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ARTICLE

Investigating Suitable Strategy for Learning Correlative Conjunctions in a Rural-Based Secondary School

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ABSTRACT

Correlative conjunctions are essential for cohesion in English. Bring adhesion and cohesion to English. However, understanding them is challenging for non-native English speakers. This study investigated a suitable strategy for learning correlative conjunctions in a rural-based secondary school. A quantitative approach was adopted over a qualitative approach as the former is more scientific, objective, focused, and acceptable. Also, researchers can collect and analyze numerical data, determine patterns and averages, and generalize results for broader populations. Conversely, the latter is explanatory and used when there is no idea what to expect. A simple random sampling technique was utilized to select 51 respondents. Data were collected using a closed-ended questionnaire as it analyses data efficiently and quantifies overall sentiment. Using Statistical Package for Social Sciences Version 29.0, a preliminary investigation on 22 learners not part of the target group found that they could not learn correlative conjunctions. However, after using a matching game strategy, learners could use these conjunctions accordingly. The study's implication is that matching game strategy enhances correlative conjunctions learning. Future researchers can use this strategy by rural-based learners to learn correlative conjunctions. The present study recommends that educators use matching game strategies when teaching their learners the appropriate use of correlative conjunctions.

Keywords: Competence; Correlative Conjunctions; Grammar; Matching Game Strategy

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1. Introduction

As the purpose of this section is to present the research background or highlight the importance of the study, conjunctions, among the eight parts of speech, are essential in bringing about cohesion and coherence in writing in the English language. Also, conjunctions allow the writer to form complex, elegant sentences and avoid chopping multiple short sentences. Uru *et al.*[1] accentuate that misusing conjunctions in writing may lead to miscommunication or a wrong message. Magnum[2] defines conjunctions as linking words of two or more words, sentences, or phrases. McCoy[3] defines conjunctions as words that connect phrases and clauses in a sentence and act as the glue that holds the thoughts together. Although numerous correlative conjunctions, including coordinate, subordinate, conjunctive adverbs, and correlative, exist in English, they were narrowed down to correlative conjunctions because of their significant complexity in maintaining cohesion and adhesion compared to other conjunctions.

Correlative conjunctions link words of two parts to accentuate combining two balanced structures[4], such as clauses, phrases, or words. These elements are usually similar in length and grammatical structure. One of the two parts is a coordinate conjunction between the two pairs of correlative conjunctions[2], and the other sets it up. Lobina *et al.*[5] assert that correlative conjunctions are the most challenging type because they are used in pairs, which might confuse second language (L2) learners. Games enable learners to comprehend the lesson and easily interact without boredom.

Sahekbeir and Aidinlou[4] claim that learners are more interactive in classrooms when playing than when the teacher uses the teacher-centered approach. Hayati *et al.*[6] assert that if learners are provided with activities that involve playing, they can learn the use of correlative conjunctions quite quickly. The researchers explore the importance of using a matching game strategy to learn correlative conjunctions by Grade 10 English First Additional Language (EFAL) learners, which are learners whose mother tongue is not English.

Riadi *et al.*[7] postulate conjunctions as words used to connect sentences, phrases, and words, including coordinate conjunctions, subordinate conjunctions, correlative conjunctions, and conjunctive adverbs. Teshaboyeva and Mirzayeva[8] describe correlative conjunctions as linking words consisting of two parts to emphasize the combination of two balanced structures. Correlative conjunctions are conjunctions related to words, phrases, and clauses, and they consist of two parts separated by one word, phrase, or clause[9] in English.

Equally, Teshaboyeva and Mirzayeva[8] affirm that correlative conjunctions are identical except for two-part conjunctions; also, they are regarded as team conjunctions because of their identity. In the English language, "'either…or', 'neither…nor', 'both…and', 'as…as', 'whether…or', 'not only…but also', 'such…that', 'so…that', 'hardly…when', 'scarcely…when', 'no sooner…then', and 'not…but'" are the correlative conjunctions examples[10]. The pair of correlative conjunctions 'both' and 'and' entail two things that are placed together.

The conjunction 'both' always takes the coordinating conjunction 'and' to maintain the grammaticality of written and spoken communication in English. These conjunctions represent two things that are always considered plural in a sentence. The conjunction 'both' emphasizes the link between two objects[11] to make a stronger connection than 'and' alone. In English, the pair of the correlative conjunctions 'whether….or' are used according to the specific rules, such as using the conjunction 'whether' with 'or' in the indirect question[12] when there are multiple alternatives. In this regard, the coordinating conjunction 'or' and whether must be used appropriately to express an alternative.

In the preceding paragraph, Lamri[13] asserts that strategies for learning language contribute to developing the language system learners construct and affect learning directly. Moreover, Al-Amrani[14] mentions that one of the most valuable strategies is to get learners to be more interested in playing educational activities such as matching games. Far and Taghizadeh[15] define the game as an activity with goals and elements of fun. Learners feel passionate when the game is being used to teach, and they can all fully participate, including introverted learners.

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Although several studies have consistently been conducted on the appropriate use of correlative conjunctions, limited findings by researchers such as Novalia[16], Purba and Pulungan [17, Rahayu and Oktavia[17], and Savitri, Setiyono and Widodo[18] have been obtained. Although Rahayu and Oktavia's[17] study indicated that learners faced challenges in correlative conjunctions, Purba and Pulungan[19] claim that learners are not always challenged by its use. This gap prompted the researchers to investigate suitable strategies for learning correlative conjunctions by rural-based secondary school learners.

2. Review of Related Literature

The study was underpinned by Canale and Swain's[20] grammatical competence theory, cited in Rahmonova and Khamidova[21]. This theory was singled over others because it deals explicitly with grammar rules governing combining words and phrases to structure sentences. As witnessed in the studies conducted by Purba and Pulungan[19], Novalia[16], Rahayu and Oktavia[17], and Savitri, Setiyono and Widodo[18], the findings from these scholars necessitate an investigation of the suitable strategy for learning the appropriate use of correlative conjunctions. In this sense, correlative conjunctions can be feasible and practical and enhance communicative competence. Thus, grammatical competence enables speakers and writers to communicate in English fluently as they can understand the structure and function of the language witnessed in essay writing to determine the cohesiveness and coherence of using correlative conjunctions.

Novalia[16] conducted a study of correlative conjunctions by the eighth-grade learners of *Sekolah Menengah Atas Negeri* (SMAN N) 1 and found that they faced challenges with the pair of conjunctions 'both/and,' either/nor,' and 'neither/nor.' With an effective strategy in use, the abovementioned challenges can be avoided. Purba and Pulungan[19] conducted a comparative study among learners in the English Department of Education Faculty at the University of Bengkulu. The study established that learners used fewer correlative conjunctions than other types of conjunctions. However, some learners experience difficulties when using the correlative conjunctions appropriately.

Rahayu and Oktavia[17] investigated the use of correlative conjunctions by the English Department learners at the Universitas Negeri Padang. The study revealed that there were three significant encounters using correlation conjunctions. They could not identify parallel structured and combe sentences using appropriate identical correlative conjunctions. Also, they confused the pair 'neither/nor' and 'either/or.' Some were pairing 'either' with 'or' some were pairing 'neither' with 'or,' which is grammatically unacceptable. Correspondingly, the study by Savitri, Setiyono and Widodo[18] on the use of correlative conjunctions and established minimum use of the conjunctions 'either/or' and 'neither/nor' by the English Language Education Programme undergraduate learners at the University of Purworejo Muhammadiyah. Although there are several strategies for enhancing the learning of correlative conjunctions, including scaffolding and syntax surgery techniques, the following discussion indicates how matching game strategy can be applied in a natural setting.

Matching Game Strategy

Graham[22] suggests that the steps for matching game strategies to learn correlative conjunctions comprise 'mixing up the cards'; 'laying them in rows, facing down'; 'turning over any two cards'; 'keeping two cards and going if they match; 'if they do not match, turning them back over if they do not match; 'remembering what was on each card and where it was' as well as 'watching and remembering during the other player's turn.' According to Dahalan *et al.*[23], some implementation steps in matching games include the teacher preparing cards containing questions and others with answers. All learners get a card, and they find a learner with a matching card. Therefore, teachers wrote a pair of correlative conjunctions on the other cards and the second pair on the other cards. Learners will then have to play this matching game of the pair of correlative conjunctions. For example, one learner holds the card written 'neither' while the other has the cards written 'nor' and 'or'. If the learner raises the card written 'nor' but not 'or' on it, it correlates with the word 'neither'.

Matching game strategies have been proven helpful for learners in learning English, promoting self-confidence and motivation[24], and engaging more in the classroom. There are various games English teachers can engage learners with. However, the researchers investigated matching games to teach Grade 10 EFAL learners correlative conjunctions. According to Matondang et al.[25], "words matching games refer to the kind of game that requires the learners to match either the words in the target language with some pictures that describe the definition of the word or the word in the target language with its definition." Matching game strategy has proved to be an excellent way to deliver knowledge to learners, making them accessible and fun[26]. Additionally, a matching game strategy is indispensable in learning correlative conjunction because it allows learners to participate actively.

The objectives of this paper were to investigate the suitable strategy for learning correlative conjunctions by Grade 10 EFAL learners at a rural-based secondary school and to describe them. The study attempted to answer the research questions, namely, 'What strategy is suitable for learning correlative conjunctions by the Grade 10 EFAL learners at a rural-based secondary school?' and 'How can the suitable strategy for learning correlative conjunctions by Grade 10 EFAL learners at a rural-based secondary school be described?' Regarding the significance of this study, educators can devise a strategic intervention for the errors committed by using correlative conjunctions. Also, curriculum developers can design a subject matter that aligns well with the learning of correlative conjunctions.

In this study, the types of correlative conjunctions, how they are applied in the English language, the matching game strategy and its impact on learning elucidates how rural-based secondary school learners use them. The studies conducted on correlative conjunctions paved the way for observing the indispensability of appropriate use of these conjunctions by non-native speakers of the English language. Therefore, matching game strategy is worthwhile for teaching and learning.

3. Methodology

The research adopted a quantitative research approach because the researchers could collect and analyze numerical data, find patterns and averages, make predictions, test causal relationships, and generalize results to broader populations. A quantitative approach was adopted over a qualitative approach as the former is more scientific, objective, focused, and acceptable. Additionally, this approach enables researchers to collect and analyze numerical data, determine patterns and averages, and generalize results for broader populations. Additionally, this approach enhances transparency in meaningfully reporting empirical studies[27].

3.1. Research Design

A descriptive research design was utilized to describe, demonstrate and summarise data numerically to comprehend the matching game strategy amongst the respondents[28]. Furthermore, it could identify characteristics, frequencies, trends, and categories of the use of matching game strategy. Descriptive design was functional when little was known about the use of matching game strategy or when the researcher wanted to study respondents that could be tested later[29], even though it could not allow them to exercise complete control over variables or establish causality. However, according to Hassan[30], the limitations of using descriptive design are that 1) Descriptive studies cannot be used to establish cause-and-effect relationships. 2) Respondents may

not be truthful when answering survey questions or may give socially desirable responses. 3) The choice and wording of questions on a questionnaire may influence the descriptive findings, and 4) Depending on the type and size of the sample, the findings may not be generalizable or accurately describe the population of interest.

3.2. Sample and Sampling Criteria

A simple random sampling technique was utilized to select 51 respondents for the study from a corpus of 257 enrolled learners in the 2023 academic year at the Vhuronga 2 Circuit. As this study's population comprised 257 learners, the researchers used a 20% population sampling norm to obtain 51 respondents[31]. The criteria for sampling 51 study respondents were to determine whether those sampled could yield representative and generalizable estimates of the target population, subsamples, recruitment efforts and costs they entailed, established sampling objectives such as identifying the analytes of concern and concentration, decision unit, desired confidence, combination sampling errors combination, sampling processing and analytical protocols. The researchers considered sample size and selection criteria for a successful pilot study and tested the measurement instrument. They sampled the respondents who share characteristics similar to those of the target group. Also, They considered the respondents' demographics and characteristics, prepared questionnaires, explained the purpose of the study, provided a timeline, analyzed results to identify any trends or patterns, gave feedback and reported the findings in written forms[32].

However, Hassan[30] claims that the potential biases regarding probability sampling were that it is time-consuming and expensive, difficult to access specific populations, limited sample size and may not be practical and feasible when the population is large or when the sample needs to be minor, potential non-response bias because some individuals may choose not to participate in the study, sampling error because variations in the sample size can impact the accuracy of the results, and limited flexibility than other types of sampling methods that can limit the ability to make changes.

The researchers selected a predetermined number of respondents from a larger population to participate in the survey, allowing them to study a large group using a manageable number of people[33]. The researchers determined if a representative sample was best selected according to the respondents' traditional rural-based attributes regarding correlative conjunctions[34] in English.

As PubGenius[35] indicates, respondents are individuals who partake in the research study by providing their experiences, insights, and opinions and play a significant role in generating data that contributes to the overall findings of the research; the population of this study comprised 51 respondents selected using simple random sampling from a Grade 10 EFAL learners in the Vhuronga 2 Circuit in South Africa. In this regard, the following demographic profile in **Table 1** represented the respondents used in this study:

Table 1. Demographic profile of the respondents.

Age	Number of Respondents	Gender
18 years	5	Female – 1
17 years	9	Female – 6
16 years	29	Female – 16
15 years	8	Female – 4

In **Table 1**, data visualization is represented in three columns. Column 1 indicates the age of the respondents, 2 shows the number of respondents, and 3 depicts the respondents' genders. There were four categories of age ranging from 18 downwards to 15. The respondents with 18 years were 5, comprising one female and four males. Those respondents who were 17 years old were nine and comprised six females and two males. The respondents with 16 years were the largest group, comprising 16 females and 13 males, while those with 15 years had four females and four males consecutively. Generally, there were 27 females and 24 males, which accounted for 51 respondents.

3.3. Data Collection

The questionnaire with closed-ended questionnaire was used to collect data from the respondents as it is efficient, quantifies overall sentiment and allows researchers to analyze it statistically[36] regarding correlative conjunctions. A questionnaire instrument was chosen over other studies because it provides a 'quick fix' for research methodology and is easy to use. However, producing worthwhile and generalizable data from questionnaires requires careful planning and imaginative design. A three-question questionnaire was placed on the table, allowing learners to choose the correct

answers. Furthermore, a single multiple question was designed for the pie chart and the figure/graph, respectively, for learners to respond to the questionnaires. The questionnaire was employed because the researchers wanted to obtain information to investigate the indispensability of using a matching game strategy by selecting 51 Grade 10 EFAL learners at the Vhuronga 2 Circuit secondary school in South Africa. To test the instrument's reliability, the researchers conducted a pilot study on 22 learners not in the target group. Also, researchers used various statistical methods to examine relationships between variables and measure the findings' significance [37].

3.4. Data Analysis

The researchers used Statistical Package for Social Sciences (SPSS) version 29.0.1 due to its ability to analyze the findings and handle extensive data collected quantitively [38]. Additionally, it can bring new features, enhancements, and models for analyzing [39] particular quantitative data. The researchers opened SPSS and loaded their data, clicked the 'Analyse' icon, chose the appropriate test from the list, and moved the variable they wanted to test to the Test Variable box. Additionally, they clicked OK to run the analysis. Data were reduced into valuable concepts and facts that could be interpreted quantitatively [40]. Data from the preliminary study and the subsequent findings were organized, sorted, and analyzed by comparing learners' responses regarding correlative conjunctions.

To test the suitability of the measures of quality control, the researchers employed validity to ensure the accuracy of the quantitative data and that the results measured what was supposed to be measured [41] and the extent to which the questionnaire measured what was meant to measure. Reliability was maintained, and the researchers gave the study to other renowned researchers to critique it [42] in line with the instrument's consistency. This ensured that the 22 learners who did not form part of the study group responded to the pilot study effectively.

4. Results

The data collected through questionnaires were analyzed to assess the matching game's impact on learning correlative conjunctions and help 51 Grade 10 EFAL respondents attending Mugoidwa Secondary Scholl at the Vhuronga 2 Circuit in South Africa. The purpose was to enable learners to understand correlative conjunctions better. This study discovered that most respondents' ability to use correlative conjunctions appropriately was improved remarkably. Also, respondents who encountered difficulties learning the correlative conjunctions correctly were made aware of using the match game strategy to promote the appropriate use of correlative conjunctions as evident in the upcoming discussion. The findings from the pilot study were linked to the current findings, although the learners could not use correlative conjunctions accurately. Nevertheless, the respondents performed remarkably in the actual research.

Although correlative conjunctions seem identical to many students who could not perform well, the appropriate use of matching game strategy assisted them rigorously. The finding is congruent with Muslimin *et al.* [26], who acknowledged the proper use of the matching game strategy as productive when learning correlative conjunctions because it is fun for them.

Data visualization is represented in the table using four columns (**Table 2**): the first pair of correlative conjunctions, the second pair of correlative conjunctions, learners who paired correctly, and the percentages. The first column contains sentences with one pair of correlative conjunctions. The second column contains two conjunctions, one of which learners must choose and match with the first pair in column one. The third column comprises the number of learners who answered correctly per question, and the fourth column includes the percentage. Therefore, data presented statistically using graphs and tables [43] indicated hereunder assisted in establishing the responses obtained from the current study.

5. Discussion

The study attempted to answer the research questions, namely, 'What strategy is suitable for learning correlative conjunctions by the Grade 10 EFAL learners at a rural-based secondary school?' and 'How can the suitable strategy for learning correlative conjunctions by Grade 10 EFAL learners at a rural-based secondary school be described?', the researchers discovered that in **Table 2**, there were three questions, namely, 'We can either stay here _____play outside,' 'Neither Sarah _____ Peter was to blame for yesterday's mistake,' and 'Not only is he an excellent writer, _____ a

Table 2. Learners' responses on the use of correlative conjunctions.

Use of Correlative Conjunction Questions	Choices	Correct Response	%	Incorrect Response	%
1. We can *either* stay here _____ play outside.	*or/nor*	46	90.2	5	9.8
2. *Neither* Sarah _____ Peter was to blame for yesterday's mistake.	*nor/or*	44	86.3	8	13,7
3. *Not only* is he an excellent writer, _____ a great reader.	*But also/but*	48	94.1	4	5.9

great reader.' The second column comprises the options from which the respondents had to choose the correct answer. This column has the choices 'or/nor,' 'nor/or', and 'but also/but.' The fourth column had the number of respondents who obtained the correct responses, with 46 amounting to 90.2%, 44 totaling 86.3%, and 48 with 94.1%. The fifth column had respondents who obtained incorrect responses, namely 5 with 9.8%, 8 with 13.7%, and four accounting for 5.9%.

In question 1, 'We can *either* stay here _____or play outside,' 46 respondents, amounting to 90.2%, knew how to use correlative conjunctions appropriately. For example, they knew that the adverb *either* required the coordinating conjunction *or* rather than *nor.* However, although the coordinating conjunction *nor* looked similar to *or*, the respondents were never confused. Learners' correct rate (90.2) suggests that their future use of English can be profound because they have mastered the skill of using the correlative conjunctions accordingly. In this regard, their overall academic success can be recognizable since English is a medium of instruction in most schools worldwide.

The finding is in contrast with Rahayu and Oktavia's [17] suggestion that learners often confuse the use of correlative conjunctions because they align the adverb 'either' with 'nor' and 'neither' with 'or' which is grammatically unacceptable in the use of the English language. In this essence, the matching game strategy is indispensable in enhancing learners' use of correlative conjunctions.

In question 2, namely, '*Neither* Sarah _____Peter was to blame for yesterday's mistake', the 44 respondents, amounting to 86.3%, could choose the correct answer *nor* rather than *or* because they were competent in the use of correlative conjunctions. The results did not align with Purba and Pulungan [19], who indicated that learners use fewer correlative conjunctions than others and that those who used them encountered challenges. In this situation, the matching game strategy significantly enhanced the learning of correlative conjunctions.

In question 3, 'Not only is he an excellent writer, _____ a great reader,' 48 respondents out of 51 were also competent in correlative conjunctions because they chose the answer that aligns well with the phrase Not only rather than the coordinating conjunction. These respondents could discriminate between the conjunctions *but also* and *but* although Novalia [16] suggests that learners face challenges with the pair of conjunctions 'both/and,' either/nor,' and 'neither/nor.' In this regard, the matching game strategy assisted the respondents to choose the correct answer from the given choices.

Nevertheless, the minority (17) respondents, amounting to 33.3%, were incompetent in using correlative conjunctions. However, the dysfunctionality of these respondents did not hamper the fact that the matching game strategy helped learners understand the use of correlative conjunctions. This finding is incongruent with Al-Amrani's [14] assertion that matching game strategy assists learners in understanding correlative conjunctions. Learning correlative conjunctions using the matching game strategy can be fun and occurs when learners are unaware of the learning process, even though Novalia [16] claims that learners face challenges. After examining learners' responses to the questions in **Table 2**, the researchers drew two graphs that further illustrate the use of correlative conjunctions by Grade 10 EFAL learners at the Vhuronga 2 Circuit in South Africa.

Figure 1 shows that the majority (49) of respondents, contributing to 96%, could correctly answer the question, 'Both The learners and/or the teachers undertook the trip.' The first word, 'both'', which is grammatically required to go with the coordinating conjunction 'and,' has been paired correctly. This is a piece of evidence that the respondents in context were competent in the use of correlative conjunctions. Also, they were aware that the coordinating conjunction 'or' is used with two options that require the writer or speaker to use it. Therefore, 'or' cannot be paired with 'both' in this sense. The finding is congruent with Lin *et al.* [24], who acknowledged that the matching game strategy is invaluable for learning correlative conjunctions.

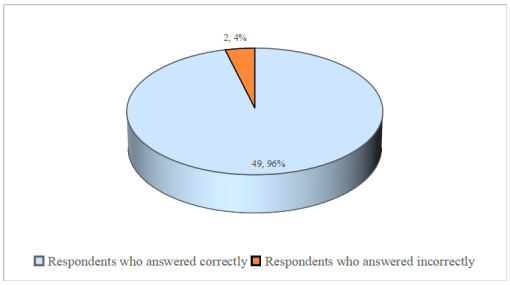

Figure 1. Both the learners and/or the teachers undertook the trip.

Although the performance of learners regarding the question 'Both The learners and/or the teachers undertook the trip' was outstanding, it is worrisome that there were still two respondents, amounting to 3.9%, who did not know how to use the correlative conjunctions appropriately. These respondents went for the answer 'or' instead of 'Both.' The finding supports Rahayu and Oktavia's[17] suggestion that learners confuse the use of correlative conjunctions. This indicates that matching game strategy is invaluable in learning correlative conjunctions.

In **Figure 2**, about the question 'Whether you like it *nor/or* not, it will rain,' most 47 respondents, amounting to 92.2%, were competent in using correlative conjunctions because they could choose the correct 'or.' They knew that the conjunction 'nor' must not be paired with 'wether' because the selection is ungrammatical. The finding is against Purba and Pulungan's[19] suggestion that learners do not appropriately understand how some correlative conjunctions are used in English. This suggests the indispensability of matching game strategy in learning correlative conjunctions. However, the minority (4) respondents, accounting for 7,8%, did not pair the correlative conjunctions appropriately because they paired the conjunction 'whether' with 'nor.' The result supports Novalia[16], who indicates that learners experience difficulty using correlative conjunctions. This finding depicts the necessity of using a matching game strategy in learning correlative conjunctions by Grade 10 EFAL learners at the Vhuronga 2 Circuit in South Africa.

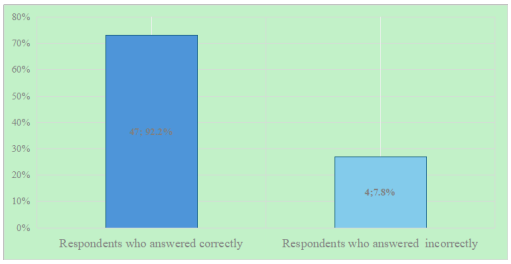

Figure 2. Whether you like it *nor/or* not, it will rain.

6. Conclusions

Since this study aimed to investigate the use of correlative conjunctions by Grade 10 EFAL learners in a secondary school located at the Vhuronga 2 Circuit in South Africa and to describe them, this study investigated matching games for learning correlative conjunctions. In this study, the researchers established that matching game strategy is indispensable in learning correlative conjunction by Grade 10 EFAL learners because learners' responses improved remarkably. Therefore, matching game strategy is invaluable in the learning of correlative conjunctions. The findings from this study differ from the existing research because although a few students could not use the correlative conjunctions, their performance was remarkable after using the matching game strategy. It would be helpful to explore how the results of this study could specifically inform teaching practices or contribute to curriculum development. These findings can inform teaching practices or contribute to curriculum development because both parties can devise a recognizable strategic intervention that promotes English competence in teaching and learning.

This study's findings contribute to the scientific body of knowledge, which benefits learners, teachers, and curriculum advisors because non-native English learners can use correlative conjunctions appropriately worldwide. The conclusions based on the study's questionnaire can assist Grade 10 EFAL learners to be proficient in correlative conjunctions. The implication of this study is that matching game strategy is indispensable for understanding the proper use of correlative conjunctions by learners and teachers. Future researchers can conduct further research on using the matching game strategy to understand the use of correlative conjunctions.

The limitation of the current study was the time factor, as no extra time was rendered to distribute the questionnaire and complete the task within the stipulated time. Future researchers can obtain a reliable niche to investigate correlative conjunctions by Grade 10 EFAL learners in the Vhuronga 2 Circuit in South Africa. Therefore, this study recommends using matching games to learn how to use correlative conjunctions worldwide.

Author Contributions

Conceptualisation, M.L. and F.T.N.; methodology, M.N.L.; software, F.T.N.; validation, M.L., M.N.L. and F.T.N.; formal analysis, M.L., M.N.L. and F.T.N.; investigation, M.L., M.N.L. and F.T.N.; resources, F.T.N.; data curation, L.M., writing original draft preparation, M.L. writing—review and editing, F.T.N.; visualisation, M.N.L. and F.T.N.; supervision M.L. and F.T.N.; project administration F.T.N. and M.N.L. All authors have read and agreed to the published version of the manuscript.

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Informed Consent Statement

Informed consent was drawn from all subjects involved in the current study.

Data Availability Statement

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Conflict of interest

The authors declare no conflict of interest.

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