A B S T R A C T

This paper reports the results of a study of mother tongue interference in learning English pronunciation by speakers of Palestinian Arabic. The primary aim of this study is to point out whether or not interference occurs and its effect on the process of learning English.

The research consists of two parts. Firstly, a contrastive analysis of the sound systems of the learner's mother tongue and the target language, Palestinian Arabic and English.

Secondly, the researcher's observations in the schools and the Teacher Training Center, were recorded, concerning the pronunciation mistakes committed by the pupils. The pupils observed are in the fifth, sixth and seventh grades in three girls' schools in Ramallah. In addition to this, different classes at the Ramallah Women's Training Center, having trainees from Gaza and the West Bank, majoring in different fields, were observed.

The predictions of the research are discussed in relation to actual mistakes made by the students.

The findings are:

1. Palestinian students face difficulties when they
learn the English sounds, especially those that are not found in Arabic.

2. The problems Palestinian students face are not confined to one area of pronunciation but they include consonants, vowels and diphthongs.

3. The problems faced are not all of equal difficulty.

4. In producing certain English sounds, Palestinian students are influenced by the way they are uttered in Arabic.

This study points out some problems, discusses their causes and their educational implications, and makes recommendations to help remedy the weaknesses and finally lead to better English pronunciation by Palestinian students.