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New Inclusive Education Pedagogy: A Case of Learners with Hearing Impairments in Early Education Grades in Kenya

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Abstract:

Holistic development in children takes place in the first 5 years of child development. This is a critical period when the child's brain undergoes quick and rapid growth and development. Children acquire the ability to think and reason, speak and learn. Hearing impaired children in this stage are not able to undergo these processes normally as compared to children without hearing impairments. These learners to undergo these developments they have to be assisted by significant others around them. The significant others include teachers, parents and the government. Measures have to be taken including identification, assessment, referral to medical institution and educational programs. Inclusive educational programs are the appropriate places where intervention measures can be taken. In inclusive settings these children will be able to interact with peers of the same chronological age, they will play together and learn to share things early in life. It is in these settings these children will acquire basic education which will in turn assure future learning and development. In Kenya there are few inclusive early childhood programs where early interventions measures can be taken. Inclusive settings are the appropriate places where all children including those with hearing impairments access quality and equitable education. The teachers handling hearing impaired learners in these programs in Kenya do not have knowledge and skills of handling learners in inclusive early education programs. It is on this premise the present author analyzed the inclusive pedagogy from secondary data. The inclusive pedagogy involved knowledge and skills include the nature of hearing impairments, technology used for amplifying sound and the degrees of hearing loss, assessment procedures, communication methods, teaching methods, curriculum adaptation, and teaching/learning resources. Teachers should be trained in inclusive education pedagogy in Kenya so that they can provide quality education to all young learner's early learners in inclusive settings including those learners with hearing impairments.

Keywords: *Inclusive education, hearing impairments, education, inclusive education pedagogy*

1. Introduction

According to Kiuppis and Haustatter (2014), teachers in training colleges and in inclusive schools need to be impressed upon the shift in thinking from a situation where what is taught being important rather than who is being taught and the strategies used to teach learners with special needs being not different from those used by general classroom teachers. Teachers should be taught that the difference is the approach and this is not to say teachers should not support all learners but should respond to individual needs thus the new pedagogical thinking. For instance, learners with hearing impairments cannot hear and speak and this makes them not able to reason and learn normally in regular settings (Mogambi, 2018). Measures to be taken to ensure inclusion of learners with hearing impairments include early identification, assessment and provision of basic knowledge in various provision areas. However teachers are not prepared for these services for they lack the requisite knowledge, skills and techniques of handling learners in an inclusive setting thus are not trained in inclusive pedagogy.

In America, learners with different impairments are assessed and identified in hospitals immediately they are born (Flanders, 2002). After identification, it is mandatory for the learners to be provided for in terms of education and other related services in inclusive settings. According to UNESCO (1994) statement, teacher education programs should orientate teacher trainees at all levels towards learners with disabilities for their understanding what abilities these learners have. The statement further emphasized that teachers should thus be able to understand how learners can exploit the potentials they have through provision of learning opportunities in inclusive classes. Inclusive teachers should be trained on knowledge and skills that are applicable in inclusive classes. The statement suggested that inclusive teachers should teach all learners responding to individual needs, should adapt the curriculum content, utilize assistive technology and individualize teaching procedures to suit a larger range of abilities to those with hearing impairments, visual impairments, learning disabilities among others.

According to Debora et al (2013), learners with disabilities should be exposed to a wide range of learning opportunities, activities, settings, materials and environment by inclusive teachers. According to Peer and Reid (2012), teachers are supposed to exercise their autonomy and respond to individual needs and be confident to imagine what

works for who thus adapt curricula accordingly. UNESCO (2001) suggested that teachers need to adapt instructions, use technology and develop appropriate curriculum suitable for learners with special needs in inclusive settings.

Inclusive teachers according to IDEA (1997) should possess relevant knowledge and skills of the mainstream core curriculum standards and the use of accountability assessment system in order to educate students with disabilities in inclusive settings. Further according to IDEA (1997), inclusive teachers should in case of learners with hearing impairments provide early intervention in natural settings where learners of the same chronological age are being educated. Inclusive education teachers should be made aware that learners with special needs should be accommodated in inclusive schools and supported accordingly (Jenkins, Pious & Jewel, 1990).

These authors maintained that the support offered should include the provision of desirable services such as speech training, amplification of sound, sign language interpretation among others. For those learners with hearing impairments some of the qualities of special education in an inclusive class would include the use of gestures, sitting such learners in front of the class, speech training among others (KISE, 2007). These are qualities of a special classroom in addition to provision of resources, small size enrolment though Stephen (2001) suggested that an inclusive class should not be treated as a special need class. Kiuppis and Florian (2014) suggested that if learners with special needs are provided with these services in early classes they will be able to develop strong foundation for learning which will result in lifelong inclusion. The authors noted that when children of all abilities learn together and play together, friendship is developed, communication skills, empathy and sense of self are improved and these values will stay with them throughout their lives.

2. Inclusive Pedagogy

Teachers of early education classes require knowledge on inclusive pedagogy of hearing-impaired learners including knowledge on the nature of hearing impairments, how to identify learners with hearing impairments, assistive technology used and communication methods used in early inclusive classes. In addition, the teachers should also be equipped with the knowledge on curriculum adaptation, teaching methods and teaching learning materials that will facilitate learning of learners with hearing impairments in an inclusive class.

2.1. Nature of Hearing Impairments

Inclusive teachers who teach learners in early education years should be able to understand who the hearing impaired person is in terms of the definition of hearing impairments, the causes of hearing impairments and the different type of hearing impairments. The teachers' knowledge of different aspects of hearing impairments is important since they will be involved in training of both spoken and sign language to early years learners, sensitization of causes of hearing impairments and prevention measures to different stakeholders (Debra *et al*, 2013). In addition, they will occasionally refer learners with hearing impairments to different specialists such as speech therapist, Audiologist and medical practitioners for further help.

2.2. Hearing Impairments

According to Marilyn (2016) hearing loss is defined as a condition where sensitivity to sound in the environment is reduced or not there. Hearing loss and hearing impairment are terms used interchangeably usually the terms means the same condition of hearing problems (Gichana, 2016). However, the term hearing impairments refers to partial or total inability to hear while the term deaf refers to a person with profound hearing loss in other words no hearing at all (Mulwafu, Kupar, Ensink, 2016). According to the authors, all the three terms- hearing loss and or hearing impairments or deaf are used interchangeably by different people depending on their level of education and background. The hearing loss can occur in one ear or both and this affect the ability of learners to learn spoken language and also affect the adults in work related difficulties in addition to loneliness. The hearing loss could be permanent or temporary. According to Katz and Scharry (2016), hearing loss is a term generally that refers to reduced functioning of the ear and it affects the sound loudness and clarity. The causes of hearing impairments include genetics, diseases such as measles, malaria, meningitis and infections during pregnancy such as syphilis and gonorrhoea. In addition, other causes of hearing impairments include birth complications, ageing, exposure to noise and drugs/toxins (Marlet, 2016). One can be said to be hearing impaired when he/she is diagnosed by a hearing test and he/she is unable to hear at least 25dB in one ear (Mulwafu, Kupar & Ensink, 2016).

Hearing impaired learners can be identified from among other learners when one is unable to use the telephone, cups the ear in the direction of sound, requests for things to be repeated, he is always withdrawn most of the time and needs for increased volume on television, radio, music and other sources (Christian, 2017). This information is very important for teachers especially those teaching in early years classes. Usually teachers especially those not trained think that some learners are stupid because they do not follow their lessons and these learners perform poorly in class work. The problem could be due to those learners not hearing well the teachers' instructions. Thus, unless teachers know how to identify those learners with hearing problems these learners will always lag behind.

2.3. Classification of Hearing Impairments

Hearing impairments could be classified according to three main criteria including the part of the ear affected, the degree of hearing loss and the age of onset of the hearing loss (KISE, 2007). Learners who are having hearing loss as a result of problems with the ear canal, ear drum or middle ear, the hearing loss is classified as conductive while those whose hearing loss is as a result of problems with the inner ear is classified as sensori neural hearing loss (Katz & Scharry,

2006). The third type of hearing loss is referred to as mixed hearing loss that is both conductive and sensori-neural hearing loss. According to these authors, conductive hearing loss is the most common type among learners. This hearing loss is amenable to treatment while sensorineural hearing loss which results from the damage to the inner ear or the acoustic nerve is a permanent hearing loss and cannot be treated.

The classification of hearing impairments on the basis of the degree of hearing loss falls into 5 types namely Slight hearing loss (26dB- 45 dB), moderate hearing loss (46dB- 55dB), moderate severe (56dB- 70 dB), severe (71dB- 90 dB) and profound (91dB plus) (Katz & Scharry, 2006) The other category of learners with hearing loss is classified on the basis of when they acquired the hearing loss and they include pre lingual hearing loss- those who acquired hearing loss before acquiring language or born with the impairments while those learners who acquired hearing loss after acquiring language are referred to as post lingual hearing loss (KISE, 2007). The teachers will apply different teaching methods depending on when acquired the hearing loss and which assistive aids to use. This knowledge is very crucial to the teachers in that the teaching methods for learners with mild to moderate hearing will not be the same the teachers will use for learners with moderate to severe. For instance, the use of gestures and sign language for those with severe to profound and amplification systems for those with mild hearing loss.

2.4. Assessment of Hearing Loss

Audiologists measure the hearing loss using a machine referred to as Audiometer in units called decibel (dB). According to Goodman (1965) the hearing loss range from normal (0 to 14dB) to total deafness (over 121 dB). The author further noted the normal conversation is usually in the range of 60 dB and thus those who have lost hearing beyond 61 dB can hardly detect loud sound speech directed at them unless they put on a hearing aid. Those learners with profound hearing loss (91 dB and above can virtually hear nothing though they can respond to environmental sounds such as the noise of the rocket or Aeroplane. These are learners who usually use gestural language for most of their communication. These learners are not recommended for inclusive education. Profound hearing loss cannot be compensated for however powerful the amplification system can be but it is recommended that they use appropriate amplification system for language skills and speech development.

The amplification systems make learners with profound hearing loss aware of the presence of sound when combined with visual cues such as lip movement and gestures. Teachers have to be aware of when to amplify sound, when not to use the amplification systems and probably how to measure the hearing loss for them to provide appropriate services.

2.5. Assistive Technology

According to a policy statement of 2015 on inclusion of learners with disabilities in India, early childhood programs, centers of early intervention and training of personnel to work in inclusive programs were established. According to this statement, all learners with hearing impairments were to be identified early and placed in early childhood inclusive classes with the help of assistive devices. In Kenya, a policy statement in special need education that emphasized inclusive education was formulated in 2009 (Republic of Kenya, 2009) to guide and sensitize Kenyan people about implementation of inclusive education in regular schools. Presently, The Education sector support program policy for learners and trainees with disabilities was launched in Kenya in June, 2018 recommended the creation of model centers for early intervention and assessment for learners with special needs (Republic of Kenya, 2018). This policy underscored the need for the use of assistive technology in early year's education and particularly for hearing impaired learners.

The assistive technology enables learners with hearing impairments function and participate in the daily societal activities (Schneid, Hurst, Miller & Ustin, 2003 in Mette, 2012). According to Mette (2012), assistive technology is a tool that makes learners with hearing impairments independent and visible. Persons with Hearing impairments can hardly be noticed as the hearing disability is a hidden disability hence the use of the assistive aids making them visible.

Personal amplifiers (PA) such as Hearing Aids (HA), Cochlea Implants (CI) worn on the body and classroom sound field amplification systems are some of the assistive technologies used by young hearing-impaired learners (Dillon, 2001 in Mette, 2012). In addition, the other technology used is Telecommunication Device for the Deaf (TDD) that enables hearing impaired persons receive phone calls using the technology attached to the phone that has a small keyboard and screen for typing this is the device is most widely known today though it is not regularly used in the classroom ((Nebylov, Michael. Johnson, Marion & Hersh, 2000). Cheryl Deconde (2016) suggested that in the presence of background noise, hearing impaired learners can be assisted to hear by the use of FM/ Digital wireless and audio distribution in group activities.

Young learners benefit from FM and other wireless systems especially when they are in group activities (Bers *et al* 2003). The author noted that signals are direct from the teacher's microphone to the receiver of each individual child. The author cautioned that these systems should not be used when learners are involved in simple independent activities. The technology reduces the background noise and the teacher is able to walk around the classroom. This is technology is rated as the most effective assistive technology and should be used in inclusive schools and early education inclusive classes because of its "versatility and portability for use in or out of the school building."

Telephone ring indicators, sms facility and alerting systems are other technologies used (Mette, 2012). These systems vibrate and that provide signals which alerts learners with hearing impairments indicating various types of messages which includes the phone, meeting with a colleague, a wake-up alarm and a fire. Some of the other devices Hasselbring *et al* (2000) wrote about included listening devices -Phone Amplification, Captioning Wireless Technology.

The phone amplification has built-in volume and frequency adjustments which can increase amplification and clarity of sound. As for captioning, the spoken word on the television can be translated into typed English for the viewer to read and it is used most widely in the inclusive classroom.

2.6. Communication Methods towards Inclusive Pedagogy in Schools

Teachers when handling learners with hearing impairments in class use a variety of approaches when teaching and communicating. Lynas (1994) suggested that some of the approaches included teachers using oral language training, auditory-approach and gestural system. There are different forms in oral approach such as auditory-verbal method where learners usually respond to sounds alone and not accompanied by visual information including lip-reading; auditory-oral which include speech reading from the lips and face and sometimes it involves the use of gestures and signs to help the learners obtain the meaning.

The gestural systems include sign language and educational sign systems. Educational sign system unlike sign language which has its own structure is designed to visually represent spoken English and thus make English (spoken later written) easier to learn for learners who are hearing impaired. Common educational sign system includes manual English, signed English and signing exact English. Gestural communication system includes finger spelling and cued speech.

However, oral approach and language training is mostly used in preschool inclusive settings (Lynas, 1994). Teachers use other methods in communicating with hearing impaired learners in inclusive settings. They include learners sitting in semi-circle and teachers talk to them directly as they see each other, learners with hearing impairments are sited in front of the class near the writing wall and on one side of the teacher to enable him or her use sign language (DeConde, 2016). The author noted that it is usually good practice for the teacher of early childhood classes to deliver sign language himself directly to toddlers and preschool learners for they are not developmentally ready for sign language interpreters. The classroom should have enough light to enable learners with hearing impairment to see the signing and the accompanying facial expression during communication. The teacher should give extra time if speaking and showing diagrams, keeping sentences short and rewording sentences if necessary,

3. Teaching Methods towards Inclusive Pedagogy in Schools

Inclusive teaching methods or teaching strategies are those techniques teachers use to enable learners learn and engage with the curriculum in the classroom. According to Rose (2010), teaching methods are skills teachers use to teach all children in an inclusive setting while catering for individual differences among learners. According to Rodgers (1993), inclusive teachers should competently handle learners with diverse needs in an inclusive class. The author noted that teachers should teach each individual learner and address each child's educational needs accordingly. The author further argued that in addressing the diverse needs of learners, inclusive teachers use a variety of skills across all the curriculum areas. Learners are allowed to interact irrespective of their special needs in small groups as teachers address their diverse needs and they are able to develop academically, socially and emotionally (Saracho & Spodeck, 2008). Stephen (2001) further contented that learners with hearing impairments through their interaction with teachers and peers of the same age at early years when exposed to language well and given enough practice, improves a lot and for those who delay to improve, intensive and focused intervention should be done.

Teachers must be trained to handle all these learners in their training programs. According to Wilcoxon et al (2004), teachers should know the dynamics of their inclusive classes, they have to be versatile and be able to use different teaching techniques to impart knowledge, skills and attitudes to all learners under their care. Further the authors suggested that systematic and intensive training which involves research and practice should be undertaken by all inclusive teachers to make them effective in their profession. The training should be an ongoing activity thus entrenching inclusive pedagogy in Kenya. Teachers who are not trained in inclusive pedagogy skills do not promote the learning in inclusive schools and they involve themselves in activities that drag the learning of learners with special needs in inclusive classes. Such activities include comparing learner's performance and predetermining learner's achievements (Falvey et al, 2004).

The advocates of inclusive education recommend that teachers have to work collaboratively and should communicate regularly with one another (Rose, 2010). According to Giangreco (1992), innovative inclusive teaching techniques involves collaborative team teaching, individualization of educational plans, multigrade teaching, peer tutoring and also Jha (2002) noted that innovative practices that ensures participation of learners with special needs in an inclusive classroom included whole class inclusive teaching, group /co-operative /collaborative teaching, peer tutoring /child to child learning, activity-based learning and team approach.

Cooperative and or collaborative teaching and learning involves teachers and learners working towards a common goal (KISE, 2007). This technique involves the use of instructional methods such as direct instruction, small group instruction, individualization of roles which are all combined in a team-based approach (Katz & Miranda, 2002). The skills of sharing responsibilities, listening to one another, emotional control and decision making are enhanced by the use of team-based approach.

According to Leary and Zonarich et al (2002) team-based approach enhances learning, improves good relations, develop problem solving skills and also improve academic and social skills of all learners in an inclusive class. Peer tutoring is a specialized form of cooperative learning where students teach themselves by one playing the role of the teacher and others play the role of the learners (King-Seers & Cummings, 1996). Special need learners benefit greatly through the use of this method since their social, academic and communication skills are improved. According to Falvey et

al (2004) behavior problems among learners are reduced and opportunities to respond to and comprehend math problems, reading and social interactions are increased.

KISE (2007) noted that team teaching on the other hand referred to a situation where teachers conduct a lesson together, share their expertise and in so doing learners are helped to overcome their problems. For example, in an inclusive class of 50 learners, there is need to have more than one teacher if these learners with special needs have to benefit in terms of reading, communication and interaction. The teachers should be able to plan together, teach together, evaluate results together and modify learning objectives for each learner. Teachers rotate responsibilities, some serving in support capacity and others implementing individualized educational plans.

Inclusive teachers should be able to plan for the general class as well as for individual learners. Ainscow and Booth (2006) argued that Literature on inclusive education has shown that the use of effective inclusive teaching strategies enhanced the participation of both learners with special needs and those without in academic and social classroom activities. In USA, the individualized educational program (I.E.P) preparation was given priority by all inclusive teachers (IDEA, 1999). An IEP is a document that describe the learner's educational performance, long term and short-term objectives that have to be achieved by the teachers, the services to be offered to the child and how instructional and assessment modification required by the child has to be carried out. Other strategies of handling learners with hearing impairments, Jossey-Bass (1993) in Kiaritha (2011) included Teachers facing the class when they were speaking to learners with hearing impairments for them to be able to lip read, to avoid talking when they are facing the board or the desktop, focus on the student and not the interpreter and they should be asked how they wish to be recognized in the classroom. The authors further suggested that teachers should consider alternatives to oral presentations, if oral presentations may seem difficult for students. Some alternative ways include students giving their presentations with the help of interpreters and others writing out their presentations and others asking their interpreters to read it to the class. Still others may wish to give their presentations without assistance and should be encouraged to do so. All the strategies discussed may not work for all learners. Others will work in some situation others will not. It will be upon the teacher to assess the learner's particularly young learners and decide which strategies to be used where and when.

4. Curriculum towards Inclusive Pedagogy

Curriculum is all that learners in learning institutions are supposed to engage in, in order to acquire and develop the desired knowledge, skills and attitudes necessary for personal development, self fulfillment and full integration in the society (Oluoch, 2002). Some of the elements of the curriculum include academic subjects, co curricular activities and assessment procedures (KISE, 2009).

Curriculum towards inclusive pedagogy would be defined as the modification of the regular curriculum to suit the individual needs of all the learners including those with special needs and disabilities in an inclusive classroom (KISE, 2009). According to Falvey *et al* (2004), teachers should be able to plan, select, modify or adapt the curriculum and examination to suit the needs of all learners in the inclusive class. Inclusive teachers should be able to spontaneously adapt the curriculum during the teaching process, responding to the needs of different learners at the floor of the classroom and also be able to advocate for the overall curriculum adaptation at the National level by the ministry of education through the Kenya Institute of Curriculum Development (KICD). This will ensure that learners in inclusive classes access the curriculum and should thus be able to perform well in academic, communication and social skills.

The need for inclusive pedagogy among teachers was highlighted in 1994 by United Nation Educational Scientific and Cultural organization (UNESCO). The inclusive pedagogy was to address the needs of learners who were disadvantaged in inclusive class as a few teachers were trained in special need education and were referred to as specialist teachers and others were referred to as general teachers. Inclusive schools were not just to deliver academic content but to develop all skills, attitudes and knowledge for later integration in the society. The emphasis on the curriculum that is focused on examination make students drop out of school especially those learners with special needs and disabilities because of poor performance in those examinations. Examinations usually filter the best students on the academic grounds thus it is a barrier to inclusive education (Eliot, 2002).

Countries such as Japan, Taiwan and South Korea have restructured their curriculum and allowed schools to practice different curriculum that suits the needs of all their students including those with special needs and disabilities and other conditions (Falvey *et al* , 2004). In Taiwan, teachers use a more holistic approach that considers grades, essays, extracurricular activities and other unique talents to place students in various careers and employment. According to Beech (2002), students in South Korea are promoted to the next class basing on unique talents and not on test scores as it is done currently in Kenya. If all learners have to access education and succeed in overall development both at individual level and national level, inclusive pedagogy that comprises curriculum differentiation, examination adaptation and use of effective inclusive teaching strategies has to be embraced and taught in all teacher education programs (Jha,2002).

In Kenya some aspects of the curriculum have been adapted to respond to the needs of all learners including those with special needs and disabilities (Republic of Kenya, 2008). They include the adaptation of the curriculum for visually impaired learners, intellectually challenged learners and those learners with mental challenges. In Kenya a policy on special need education in 2009 made the following recommendations towards inclusive pedagogy:

- Curriculum was to be adapted to cater for all specialized areas in special needs education
- Teacher training curriculum in all teacher training colleges was to include components of special needs education, Kenya National examination Council (KNEC) was to design National Examinations for learners with special needs as individuals and provide certificates to learners with special needs who would not sit for national exams due to their diverse learning needs.

- KNEC was to ensure that time allocated to learners with special needs for examination papers was to be determined by the nature and severity of the special needs and disabilities.
- Ministry of Education was to seek copyrights from publishers so as to adapt regular curriculum and have mass production of teaching /learning materials for learners with special needs and disabilities.

The curriculum and examination have to be adapted by teachers thus reflecting inclusive pedagogy where all learners will be able to feel part and parcel of the school community. They have to be given activities that are to their level, their self concept improved through their involvement in different activities and appreciation of the same by fellow students and the teachers. If the curriculum is rigid and learners with special needs and disabilities do not participate in any activity at school they will drop out of school and thus the defeat of inclusive pedagogy. The recommendation made in 2009 if implemented will go a long way in ensuring the entrancement of inclusive pedagogy in Kenyan education system because all teachers will be trained in it.

5. Resources towards Inclusive Education Pedagogy

Teaching and learning resources have to be availed in inclusive classes for learners with hearing impairments if they are to understand some concepts. These learners perceive information using the sense of sight mostly although those with mild to severe moderate can perceive information through the auditory sense with amplification. It is therefore important that in inclusive classes where learners with hearing impaired are included visual aids must be used which will facilitate the acquisition of cognitive abilities (KISE, 2007). The cognitive abilities include knowledge retention, remembering, thinking, reasoning, interaction and imagination. Some of the learning resources needed in an inclusive class include projectors, graphic aids, models, mock – up specimen and software resources. Muka (2009) suggested that learners with hearing impairments benefited greatly from using such aids as word processors, digital personal organizers and multi-media (films and microphones).

6. Conclusions and Recommendations

It has been argued in this paper that for young learners to benefit in early inclusive classes in Kenya, there is need for inclusive pedagogy to be rethought again. There has to be a shift in thinking how to train all teachers on knowledge of hearing impairments which include knowledge on the nature of hearing impairments, types of hearing impairments, causes and how to identify learners with hearing impairments. Further according to the literature reviewed, teachers in inclusive early childhood classes where learners with hearing impaired are included should have knowledge on assistive devices, assessment of hearing loss and communication methods.

The inclusive pedagogy would involve teachers being trained in teaching strategies that includes collaborative team teaching, individualization of educational plans, multigrade teaching, peer tutoring among others. In addition, inclusive pedagogy would involve teachers being taught how to adapt the curriculum and examination to suit all learners in inclusive settings. The curriculum has been uniform for all learners irrespective of whether other learners have individual differences or not. The curriculum has been designed on average learners. The author concluded teachers handling learners with hearing impairments in early years education Kenya need to be trained on inclusive pedagogy for them to effectively handle inclusive classes.

The study recommended that all teachers in teacher education programs in Kenya should be trained on inclusive pedagogy where all teachers will be given knowledge on inclusive education and there will be no general teachers and specialist teachers. That in this twenty first century all teachers should be designated as inclusive teachers capable of teaching in any school in irrespective of whether the learner in those schools have special needs or not.

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