This research has empirically investigated the segmental and suprasegmental (phonological) errors committed by adult Arab Palestinian learners of English (PLE) for the year 1995. The identified 16407 phonetic and phonological error occurrences which belonged to 210 phonetic-phonological error-types. A linguistic description and classification of the errors showed that English diphthongs (as a phonological area) were the most difficult for PLE; thereby, 23.5% of the total number of the errors was made in English diphthongs. Moreover, English consonants and vowels appeared equal in terms of difficulty for PLE; the error-proportion made in each of the two areas was 23%. Of relative seriousness were English consonant clusters in which 16.3% of the errors was committed and English stress in which 14.2% of the errors was made. On the other hand, the errors were also classified according to the surface strategies employed by PLE in learning English phonology; the study thereby identified four basic strategies, namely replacement, addition or insertion, deletion, and metathesis or misordering strategies; most of the errors were found of the replacement type.

Besides, a multi-psycholinguistic explanation of the errors could reveal potential sources to which the phonological errors PLE made could be traced. In this connection, the statistical analysis performed by the study demonstrated that 29.5% of the total number of errors made by PLE was potentially attributed to the inconsistent relation between English spelling and its sound system (ISSS), the largest single potential error-source. Mother tongue interference (MTI) on the other hand arose as the second largest single error-source and could at its best account for 29.1% of the total number of PLE's phonological errors. In addition, the study also identified other interlingual, intralingual and extralingual error-sources, namely hypercorrection, overgeneralization, complexity of English (syllable) structures, false association, false hypothesis about English, ignorance
of English phonological rules, natural phonological assimilation, transfer from Indian English phonetic habits, previous wrong teaching and training methods or habits, and limited experience in spoken English.

The present study is divided into nine chapters; the significant findings of the error (statistical) analyses in the phonological areas were provided in their respective chapters. The first chapter is introductory outlining the study, the problem and hypotheses under investigation and shedding light on the phonological aspects of the languages under study. The second chapter gives a detailed theoretical background of error analysis its procedures and the related areas and reviews previous studies on error analysis with reference to Arabic and Palestinian Arabic literature. The third chapter exposes the methodological procedures employed by the present study in data elicitation, collection, transcription, etc. The fourth chapter analyzes the errors committed by PLE in English vowel errors made by PLE. The sixth chapter analyzes the errors PLE made in English consonantal clusters. The eight chapter highlights the errors made in English stress and gives short accounts of English rhythmic and tonal errors PLE are likely to commit. The last chapter summarizes the major findings of the study and discusses the hypotheses selected for investigation.