

\*

:

:

)

( ) ( )

:

:

"

)

)

(

(  
(1)

( ) ( )

(2)

( ) ( )

)

(

(3)

" "

(4)

:

( )

:

:

:(5)

( )

( )

( ) + ( ) - 1

:

"

\*

( )

2005/3/23

2005/10/20

/

) (6) (

) ( ) : (qt<lamūn) (

:

:

( ) ( )

$[( + + = )] < [( + + = )]$

$( ) < ( = = = )$

×	/	/	"1"
/	/	×	"2"

:/ تمت المرحلة :× لم تتم المرحلة

/"2" /

/"1" /

/"2" /

/"1" /

( )

(8):

(t)

(Cette table) :

:

( )

( )

."

(7):

(attā)

..."

(atā)

...

(attā)

(atā)

."

(9)

//

(10) ( ) ( )

// //  
// //  
// //

( ) ( )  
(11)

← ×	/	/	
← /	/	×	

( )  
( )

تمت المرحلة الثالثة من /ب/ في المرحلة الثانية من /ت/

تمت المرحلة الأولى من /ت/ في المرحلة الثانية من /ب/

//  
" "  
( )  
( ) //  
//  
" " //  
" "

( ) + ( ) -2

// // :

(@ahabtu) ( )

( )

//

( ) + ( ) -3 :

//

" "

+ -

:  
 ( ) (h}absah) ( ) (bat}šah) ( )  
 (wat}fah) ( ) (q\abs}ah) ( ) (rabh}ah)  
 ( ) (mi>zar) ( ) (rak<ah) ( )  
 (madhal) ( ) (madsam) ( ) (miq\šar)

:

(12)

:

) ( )  
 ( ) ( )

//

.( )

//

(wah}šah) ( ) (bat}šah) ( )

:

(14):

" :  
"

(15) "

+  
(13):

-

( ) :  
( ) :

( )

(t + l)

(d + l)

( ) ( )  
( ) : ( )

(q\atlah) ( )  
...(raklah) ( )

(t}ablah)( )  
(muq\lah) ( )

( )  
( )

)

(

( )

+

-

maq\na<		maq\ma<	
Makman		makna	
ma>man		ma>nas	

// // ( )

( ) " " .( )

( ) :( )

( ) " (16); ( )

( )

( )

( ) + ( ) -4  
:( )  
(waq\yah) ( ) (hat}wah) ( )  
:

( )

( ) ( )  
( )

( )

( ) + ( ) -5

(q\at}a<a) :  
(raq\abah)

( )  
( ) ( )

:  
(dafa<a) : (mudāfi<) : " "  
(<ubūr) : " " (<abura) : " "  
(hat}i>ah: (hat}i>a) :

:  
( ) ( )

( ) : (ā)

( ) :

( ) :

" "

:

(kitāb)

( ) :

.(<abrah)

" "

/ /

( )

( )

"

/b<sup>h</sup>/

(17)"

" (20):

/b/

(21) :

" "

...

.(18)

"

"

"

( )

(19):

/ /

( )

/ /

:( )\*

:

- )

(



$$:( \quad + \quad )-3$$

$$.( \quad \quad )$$

-

:

:

-

$$( \quad )$$

:

-

:

:

-

$$:( \quad + \quad )-1$$

$$( \quad )$$

$$( \quad )$$

$$:( \quad + \quad )-2$$

$$( \quad )$$

$$( \quad )$$

" " ( )

( )

( ) :

.207

.134 (8)

.118 : (9) .1072 (1)

.207 (10) (2)

.213 (11) .61 -60

.179-178 (12) : 98 (3)

.136 (13) : 114

.206 (14) : 79

Ladefoged, Peter, *A Course in Phonetics*: 47 : : 187

Jones, : 'O'Conner J.D. *Phonetics*: 134 : (15) 25

.Outline: 156, 157

Henry Rogers. *The Sounds of Language, An Introduction to Phonetics*: 23 (16) ( )

.Ibid, 45 (17) : 86 Jones, *An Outline of English Phonetics*: 152. (4)

: (18) .179-178

.197 : 48 (5)

.86 (19) : 128

.153 (20) .214 : .101 (6)

.179 (21) : 48 (7)

: 1987

1994 . 1 1988

1998

1977 1983 .1

1999 2003 .1

1996 1990

1 1988

---

	1990	.197	:
		1900	
Henry Rogers, The Sounds of Language, An Introduction to Phonetics, Longman, London, 2000.		1950	
Jones, An Outline of English Phonetics, Cambridge University Press, Cambridge, 1983.			
Ladefoged, Peter, A Course in Phonetics, Harcourt Brace, Jovanovich, Inc. New York, 1975.		.3	1996
O'Connor, J.D., Phonetics, Penguin Books, 1976.			1984

## **The Stages of the Pronunciation of the Voiceless Stops in their Arabic Sonic Contexts**

*Moneer T. Shatnawi\**

### **ABSTRACT**

This study tries to explore the nature of the phonetical stages for the voiceless stops: the stage of closure, the stage of pressure (obstruction) and the stage of explosion through their formation, connection together and completion from both the pronunciation side and the auditory one. Also, it explores the effects on some neighboring linguistic sounds in different contexts. The researcher adopted a method based on tracing the steps of the voiceless stop pronunciation in the context of linkage, as when a stop is followed by a consonant (whether or not it is of the same kind) or with diacritical mark or semi-diacritical one and finally on the context of the stoppage on the voiceless stop. In addition, the researcher shows the forms of pronouncing this stop in these contexts and their effect on the coming sounds.

The researcher concludes that pronunciation of the voiceless stops in the Arabic language differs according to their contextual debate so far as their formation, stage-completion and connections are concerned. In addition, the researcher concludes that these stages have an impact on the following linguistic sounds in their sonic contexts.

**Keywords:** Explosive sounds, affricative sounds, phonetics contexts, vowel, semivowel.

---

\* Department of Arabic Language, Faculty of Sciences and Arts, Hashemite University, Zarqa, Jordan. Received on 23/3/2005 and Accepted for Publication on 20/10/2005.