اهتم معظم العلماء في حقول علم النفس وعلم اللغة النفسية بالبعد الرئيسي لفهم اللغة، وساهموا اهتماماتهم على جذور اللغة بما أدى إلى إعداد وظائفها ومؤلفة استعمالها. أما علم اللغة الإنجليزي هاياليدي فقد دخل إلى موضوع من خلال البينة النحوية والدلاليية للغة الطفل مركزاً. اهتمامه على المعاني دون المعنى، ونسبة هاياليدي بفصل وظائف اللغة أكثر مما يتصل بالمض(days) والتgif أو الشراكيب، ونسبة هاياليدي تصل بسبب هذا اللغة النحوية، ونسبة هاياليدي تصل بسبب هذا اللغة النحوية، ومن هنا تدخل اللغة الوظيفي مناسباً لدراسة لغة الطفل أيضًا، لأن لم يكن من عمك البشرية في أسس تعليم الطفل لغة اللغة النحوية التي يتعلم بها، ولأسباب سلوكه هذه الطريقة نفسها. ومن هم هاياليدي أن يعرف المعاني التي تتجلى اللغة الطفل في إطار وظائف اللغة. فالطفل يتمثل كمية وظيفة ادائها عنصراً قاتل، لأن يكون لغة الأطفال مجهزة اللغة ومفرداتها ينتمون طيفًا لبيئته، لأن بنياً من بداية تستخدم الأعمال لведите بها لغة الكبار، بل تبدأ من خلالها مع حفظه.

يعتمد هاياليدي في مدخله على أن النظام النحوي مكون من مستويات ثلاثة: الصوت والنوى والمعنى. ولغة الطفل في المرحلة البدائية مكونة من مستويين فقط هما: الصوت والنوى، ومن هنا تختلف عن اللغة الكبار. ثم بدأ الطفل في مرحلة النمو في تكوين معجمه وقواعد تراكيبه التي تم تشكيله في مرحلة اللغة اللفظية.

وإذا هذا المدخل، ولد شكل، تطورات تعليمية تتعلق به في أي: أن الدخال الإتصالي النحوية لتعليم اللغة لا يرفض الدخال الآخر ولكنه يعد إذا، فتكون أكلاها استعمال طبيعي لدو لغة الطفل، إذ ينبغي على المعلمين أن يكونوا على علم باللغة ووظائفها في المرحل المختلفة لدو الطفل، وعند ووجههم اهتماماً أكبر إلى فإن قواعد استعمال النحو، ووالإضافة إلى ذلك ينبغي على المعلمين والتربيتين أن يكونوا على علم باللغة من مرحلة إلى مرحلة عندما يتضمن لانشاء برامج تعليم اللغة سواء كانت اللغة الأم أو اللغة الأجنبية.

وأخيراً فإن هذا النصوص أيضًا مهم للآباء والعمالين في الحقل الاجتماعي ولكن من يصل عمله بجهود إمام الطفل في المجتمع كطوانين متشابهين بالكتابة للطفل.
Abstract

The traditional approaches to language acquisition considered language as a code, a set of rules by which grammatical utterances are produced and in terms of which they are comprehended in order to extract their meaning. These approaches taught us much about the structure of language, and they overlooked, to a large extent, the functions of language. Halliday's approach takes these functions into account and concentrates on language in use. Nevertheless, Halliday does not reject the other approaches. He considers the psycholinguistic approach and the sociolinguistic approach as complimentary. Halliday's approach is through semantics and grammatical structures. It is the learning of systems of meanings which concerns him most and not the acquisition of structural units. It is an approach through the study of the child's semantic potential because the child is learning how to mean. Meaning here is related to the functions of language.

During the last decade or so, studies of language development have witnessed a radical shift both in attitudes and approaches. While we notice that the early studies of language development or acquisition were mostly psychologically directed, and data and observations were psycholinguistically interpreted, the new shift is mostly socially directed, and data and observations are sociolinguistically interpreted.

The traditional consideration of Language as a code, a set of rules by which grammatical utterances are produced and in terms of which they are comprehended in order to extract their meaning, is not sufficient to give an adequate description of language development. Most psycholinguists concentrated on a vertical study of language. They were interested more in the depth. This depth of insight was earned at the cost of breadth of perspective. Thus, whilst these previous studies taught us much about the structure of language, they overlooked, to a great extent, the functions of language. Our attention was turned away from how language is used.

Halliday's approach to language development, which is the subject of this paper, takes these functions into account and concentrates on language in use.
The data he collected is interpreted from a functional viewpoint. But, at the same time, Halliday does not reject the psycholinguistic or the purely linguistic approaches. He considers the psycholinguistic approach and the sociolinguistic approach as complementary. They throw light on language development from different angles. This, I think, is a more comprehensive approach, and if language is studied from different viewpoints at the same time, we shall have a better understanding of child's language development. Be that as it may, in this paper we are going to discuss Halliday's approach and to contrast and compare it, where possible, with other approaches. Our main concern in this discussion is not to give details of how language developed in the case studied by Halliday (Nigel's case), but to interpret some aspects of language development from a sociolinguistic viewpoint and, what is most important, to try to arrive at some pedagogical implications of this approach.

Halliday's approach is through semantics and grammatical structures. It is the learning of systems of meanings which concerns him most and not the acquisition of structural units. It is an approach through the study of the child's semantic potential because the child is learning how to mean, how to communicate. Meaning here is related to the functions of language. More concentration is given to the functional features of the language than to the referential features.

According to Halliday, the adult's linguistic system is structured in a way which reflects very closely its functional origin (1975:8). Thus, we find that a functional approach is a relevant approach to the study of a child's language because it gives us a deeper insight into the reasons why the child learns his mother tongue in such or such a way and the different strategies he uses or follows. Moreover, this approach gives us insights into why the child needs to develop his language, what makes it different from the adult's language, and why the adult language has developed in the way it has.

As we mentioned before, most language development studies were either psychologically or linguistically directed. Most of these studies were concerned with how the child acquires the different grammatical structures. Meaning has little importance in these studies, and, when it is dealt with, it is mostly looked at from a "lexicosemantic" viewpoint i.e., the meanings of words which are mostly isolated from the context and not considered in their integral functional use. Whilst the majority of psycholinguists and linguists are concerned with how many words the child has at a specific stage, Halliday is much more concerned with how many meanings has the child developed.

Hence, we see that, from a sociolinguistic viewpoint, the term 'semantic' has a much wider sense. The semantic approach here is concerned with the totality of meaning in language and it is not restricted to single words or to a range of
vocabulary. Its main concern is the social situation where the functional interaction is taking place. According to Halliday the child learns to mean long before he adopts the lexical mode for the realization of meanings (1975: 9).

Another advantage of adopting a functional approach to language development is that it enables us to avoid asking whether the child is imitating the adult sounds of language or not. What concerns us is that the child is using these sounds or combinations of sounds to "communicate." He is using them functionally and meaningfully. He uses these sounds to order people, to demand something, to express discomfort, etc. But we have to be aware that there is a great step from this early acquisition to the point at which the child is able to handle communication by language alone without dependence on context (Bruner 1975a: 23).

What concerns us more in this paper is what it is the child is making the system (he is learning) do for him. This justifies the adoption of a functional-sociolinguistic approach to study language development. A functional theory is not a theory about the mental processes involved in the learning of the mother tongue; it is a theory about the social processes involved (ibid: 18). The child is interacting in a society and language is a kind of interaction. According to Halliday, the child is learning to mean. He is learning how to mean in a sociocultural environment, not in isolation. So, language development should be studied in this context, and not as isolated items or structures. Halliday says that the child's meaning potential develops as the representation of the social system and of his own place in it (1975:66). Thus, we see that a sociolinguistic approach emphasizes the strong relationship between language and the social structure and between language and culture.

Looking at language in its socio-cultural context, we realize that the child, while learning his mother tongue, is actually participating and taking roles in these contexts. He is not outside the situation "waiting" to acquire the adult language and then be admitted to the situation. He is there participating from the very beginning. Moreover, the child's language is a system in its own right rather than being a small fragment of the adult language or system. The child does not choose bits out of the adult language and adds the bits together till he has a complete system (Cook et alia 1979: 9).

Having considered the nature of Halliday's approach and how it is different from other approaches and what aspects of language development Halliday stresses more, there are some more important points related to the concepts and terms Halliday introduced or employed to build up the frame-work of his approach. Three main points are worth mentioning in this respect.

First, in order to arrive at an adequate answer to the question "how does a child
learn to mean?", or in other words, "how does a child make meanings by using language?", Halliday says that we must accept a model of language which contains three levels of organization: sound, form and meaning (or phonology, lexicogrammar, and semantics). In the proto-language stage, the child's language consists only of two levels: sound and meaning. This is what makes it different from the adult language. Through the transition stage and through the child's interaction with the social environment and with the adults around him, the child starts to develop his own lexicogrammatical level of language. By the end of this stage (at the age of 21-24 months in Nigel's case), the child's pragmatic and mathetic system starts to break down, because he has got a lexicogrammatical level of language and all acts of meaning are pragmatic or mathetic at the same time.

The second point is that Halliday emphasized the need to study what is outside language, not only language itself, if we want to arrive at a comprehensive sociolinguistic study of language development. This is important because the child in the act of learning a language is also learning the culture through language. The semantic system which he is constructing becomes the primary mode of transmission of the culture (1975:66). Halliday in this respect considers the social system as a system of meanings. The relationship between man and his social environment and his culture is not an empty one. It is full of meaning, and meanings are carried through language or language is used to express these meanings.

The third point is Halliday's use of the terms 'mathetic' and 'pragmatic' and the special importance he gives to intonation in relation to these two terms. During the early stages of language development, as mentioned earlier in this paper, Halliday points out that the child uses six main simple functions of language. These functions are grouped into only two—the mathetic and pragmatic—by the end of the transition stage, and he considers these two functions as the background for the emergence of the ideational and interpersonal functions in the adult language. At the same time (see Table 1-2) we recognize that the child starts to develop and adopt a special strategy of texture, and the narrative potential starts to develop, too. This also could be considered as the background to the development of the textual function in the adult language.

Thus we see that the different functions and aspects of the child's language are moving spontaneously, to meet and create an integral whole by the end of the transition stage, towards the adult language.

In sum, unlike a linguistically or a psychologically based approach, where language is studied item by item and mostly in isolation, a sociolinguistic approach considers language as a living social creature with its parts all growing
and developing systematically and symmetrically due to special interactions and relationships.

Unlike many researchers in the field of language development, Halliday used the simple technique of notebook and pencil, but the descriptions he gave were so accurate and specific that only a gifted phonetician could produce them. He used to listen to the child, sometimes taking part in the situation and sometimes staying outside it, and he noted down any meaningful expression that he thought he was observing for the first time. Then, at intervals of six weeks, he interpreted his notes into a description of the system, so that the system was reinterpreted and described afresh every six weeks (1975: 12).

Despite Halliday’s concentration on the period from 9-18 months, he gave some description of the other periods: the pre-linguistic period 0-9 and the post-transition period from 18-24 months.

In order to be able to interpret and understand Halliday’s description of child’s language, I have attempted to reconstruct his description into developmental stages of three months each, trying to point out the developmental milestones which coincide to some extent with the development of language functions. This will enable us to trace language development easily without going back into the very detailed accounts of Halliday’s descriptions. (see Table 1).

From Table 1 concerning the development of child language, we can recognize three main stages:

a. the proto-language stage  
   0-9 months

b. breakthrough to language or linguistic stage I  
   9-15 months

c. Transition stage or linguistic stage II  
   15 - 24 months

(NB: b and c above include what Halliday called phase I and phase II respectively).

What concerns us in this table is that it shows that language develops as an integrated whole. To Halliday the origins of language development can be interpreted as the learning of a set of functions, each with its associated meaningful potential (1975: 54). As far as these functions are concerned, they can be interpreted on two levels: vertically and horizontally: Vertically in terms of the number of functions used at each stage: While the child uses four main functions (instrumental, personal, regulatory and interactional) at the beginning, he develops two more functions (the imaginative and heuristic) at a later stage, and another function (the informative function) later on. And they can be interpreted horizontally in terms of complexity (variety and depth) or, to use the Hallidayan word, in terms of ‘delicacy’. This can be shown by taking a function at one stage and seeing how it develops at another stage. Let us take the regulatory function at NL1, and NL6 as an example.2
1. Regulatory
   \[ NL_1 \]
   - command, normal
     - command, intensified
       - initiation
         - normal
         - intensified
       - response
         - inclusive
         - exclusive
   
2. Regulatory
   \[ NL_0 \]
   - command
     - specific
       - request
         - request for permission
         - request for excursion
       - assistance
         - come with
         - pick up
This interpretation of the development of language functions reflects the nature of social development of the child in his environment. I think that the child's social relations and interactions grow both horizontally and vertically. They grow horizontally when the child starts to deepen his relations and to strengthen his interaction with the social settings familiar to him (people, dolls, physical environment, etc.). And I believe there is a strong correlation between this development in relations and interactions and the horizontal development of language functions. The wider his relations become and the deeper his reactions are, the more delicately his use of language functions develops.

As far as the vertical development of language functions is concerned, a similar conclusion could be arrived at. The more the child knows of people, places, etc., the more he needs to communicate and use language. And the more he needs to use language, the more functions he needs to develop.

Thus we see that language development is not separated from the social development of the child. There is an organic relationship between language and social life. Bruner (1975b) supports this view and says that the child's first attempts to use language reflect his need to interact with people around him. His language functions reflect his social relationship. And according to Halliday, there is no language without social man and no social man without language. Moreover, Halliday says that our environment is shaped by the culture, and the conditions under which we learn language are largely culturally determined (1978:23).

Language development is not only the growth of the number of words and structures the child knows. It is the development of the whole linguistic system in a social situation and the effective use of this system to interact with this situation. A child learning language is at the same time learning other things through language -- building up a picture of the reality that is around him and inside him (ibid:1).

**Conclusion:**

Having discussed the main ideas of Halliday's approach to language development and the main concepts and terms he employed, and having given our own interpretations and comments on the main points related to this approach, we find it useful to finish this paper by pointing out some of the implications that this approach might have from the pedagogical viewpoint.

One of the most important implications is within the field of language teaching (native or foreign). Halliday approached language development from a sociolinguistic viewpoint without rejecting the contribution of other approaches. More emphasis, anyhow, has been given to how the child learns to mean, how he communicates and interacts successfully. Thus a communicative or functional approach to language teaching is a more beneficial approach
because it is a natural extension of language development in childhood. Teachers should be aware of language functions and their development in the different stages of child development. More concentration should be given to the teaching of rules of language use rather than rules of grammar and exceptions to these rules, etc.

Moreover, studying the functions of language is not necessary only in childhood, but also in the different stages of schooling. From the study of language functions we find that they change and vary from one stage to another. Teachers and educationists should be aware of these functions and their development and change through the child’s life, especially when trying to build up syllabuses for language teaching.

Halliday, moreover, pointed out that a functional-sociolinguistic approach to the teaching of literature could be very helpful. It helps students towards building a more comprehensive understanding of literary works, and it helps to understand the different social dimensions expressed in these literary works.

Another important implication is related to children’s socialization. It is important for parents, especially mothers, to have an idea about how children develop language and how they interact with the environment around them. This is also important for workers in the social service, who should be aware of child’s language development through the different stages of its life. It is important to understand their social and familial problems because their social life could be reflected in their use of language.

Television and radio programme writers for children and writers of baby books can also benefit very much and their writings can be very useful if they are aware of the different functions of language used by children at different ages. Being aware of language development and socialization helps this group of writers to be more successful and make their writings and programmes more enjoyable for the children.

A final implication is that a comprehensive sociolinguistic approach to language study can contribute to a large extent to establishing a better understanding of language universals. But, still, more studies are needed in different countries and languages taking into consideration different communities.
<table>
<thead>
<tr>
<th>Period in Months</th>
<th>Developmental Milestones</th>
<th>Development of Ideational &amp; Interpersonal Functions</th>
<th>Development of Textual Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 6</td>
<td>Expression of happiness and unhappiness, crying and smiling; at 5 months acts of meaning begin in earnest.</td>
<td>Instrumental (3) Regulatory (4)</td>
<td>Proto-texture</td>
</tr>
<tr>
<td>6 - 9</td>
<td>First act of meaning appeared (at 7 months); symbolic communicative acts.</td>
<td>Interactional (5)</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Gestural and vocal meanings. Opening scene of Nigel's language; development of his system of meaning potential (meaning and sound only).</td>
<td>Personal (6)</td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>Appearance of complex utterances; Only one meaning at a time; No lexicogrammar yet.</td>
<td>(\downarrow)</td>
<td>Starting to develop the textual potential at the age of 15 months.</td>
</tr>
<tr>
<td>15-18</td>
<td>Starting the transition to language.</td>
<td>The four functions mentioned previously are grouped into two: Pragmatic and Mathetic (7)</td>
<td>Developed and adopted a special strategy of texture; (Repetition and slowly spoken utterances) The narrative potential just started to develop.</td>
</tr>
<tr>
<td>18-21</td>
<td>Development and use of rising tone for all pragramatic acts of meaning and a falling tone for all mathetic acts of meaning. Distinction of meaning as reflection and meaning as action.</td>
<td>The imaginative &amp; heuristic functions emerge.</td>
<td>Building up his text forming resources; use of 'that' and 'it' as anaphonic and exophonic elements. Narrative potential more developed.</td>
</tr>
<tr>
<td>21-24</td>
<td>Pragmatic and mathetic system starts to break down because the child has got a lexicogrammatical level of language. All acts of meaning are pragmatic and mathetic at the same time.</td>
<td>(\downarrow)</td>
<td>Introduction of 'conjunction'. Development of Nigel's potential for dialogue.</td>
</tr>
</tbody>
</table>

0-9 Proto-Language
9-15 Breakthrough to Language
15-24 Transition - Moving from the proto-language to the mother-tongue
Footnotes

1 There is no doubt that Halliday is not the first linguist who stressed the strong relationship between language and society or language and culture. Many linguists and philosophers realized this many years before him both outside and inside Britain. The German linguist Humbold, for instance, stressed the relationship between any society and what is reflected in its language. Moreover, Halliday was influenced by the Firth/Malinowski linguistic tradition. The Firthian school of linguistics stressed the relationship between language and society and language and culture. Nevertheless, Halliday tried to specify the types of language functions and how the child acquires these functions.

2 NLI ... NL6: This is a reference to the different phases of Nigel's language development as specified by Halliday.

3 Instrumental: Using language as an instrument of expressing feelings such as happiness and unhappiness, etc.

4 Regulatory: Using language to satisfy needs and control behaviour.

5 Interactional: Using language to interact with other people.

6 Personal: Developing the child's own system of meaning potential.

7 Pragmatic: The practical use of language.

Mathetic: Using the language to learn about the environment.

8 Heuristic: Using language to discover solutions for problems.

9 Special Strategy of Texture: A special way of relating meaning to language structure in a textual situation. The child starts constructing his own texture (structures) to convey his meanings.
Bibliography