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{ ربّ اشرح لي صدري ويسرّ
لي أمري واحللْ عقدةً من لساني
يفقهوا قولي }

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{ ربّ اشرح لي صدري ويسرّ
لي أمري واحللْ عقدةً من لساني
يفقهوا قولي }

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بسم الله الرحمن الرحيم

فهرس الموضوعات

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7 - 6	.	2
10 - 8	.	3
13 - 11	.	4
22 - 14	.	5
35 - 23	..	6
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	.	
42 - 36	.	1
48 - 43	.	2
50 - 48	.	3
53 - 50	.	4
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57 - 54	.	1
58 - 57	.	2
63- 58	.	3
67 - 63	.	4
74 - 67	.	5
77 - 74	.	6
80 - 77	.	7
82 - 80	.()	8

86 – 83		1
91 – 86		2
95 – 91		3
96 – 95		4
107 – 97		5
112 – 108		1
115 – 112		2
117 – 115		3
118 – 117		4
123 – 118		5
124		6
131 – 125		1
133 – 132		2
138 – 134		3
139		4
140		5

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Vowels

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Consonants

.vowels

923

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(consonants)

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.9-8 : 1

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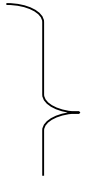
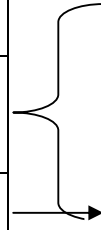
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$\begin{array}{r} + \quad + \quad + \end{array}$	$\begin{array}{r} + \quad + \quad + \end{array}$



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Vowels

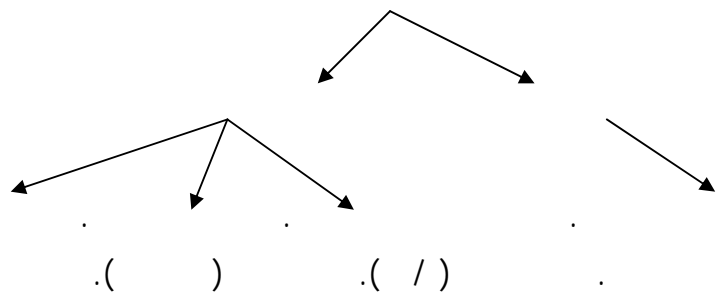
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.20 : 1 - 6

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(Vowels)

Consonants

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.Short Vowels . -1

.Long Vowels . -2

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.Semi Vowels .¹⁶ -3

.Consonants . -4

Vowels

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Vowels

Consonants

.¹⁸

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.9 :

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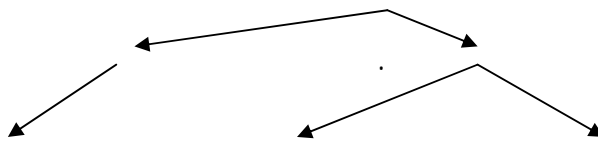
Consonants

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Consonants

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.Consonants



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19

. Vowels

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Phoneme

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- Consonant () Vowel Phoneme

Primary

Secondary

(Vowels)

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. ()		(4)
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		(5)
. 24 () . : () .		

.12 : - 20
 .24 : - 21
 .45-44 : - 22
 .122-121 : - 23
 .126-125 : - 24

. () .		(6)
. ()		
²⁵		
. () :		
: ²⁶ () :		
// . //		(7)
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. ()		(8)
" : . () () . "		(9)
(-) . : ²⁸ :		
. : () .		(10)

.172 : _ 25
. _ 26
.114-113 : 30 _ 27
.182 : _ 28

()		
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²⁹ () .		
() .		(11)
³⁰ () .		
:		(12)
() .		
³¹ () .		
:		(13)
³² ()		
() . () .		(14)
³³ () .		
.		(15)
³⁴ () .		

.190 : - 29
.199 : - 30
.203 : - 31
. : - 32
.210 : - 33
.255 : - 34

. : : .		(16)
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. ³⁵ () .		
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. ³⁶		
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. ³⁸ () . ()		
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. ³⁹		
.		(21)
. () . ()		
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. ⁴⁰ () .		
.		(22)
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.230 : - 35
.251-250 : - 36
.274 : - 37
.321-320 : - 38
.327 : - 39
.344 : - 40

. ⁴¹ () .		
. () .		(23)
. ⁴²		
. .		(24)
() . . . ⁴³		
. . .		(25)
. ⁴⁴		
. . .		(26)
. ⁴⁵		
() . . .		(27)
. . . ⁴⁶		
. . . () .		(28)
. ⁴⁷ () .		
. . . () .		(29)
. ⁴⁸ () .		
. . .		(30)

.345 : - 41
.347 : - 42
.348 : - 43
.351 : - 44
.358 : - 45
.359 : - 46
.392 : - 47
.404 : - 48

" : — . 49"		
. () .		(31)
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54 . .		
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56 () .		

.417 :	- 49
.428 :	- 50
.438 :	- 51
.448 :	- 52
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.454 :	- 54
.455 :	- 55
.467 :	- 56

57		
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.469 :	- 58
.	- 59
.481 :	- 60
.489 :	- 61
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. : :		(42)
. () . : .		
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. () . :		
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. ⁶⁹ () .		
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.492 : - 64
.495 : - 65
.496 : - 66
. : - 67
.507 : - 68
513 : - 69

. 70 :		
		(48)
. 71 :		
. 72 () .		
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. 74 :		
. () .		(52)
. 75 () .		
		(53)
. 76 () .		

.521 : - 70
.531 : - 71
.537 : - 72
.550 : - 73
.561 : - 74
.565 : - 75
.575 : - 76

()		
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77		
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() . (55)		
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() . (56)		
80 () .		
() . (57)		
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81		
() . (58)		
82 () . () .		

.576-575 : - 77
.578 : - 78
.582 : - 79
.590 : - 80
.591 : - 81
.593 : - 82

	() .	(59)
1852	1609 83	
		(60)
84	() .	
	() .	(61)
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	() .	(62)
	86	

.597 : - 83
.634 : - 84
.639 : - 85
.649-648 : - 86

Phoneme

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Consonants

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Consonants

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.281 : 1

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.362-361

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91()
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.328 : 7

711

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92

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93

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471

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94(

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686

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.446 : 3

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.423-422 : 1988

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suffix

Vowels

Vowels

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.101(

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.103

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.21 :	- 102
.33 :	- 103
.34 :	- 104

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105

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Vowels

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consonants

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¹⁰⁶consonants

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¹⁰⁷

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vowels

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vowels

roots

¹⁰⁸

.consonants

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106

.137-136 :

107

108

vowels

.root

consonants

vowels

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(world root)

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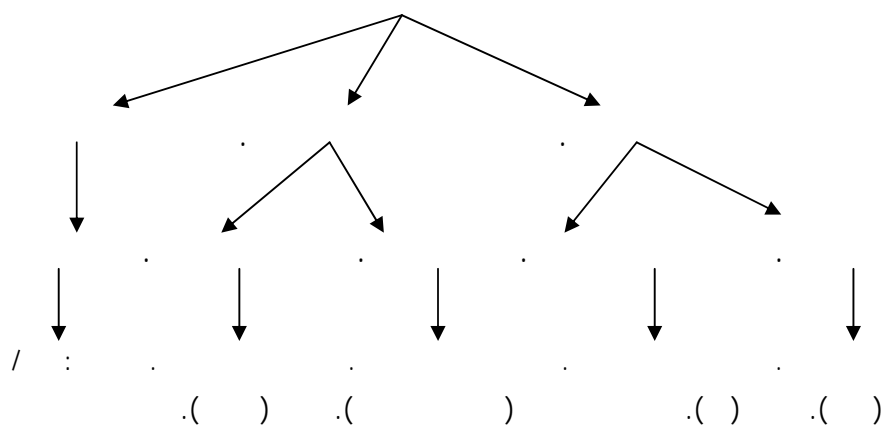
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(1)

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.35 :	-	111
.16 : 1	-	112



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.long vowels and short vowels

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consonants

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vowels

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(2)

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prefix

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vowels

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 - .() () : . (4)
 - .() () : . (5)
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short vowels

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vowel

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vowels

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120

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(5)

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.189 : - 120

.193 : - 121

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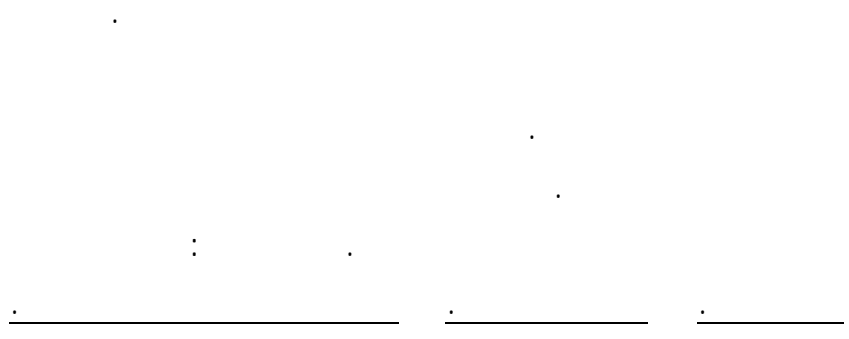
.¹²²(

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vowels



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vowels

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$$\begin{bmatrix} \cdot & \leftarrow \\ \cdot & \leftarrow \end{bmatrix} \quad (2)$$

$$\begin{bmatrix} \cdot & \leftarrow \\ \cdot & \leftarrow \end{bmatrix} \quad (3)$$

(2)

$$\begin{bmatrix} \cdot & \\ & \end{bmatrix}$$

(3)

$$\cdot \leftarrow$$

(4)

$$\begin{array}{c} \cdot \\ \cdot \\ \cdot \end{array} \begin{array}{c} \leftarrow \\ \leftarrow \\ \leftarrow \end{array}$$

$$\begin{array}{c} \cdot \\ \cdot \end{array} \begin{array}{c} \leftarrow \\ \leftarrow \end{array}$$

$$\left[\begin{array}{c} \cdot \\ \cdot \end{array} \right] \begin{array}{c} \leftarrow \\ \leftarrow \end{array} \left. \begin{array}{l} (5) \\ (6) \end{array} \right\}$$

:

$$\left[\begin{array}{c} \cdot \\ \cdot \end{array} \right] \begin{array}{c} \leftarrow \\ \leftarrow \end{array}$$

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$$\begin{array}{c} \cdot \\ \cdot \\ \cdot \\ \cdot \end{array} \begin{array}{c} : \\ : \\ : \\ : \end{array} \begin{array}{c} - \\ - \\ - \\ - \end{array}$$

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consonants

vowels

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vowels

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.prefix

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.¹²⁵()

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.¹²⁶

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short vowel

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⋮ ⋮ ⋮			

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.¹²⁷(

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.¹²⁸

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.¹²⁹(

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.126 :

- 128

.126 :

- 129

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Word – order _____ (2)

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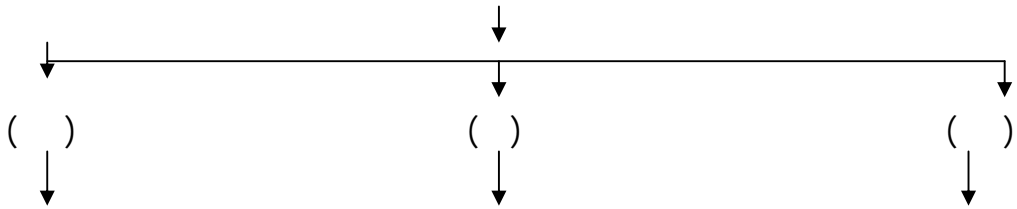
.()
131() .() : .()
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132

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672

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¹³⁵

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.14/1 - 133

.15-13/1 - 134

.16 : - 135

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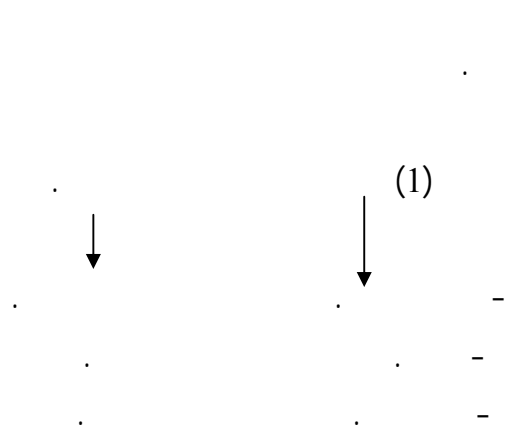
.511:

- 137

.277 :

- 138

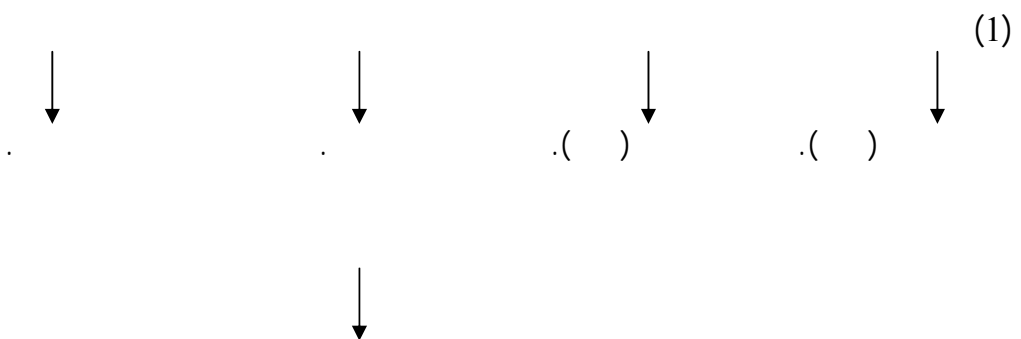
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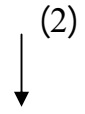
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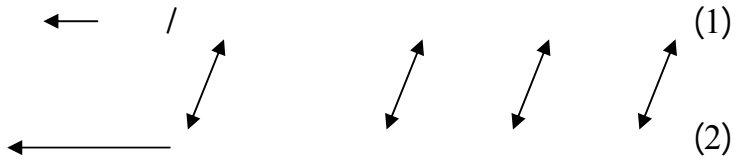
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140

141

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. 392

.591-590 /2

- 140

.299-298 :

- 141

.13/1 ()

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145

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146

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.14-13/1

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148(

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.25:

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.243 :	- 156
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158

159"

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161"

162"

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163"

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164

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.243 :	- 158
.7 :	- 159
.8 :	- 160
.37 :	- 161
.23 :	- 162
.119	- 163
.244 :	- 164

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165

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- 168

169

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170

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- 169

- 170

(1)

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(Short vowels)

_____ : () _____ : (1)

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() _____ : _____ -

(short vowels)

short vowels

_____ ()

(long vowels)

_____ :

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← (1)

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← (4)

← (5)

vowels ()

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long vowels

short vowels

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vowels

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short vowels

171

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long vowels

340

(4)

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761

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172"

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173

short vowels

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176

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short vowels

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177 " ...
178 " ...
179 " ...

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.124 : - 177
.3 : - 178
.28 : - 179

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.225 :	- 181
.258 :	- 182
.268 :	- 183

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184

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185

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187	(5)

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	1981 2	.6

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	- -	.11
769 ()		
- 1400 20 4-3-2-1		.12
	1980	
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911		
1975 1394		.14
1978 1408 1 1		.15
711 ()		
	7	.16
761 ()		
	1994 2 1	.17
	2	-18

1989 1 .19

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1952 2 - - .21

1400 2 .22

1988 1418 1 .23

1 .24

1987 1407 1 .25

1 .26

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	1985 1 1	.31
	1975/6/8 1376	.32
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	1980 6 - -	.35
	1985 1	.36
666	() .	
	1979 1	.37
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686	() .	
	1975 1395 1	.39
	1982 1402 3 1	.40
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	1988 1408 3 1	.41
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ABSTRACT

This study is titled (Vowels between Morphology & Syntax) it is composed of four chapters. The first three chapters are main ones.. the fourth chapter includes the results, the recommendation, the abstract, as well as the references.

In chapter one, a general introduction was made explaining the theme, importance, questions, assumptions and references of the study. Then sounds of Arabic language were discussed with stress on vowels being the subject under study. It was found that different idioms are now used to describe vowels. Examples are “short and long vowels points”, “sounds of defectiveness”, and “phonemes of accents”. Important characteristics of vowels were also examined. They were pointed to be clearness and easiness in pronunciation plus strong-ness and variety in sound’ positions which led to variation in usage. Further; it was shown that Arabic language used vowels in building words of dictionaries where they become a fixed brick in their structure and a distinct criteria in specifying indicative meanings.

Chapter two was concerned with studying morphology and its relationship with vowels. Being a science that deals with words, morphology acts in different ways such as adding a prefix or suffix, changing or summarizing sounds. So the study stated that vowels represent a basic root and a fixed criteria for providing derived meanings.

Chapter three dealt with the relationship between syntax and vowels. Here, the researcher said that the old definition of analyzation, as addition of accents to ends of words, requires changes so as to agree with the recent one. The latter defines it to be analysis of sentences with the aim of explaining the role of grammatical syntax of their words. The discussion covered other issues related to the structure of Arabic sentence and the extent of its benefit from sounds of vowel points. It was concluded that vowels were used less effectively in syntax than in morphology although they have their role in this regard as well. Because former scientists made vowelization a necessary rule that must be respected for the sake of correcting and protecting the language.

In the last chapter, chapter four. The most important results of the research work were giving as follows:

1. Vowels represent a fixed element in the structure of the language and in specifying meanings, inductively, etymologically and grammatically.
2. The research procedure in the three mentioned respects was governed by sounds’ system.

Then all suggestions, recommendations and references were put at the end.