaching of Spanish as a foreign language (Distance Learning University of Madrid) or to manage new technologies, computer resources and the Internet, with the goal of developing pedagogical resources for the teaching of Spanish and applied to Spanish language teaching methodology (University of Cantabria). The skills that are intended to be achieved do not seem feasible given the credits allocated for each course. The use of the concept of ICT also leads to the use of the term as a catch-all, where everything fits and where the shortcomings are hidden precisely because of the breadth of the concept: "*Las TIC se han convertido en un reclamo opulento […] debido principalmente a que no fueron concebidas, en sus orígenes, como herramientas educativas*" (ÁLVAREZ, 2017, p. 36). This is mainly the origin of the last problem observed: what content should be taught.

In most of the subjects offered, the main tool used in the classroom is the internet, its resources and services and the implications for teaching and research (focusing mainly on the search for materials and documents). The vision is extremely reductionist,

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if we assume the five areas and competences indicated in the *Common Framework for Digital Competence of Teachers* (INTEF, 2013, 2017b). There is a collective desire to cover area 1, that relating to information and information literacy, but little or no work is done on the remaining 4 areas: communication and collaboration, creation of digital content, security and problem solving. Effective digital competence necessarily involves breaking down these limits and opening up the teaching doors to a whole range of much more necessary micro skills. All this entails an advanced professional digital training that would later benefit the students, improving their skills and solving many of their deficiencies.

5 Final considerations

The linguistic contents take on an almost tyrannical role, if we compare them with the digital notions that are included in the curricula plans reviewed. Relegated in substance and form, it seems that the importance of digital teaching competence for effective SFL teaching and learning has not been understood.

The absence of curricular content focused on digital literacy in the masters´ programs reviewed in this research demonstrates the contradiction in which we live in today's society. On the one hand, advanced digital teaching skills are required, but, on the other, the lack of courses on the use, application and implementation of ICT in the teaching context implies that digital literacy must be achieved autonomously, and with the economic and time investment that each SFL teacher is willing or able to afford.

The literature review highlights the central position of digital competence in current research on teaching innovation, however, it is not aligned with the curricular content on digital literacy offered by masters´ degrees for SFL educators. The balance between linguistic and technological learning is clearly destabilized towards the former, as a result of which teachers who complete their postgraduate education have clear deficiencies in terms of digital literacy. This has a negative impact on the performance of their professional

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life both in the field of education and research leading them to reinforce, *ad nauseam*, continuous professional teacher training[1].

The results of this work indicate, firstly, the need to redesign the masters ´curricular content for SFL teachers in order to balance academic and digital literacy. To this end, new courses can be created ensuring, on one hand, the construction of a solid digital literacy foundation and a more transversal approach by combining digital and academic competence. There are many publications that reflect this de facto combinatorial practice - see, for example, Mateos and Alejaldre (2020). Secondly, we believe that, despite the large amount of research into the importance of digital teacher training, it is necessary to design a tool for certifying teachers´ digital competence. This tool could be materialized in a set of courses which would include the most relevant aspects of the *Common Framework for Digital Competence of Teachers* (2013, 2017b) and which, if overcome, would lead to the certification of this competence. It would also serve to broaden the perspective as regards what digital training entails and not to reduce it simply to the use of the Internet, implementing some digital tools and little else. In any case, and even though we are immersed in a highly digitalized world, there is still a long way to go in the field of teaching in general and more particularly in the digital literacy training of teachers of Spanish as a foreign language.

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[1] It is not our intention to avoid such training, on the contrary, we believe it to be vital, as is widely reported by authors such as Junges, Ketzer and Abreu de Oliveira (2018), Ramos Fonseca (2019) or Vieira and Nunes de Faria (2019), among others.

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