Iraqi Preparatory Schools Learners Use of Functional Language

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I. Introduction:

Cooperative learning techniques permit EFL students to enthusiastically play a part in the language classroom, cooperating with each other to accomplish the learning tasks which cannot be achieved by studying alone. CL activities give the students the opportunity to exploit their assorted knowledge about the processing of the world, producing more effective characters of the group members, more precise personal characteristics, and a better awareness of sponsorship in the educational population. CL gives the students a reduced amount of feeling that they are separated as learners and establishes a more efficient "classroom culture" in which cooperation to achieve a mutual developing aim acts a considerable function in their sensitive and linguistic progress as an authorized member of a social learning community (Murphey and Asaoka, 2006). More than merely a method for language teaching, CL is an approach for giving the students the confidence to carry on the two-way learning procedure perfectly outside the classroom and school structure into the larger world surrounding them.

There is still a great number of learners who complain that they have never learnt to really use the language, in spite of having had a lot of oral work in the classroom. (Brown-1987:55) points out that a glance through the past century of language teaching gives the reader an idea of how varied are interpretations about the best method of teaching a foreign language.

Today the single greatest challenge is to move beyond the teaching of rules of grammar to the point that we teach our students how to communicate effectively in the foreign language.

The pupils of sixth year preparatory schools in Iraq can not use functional notional activities properly in different daily situations and this result can be noticed in their poor performance in the examination in English.Book 8 consists of many units which present different functions of language like: Introduction, Greeting, Invitation, Apology, Expressing opinions and other functions of language. These functions are memorized by the pupils because these functions are new for the learner at this stage.

The present paper aims at(1) investigating the real problems, pupils at this stage face in learning the new material based on the communicative language approach,(2) investigating the role of the mother tongue in the learners' performance . To achieve these goals ,it is hypothesized that;(1)Iraqi preparatory learners face difficulties in applying the functional language and (2)the mother tongue is expected to interfere in the learners' performance

2. Communicative Language Teaching

In their continuous search to find out the typical method or approach to foreign language teaching, researchers in the field of second language acquisition (SLA) in the fifties and sixties of the twentieth century have focused on the careful watch of the situation in which teacher and learners interact in the classroom (Carter and Nunan, 2001:120; Trebell, 2008:1). To achieve this goal "hundreds of observation systems have been developed … most of those… have been derived from the Flanders System of Interaction Analysis… developed by Flanders in the fifties (Flanders 1970)," which is abbreviated as FIAC (Stern, 1983: 493), the other "was developed by Fanselow

(1977) called FOCUS: 'Foci for Observing Communication Used in Settings'… to describe and conceptualize what 'teachers actually do'" (ibid), (Dots are mine). Findings of applying such observation instruments revealed the complexity of CI and the inadequacy of "a prescriptive approach" in judging the unique way of teaching if these instruments were not good enough. Thus "the focus of classroom interaction studies shifted from prescriptive to descriptive and from evaluative to awareness raising." (Carter and Nunan, 2001: 120).

The FIAC technique remained the dominant method in observational researches (Wragg, 1999). Lately, classroom interaction functions as a sponsor factor in the progress of education and this has been revealed through the work of (Edwards, 1993)at the beginning, the focus of , classroom interaction studies was on how the teacher initiates the communication to extract information from his students, praise or criticize their behaviour and the time devoted to their opportunities during verbal exchange in relation to the way they influence the "interaction" and the chances they provide for learners to produce language. Recently, the study is directed towards the output of students, "their communication strategies, and the relation between task types, learner interaction and opportunities for negotiation of meaning" (Carter and Nunan, 2001: 120).

Richards and Rodgers (2001: 21) state that "interaction" is considered a basic concept for FL acquisition theories and curriculum design for more than two decades. In England for example, Laymen emphasized using language as a vehicle of interaction "in various content subjects in L1 classrooms, including mathematics, science and humanities subjects" (Carter and Nunan, 2001: 121). Trebell (2008:1) supports this point of view saying that , classroom interaction is also considered a significant agent not only in the syllabus design, but also in the learning process.

2.1 The Communicative Functions vs. Grammatical Structures

Language learning is more effective when it involves real communicative acts and pupils must focus more on being understood than on speaking grammatically. Full grammatical- competence must come at a later stage.
Brumfit (1983:91) presents many points of the communicative Language Teaching:
• Language learning is learning to communicate.
• The use of the native language is allowed.
• Contextualization is a basic principle.
• Communicative competence is the desired goal.
• In communicative Language Teaching meaning is important.
• Translation may be used when needed.
• Dialogues centre on communicative functions.
• Any device that helps learners to communicate is accepted.
• Teachers can help learners in any way that motivates them to communicate.
• Fluency is a primary goal.

communicative Language Teaching makes use of real-life situations that necessitate communication. The teacher's role is to set up situations that learners may encounter in real life, A teacher should talk less and listen more. That's to say, this approach is learner-centered. Students do most of the talking and the classroom is far from being quiet. The behavior of the teacher and the learners should be as similar as possible to the behavior of people of the real world (Ibid).

The teacher should work as a facilitator. He sets up exercises and gives direction, but the learners do much more speaking than in a traditional classroom. CLT also emphasizes social and situational contexts of communication. The most

characteristic features of communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language (Littlewood, 1981:18).

The concept of communicative competence was originally developed by the sociolinguist Halliday (1973:35). This concept was further developed in the early 1980's by Canale. According to Canale (1983:5), communicative competence refers to the underlying systems of knowledge and skills required for communication.The communicative competence comprises four types of competence as follows:
1- Grammatical competence.
2- Socio-cultural competence.
3- Discourse competence.
4- Strategic competence.

Students don't simply learn the linguistic structure and grammar rules, but they have to learn how to use the language properly. Widdowson(1989:32) insists that it is a mistake to concentrate solely on functions considerations while ignoring form altogether.

Halliday (1973:15)sees language as a means of functioning in society and he introduces three functions of language:
1- Interpersonal (maintaining personal relationships with people).
2- Ideational (telling people facts or experiences).
3- Textual (expressing the connection and organization within a text).

For example, clarifying, summarizing and signaling the beginning and end of an argument. A communicative approach helps learners to become fluent, but it is insufficient to ensure comparable level of accuracy. Language is seen as a unified system, and the ultimate aim of the learner is to approach the target language norms of the native speaker (Ibid:20).

2.2 Classroom Interaction

Brown and Rodgers (2002: 79) use the word classroom to refer to extensive situations where the educational process of English foreign language takes place among learners and teachers. These situations include: "classes in schools, multi-media, distance learning situation, one-to-one tutoring, on-the-job training, computer-based instruction, and so on".

Interactivity, interactive or interaction are related and intermingled concepts which are used to give similar meanings with varying degrees. The concept (Interactivity) is quite well known and is largely used in many scientific, academic, literary, educational, … etc applications in the western world for more than twenty years ago. Interactivity is not only a technological, literary or related to the internet term, but also a way of life, a style of innovation and a means of existence. (Al-Breiky, 2006: 60–8). In learning the concept means "a necessary and fundamental mechanism for knowledge acquisition and the development of both cognitive and physical skills" (Barker, 1994:1), whereas Jonassen (1995 :101) argues that it is the way in which the learner is transformed into a real way of learning by means of interaction with the teacher, other learners or the learning text.

Mortensen (1972:12) states that classroom interaction depends on verbal and non-verbal interactions. He argues that verbal and non-verbal interactions are complementary aspects of communicative act. Non-verbal interaction includes all non-linguistic or extra-linguistic aspects of behavior, which contribute to the meaning of message. These include body movements, gestures, facial expressions, contact, etc, while verbal interaction includes words as discrete entities. To sum up the classrooms of language tutoring where EFL instruction takes place is seen as discourse

communities and sociolinguistic environments where interaction is considered a key factor to learner's foreign language development. Hall and Verplaetse (2000:10) assert this saying:

> It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.

Heringer (1978:53) maintains that "human actions can only be possible as social action and thus only a theory of action that is based on interaction is capable of explaining human action". Thus human interaction depends on the following three constituents:

1. No less than two participants; PI and P2 are concerned.
2. Every participant acts in relation to at least one constituent.
3. The act(s) of the participant who does not start shall be grasped as a reaction to an act of the participant who begins (ibid: 55)

To sum up, the classrooms of language tutoring where EFL instruction takes place is seen as sociolinguistic environments (Cazden, 1988) and discourse communities (Hall and Verplaetse, 2000:10).

2.3 Types of Classroom Interaction

Brown and Rodgers (2002:81-85) divide CI into three kinds which are useful to promote language learning. They are as follows:

2.3.1 Teacher Interactions with Learners

This type of interaction deals with the ongoing process of classroom interaction between teachers and their students. Because of its importance in promoting EFL education, researchers in this field have built up many research tools to scrutinize and analyze classroom interaction "Over twenty observation instruments have been developed just for studying classroom interaction in second language classes… most of these focus on the teacher" (Long and Sato 1983). Among these twenty instruments the following are considered of critical value:

1 Teacher questions
2 Teacher error correction
3 Quantity of teacher speech
4 Teacher explanations
5 Teacher 'wait-time' for student responses
 (Brown and Rodgers, 2002:81).

Throughout this process learners commit mistakes and errors, but it is preferable for the teacher not to confuse the teaching-learning process by telling the learners that this is wrong, or that they have performed wrongly. Instead, his duty would be to lead his student(s) to recognize their mistake and direct them to avoid such an error in the future.

2.3.2 Learner-to-learner Interactions

In this type the focus is on the interactions of learners among themselves to find out "what goes on these convocation of learners and how…learner-to-learner interactions contribute to language acquisition" (ibid :84). Therefore there is an "increasing emphasis is placed on language learning tasks which involve pair work and group work" (ibid) in the communicative language teaching CLT.

Another approach to language teaching, cooperative learning, also gives a heavy weight to the ways of student interactions and their final achievements. In this approach learners are grouped in such away that create a social environment where each learner contributes to his and his colleagues' development. (Olsen and Kagan, 1992:8). Extensive studies conducted over the past 46 years, reveal the importance of cooperative learning. Techniques and tasks of learner-learner interaction include: role-play, picture-sequencing task, pair and group communication, and so on.

2.3.3 Student-text Interaction

In this type, the learner acts as a reader and a participant in creating the text. That's why it is adopted in teaching the reading and writing skills interactively.

Grabe (1988) posits a notion of interactivity in foreign language reading and makes a distinction between reading as an interactive process (interaction between top-down and bottom-up processing) and interactive models of reading (interaction between reader and author *as if* reader and author were engaged in a text-based conversation).(Brown and Rodgers, 2002: 107-108)

The learner draws upon his previous knowledge, as well as the facts found in the syllabus content. Recent views see comprehension as drawing upon both top–down and bottom–up processing, in what is known as interactive processing. The top-down processing (TDP) refers to "The use of background knowledge, knowledge of text structures, and/or knowledge of the world to assist in the interpretation of discourse." (Nunan, 2001: 316), while the bottom-up processing (BUP) is "Decoding the smallest elements (phonemes and graphemes) first, and using theses to decode and interpret words, clauses, sentences, and then whole texts" (ibid: 302). It is claimed that BUP influence TDP, and vice versa. According to Richards, *et al* (1992: 383–4). Interactive processing is probably compensatory, that is, one type of processing will take over if there is a problem with the other type, and when the quality of the stimulus is good, bottom-up processing is preferred, and it is only when stimulus quality deteriorates that top-down processing takes over as a compensatory device.

Interaction with the text usually occurs in distance learning through the world wide internet, or via computer assisted interaction. In the first case the student interacts with a teacher and other learners, or with a teacher or other learner or learners, using the internet services (chatting in particular). In the second case, the interaction takes place with a VCD or DVD by the use of computer, with or without the supervision and assistance of the teacher. (Nunan, 2001: 107–8).

2.4 Interactive Teaching Skills

There are several major interactive teaching skills that a teacher ought to master in order to promise classroom interaction. These skills are intermingled and related to each other like a net work. Studies about the teaching skills revealed that a unique characteristic of "teaching skills is their interactive nature" (Kyriacou, 1991: 33). The teacher faces varying situations, most of which are unexpected, thus he needs to redirect his performance to cope with these changes. Clark and Peterson (1986) have noticed that the successful teachers moderate and adjust their manners and tactics with regards to the lesson progress. They have also pointed out that with the passage of time a lot of this interactive executive is converted into a custom which is somewhat conscious and the teacher just has to consider the more unpredictable circumstances which need a careful attention and care.

2.5 Oral language communication

According to Larsen – Freeman (2000:125-126), in order to achieve oral communication, the following demonstration are worthy to consider:

- Language in oral real contexts is introduced; for example, a copy of a sports column from a recent newspaper could be presented.
- Motivation of learners by asking them to figure out the speakers intentions.
- The target language is a vehicle for classroom oral communication. Hence, the teacher gives learners the directions for the activity in the foreign language.
- The emphasis is on the process of communication through manipulating various linguistic forms; for example, learners are asked to state the reporter's predictions in different words.
- Learners exchange meaning .In this regard, they work in small groups to maximize the amount of communicative practice; for example, learners play a language game.
- Correction of errors postponed since oral communication works on fluency. When a learner makes an error, the teacher and other learners ignore it.
- The teacher main task is to establish situations that promote communication. Here, the teacher gives each group of learners a strip story and a task to perform.
 Oral communicative interaction encourages cooperative relationships among learners. For example, learners work with partners to predict what the next picture in the strip story will look like.

2.6 Pedagogical Advantages of Classroom Interaction

     Many specialists in the field of teaching EFL have assigned the significant role of classroom interaction in education. The researcher has detected the following advantages of classroom interaction for the learning process:

1– Classroom interaction encourages students to benefit from the knowledge of language rules during their interaction "i.e., the ability to use the linguistic system effectively and appropriately" (Brumfit, 1983: 92), or functions of language rather than its forms (Yule, 1999: 193). Since it broadens the Chomskyan concept of 'competence' into 'communicative competence' classroom interaction emphasizes the importance of applying the abstract system of rules in the mind of the student within real life situations (Cook, 2003: 9).

2– Classroom interaction encourages critical thinking. Wilkins (1976: 19) thinks that the method of people working through language is more important than "the mastery of the language as an unapplied system". When students use "discovery techniques" or "activities" they are highly engaged in discovering rules of language using their "cognitive powers". (Harmer, 2007: 82).

3– Classroom interaction activities assist learners to acquire communicative competence, hence they are mainly co-operative and the class is not teacher fronted. On the contrary, the teacher is a facilitator and observer who initiates and organizes the interactional process, also provides consultation and support whenever necessary. Harrington (1992: 72) asserts this saying that "Communicative competence can only be achieved when dialogue is not dominated". This means that classroom interaction reduces anxiety leading to greater participation of learners who know and preserve their mutual rights during interaction, as Ellsworth (1989: 314) explains "all members have equal opportunity to speak, all members respect other member's rights to speak and feel safe to speak, and all ideas are tolerated and subject to rational critical assessment against fundamental judgments and moral principles".

2.7 The Problems of Using the Communicative Language Teaching   Approach in Teaching the Foreign Language:

The most problems of using the communicative language teaching approach is the limitations of time. Teachers at this stage find themselves lagging behind the application of their weekly plans. Due to the many occasions during the school years, a lot of time is wasted now and then.

Mathews (1985:203) emphasizes that "in secondary schools the teaching time is lost for variety of reasons, and it would be unwise to adopt textbook which provides too much material for the teaching hours available".

During the teaching period, teachers do most of the activities of the textbook, giving only inadequate time for learners (pupils) to practise the use of functions. Pupils often depend on memorizing the given functions. Moreover, communicative language teaching tends to promote fluency over accuracy, and there is the fear that the learners will lose accuracy. In addition to that one of the principles of communicative language teaching is that the teachers speaks less than his pupils, but in actual practice, we notice that the reverse is true.

The teacher hardly gives enough time to his pupils to practise the daily communications. As a result, the learner doesn't get adequate opportunities to practise the language. Also we notice that especially in Iraq that the learner doesn't use the foreign language outside the classroom. The teacher is the only person to communicate with, while the communicative language teaching approach insists that the teacher should be given the minimum time to speak.

There will be also a problem of how to sequence the functions in the daily plan of teaching and the learner is aware of the artificiality of any language function that takes place in the classroom (Wilkins,1976:83).

Widdowson(1989:37) emphasizes that the sole communication on functional considerations while ignoring form altogether is a mistake. Just relying too heavily on rules of grammar often lead to dissociation from any consideration of appropriateness, relying too heavily on using language appropriately can lead to a lack of necessary grammatical knowledge and of the ability to compose or decompose sentences with reference to it. Also Schmitt (2002:7) states that there is a gap between what the teacher wants his pupil to learn and what they themselves actually want to. The classroom context is used to create activities to teach learners how to react in real world situations and not to take real world situations.

Krashen(1987:6) states that a normal conversation doesn't give the speaker enough time to think about the use of rules. So because of this problem accuracy may be lost at the expense of appropriacy. On the other hand performers may be so concerned with conversation that they can't speak with any real fluency.

3. The Test

The present study includes a test which is based on the functional-notional points. The test comprises (10) items. This test is based on the functional material of the book. The test has been given to a random sample of (50) pupils of the sixth preparatory stage. They have been informed by their teacher to answer the questions depending on their knowledge of the material. The pupils in the sample have come from Kadejah secondary school of girls in Babylon City.

The items of the test include questions about different language functions like: introduction, suggestion, apologizing and others (See appendix at the end of this paper). The time given for answering the (10) items was one hour .It is noteworthy to say that the items of the test are taken from many tests of the previous years The

researcher and the teacher tried to make the whole testees feel at ease. So the testees were expected to do their best in answering the questions.

3.1 Test Analysis

To investigate the Preparatory Schools learners' ability to produce the functional language , a list of ten items is adopted. The sample of this study consists of fifty subjects who are Preparatory Schools Learners

According to Masden(1983:181-2)" a test question is considered too easy if more than ninety per cent get it right". An item is considered too difficult if fewer than 30 percent get it right".

On the other hand Heaton(1988:178)notes that the difficulty or facility value) of an item simply reveals how easy or difficult that a particular item proves in the test. It can be calculated by the following formula :

FV=R/N

Where:

FV stands for difficulty value.

R stands for the number of the correct answers.

N stands for the number of the students taking a test.

 The results obtained after analyzing the subjects' performance in each item of the question are presented in table (1)which shows how the subjects respond to each item in the test.

Table(1)Subjects' performance

Items	Correct Responses	Percentages	incorrect Responses	Percentages
1	17	34	33	66
2	20	40	30	60
3	41	82	9	18
4	17	34	33	66
5	16	32	34	68
6	20	40	30	60
7	37	74	13	26
8	14	28	36	72
9	16	32	34	68
10	20	40	30	60

It is clear that most subjects have failed to give the correct answer for the question.

3.2 Discussion of Results

The type of errors which are made by the larger number of students can be summarized as follows:

1- Failure to use functional language in many cases .

2-Repeating the same function in more than single situation.

3-incorrect arrangement of sentences.**.**

item (1), this is about invitation. Some pupils confused invitation with suggestion and performance. Item (2), this item is about asking for permission. Item (3), this is about introduction. Pupils responses show that they were not able to distinguish between formal introduction and personal introduction . Item (4), it is about location. Item (5), this item is about seeing people. Some pupils confused seeing off with greeting by using expressions like: Good-bye-Hello. Item (6), this item is about non-necessity. There are some expressions like: I think that shirt, was not necessity to buy. This

function was confused with the expression of opinion. Item (7), this item is about disagreement with others preferences. Some of the eccentric expressions are: I don't thing, I like 7up but I like a pepsi.

Item (8) about disagreement .Some pupils used a form of apology by saying "I can't come". there are some responses which were eccentric like the expressions: I see the winter is bad; No it is very cold .

Item (9) is about prevention and inhibition. Some of the eccentric expressions are: I wond you, this dangerous to go, I prevent you that dangerous.

Item (10), is about suggestions. Some pupils repeated the expression :I suggest you to go, instead of using the correct formula, I suggest you go .

3.3 Error Analysis

Johnson and Johnson (1998:110)suggest that error analysis is an approach that deals with the errors produced by the second language learners and how these errors are classified into types. Furthermore, Cordr(1973:290)state that error analysis is significant in three different way, Firstly, the teacher will be able to know the proficiency level of his/her students Secondly, errors provide the researcher with evidence of how language is learnt or acquired. Thirdly , committing errors is a device the learner uses in order to learn .For Brown(2000;223-7)some errors can be attributed to following sources: interlingual transfer and communication strategies.

3.3.1 Interlingual transfer

It takes place when the learner follows the rules of their mother tongue .According to Yule(2006:167)some errors may occur due to transfer which means using expressions or structures from the first language performing in the second language.

Brown(2000:224)in this respect, notes that interlingual transfer is an important source of errors for learners. He thinks that the early stages of second language are vulnerable to interlingual transfer from the first language. In these beginning stages, before the system of the second language is familiar the first language becomes the only previous linguistic system to draw upon .Errors attributed to the interference of the mother tongue can be found in the items 1,2,4,5,6 and 10.

3.3.2 Communication strategies

Communication strategies are the devices which may be used by the second language learners to deal with problems or break-downs in communication. These plans enable the learners to reach the intended communicative goal even when things do not go well (Schmitt, 2002:179).Littlewood (1981:83)declares that when the second language learners are engaged in communication they have communicative intension which they find difficulty in expressing because of the little knowledge they have. Accordingly, they resort to ways of overcoming the gaps between the communicative intent and the limited ability to express that intent. Avoidance is one of those strategies. It means leaving concepts with no answers. Such strategy can be seen in some items. Finally, we can say that most of the subjects use specific function quite wrongly. This means that they do not know how to use the functional language , consequently, they make such errors. It is expected that these errors may attributed to classroom presentation where are presented with insufficient explanations and practice because of the limited time given for teaching such topic Focusing on one aspect and neglecting the other may lead to such confusion in their use .Errors attributed to the communication strategies can be found in the items 3,7,8 and 9.

4. Conclusions

From the empirical work of the study, it can be concluded that:

1- The results of the study clearly indicated that the Iraqi preparatory school learners face difficulties in using the functional language. The great numbers of errors made by learners proved such difficulties.

This validates the first hypothesis which states that most of Iraqi preparatory learners face difficulties in using the functional language.

2- From the finding of data analysis for question, show that some causes underlying the subjects poor performance can be ascribed to transfer which means using expressions or structures from the first language performing in the second language i.e. it takes place when the learners follow the rule of their mother tongue.

This verifies the second hypothesis of the study which says that the mother tongue is expected to interfere in the learner's performance.

5. Findings:

On the basis of the analysis and observations in this study, the following findings can be stated:

1- We can't expect the learners to perform perfectly as a real daily conversations because learners are not given enough opportunities to practise the different functions presented by their book. Also the time allotted for covering the functions in their book is not enough.

2- There is no authenticity which makes pupils feel that they are just performing mimic acts of communication.

3- The instructions given to the learners to respond to a certain function are rather difficult to learn and some vocabulary and structures are unfamiliar to them.

4-Some pupils produced some expressions which is called "Interlanguage". It is a type of language produced by second or foreign language learners who are in the process of learning a language. This language is different from the native speaker's language and the foreign language.

6. Recommendations:

The following recommendations are based on the previous findings:

1- The learners can succeed in controlling the different functions when the material divided, for example, on three years starting from the fourth secondary school.

2- The present situation in our schools depend mainly on the written form. So the teacher should train their pupils on oral instructions.

3- The teachers should try to create an atmosphere similar to real conversational situations in order to motivate their students to respond to them.

4- Practicing the given function in the classroom is very important and the pupils should be given more freedom to move inside the classroom.

5- The present textbooks should be supplemented by real life daily conversations in order to be practiced by the learners.

6- The listening comprehension activity should be activated in our secondary schools. Learners should be trained and encouraged to engage in active processes of listening for learning.

7- Learners should always be exposed to films which contain English daily conversations in which the actors speak the language slowly until learners get the desired proficiency in the foreign language communications.

8- Learners should be encouraged to practice the language even at their home.

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Appendix:
The Test:
Read the following instructions and answer as required according to the material you studied:
1- Invite your friend to a party. How would he refuse?
2- You work in an office. Ask your boss to give you a leave?
3- How do you introduce your friend Ali to Zeki?
4- Someone wants to get to the petrol station. How do you tell him the way? Use (traffic lights left-right).
5- You neighbor will leave Babylon next week. What do you say to him? How would he respond?
6- Samir bought a new shirt. Show non-necessity.
7- Layla like 7up. Disagree with her preference.
8- Ahmed thinks that winter is a nice season. Disagree with him.
9- Prevent your friend from going near to the machine. Use (dangerous).
10- Your sister feels sick. What do you suggest for her.

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