This thesis is an attempt to highlight the problems of pronunciation of English words as said by teachers of English in the rural areas of Panjab. The findings are based on a data consisting of about 2,000 words and thirty sentences. As for speakers, fifteen English teachers from different schools in the rural areas of Panjab were selected to read out the words and the sentences. Their readings were tape-recorded. The recordings were played back with the help of a repeater-tape mechanism in the language laboratory of the Central Institute of English and Foreign Languages (CIEFL), Hyderabad. Having listened in to each speaker again and again, in small parts, the renderings of all the two thousand words etc. were transcribed phonetically, using, for this purpose, the alphabet of the International Phonetic Association (signs and symbols given on pages iv-vii). These transcriptions were tabled in the form of charts, showing, at a glance, how each of the 15 speakers pronounced individual words. A summary of the different renderings was then made in the case of each word, and from this was evolved the majority pattern for each word. The majority pattern thus evolved formed the basis of the entire study of English spoken in the rural areas of Panjab (ESRAP). (These charts appear as Appendix I: 'Ready reference list of ESRAP renderings' and Appendix V: 'Individual speakers' pronunciation of all words'.)
The present thesis consists of two parts.

Part I contains three chapters. Chapter 1 is an introductory chapter dealing with the importance of English in India today and the present-day standards of spoken English in the country. Chapter 2 discusses the aims and objects of the project. It outlines the need for the present work and the desirability of choosing for it only rural teachers and the teacher-taught sets of teachers belonging to three generations. It also defines and delimits the project, and discusses its aims. Following this, chapter 3 deals with the procedures adopted for research. It explains in detail how the speech material was selected and enumerates the factors that guided the selection of teachers as our samples. It also gives an account of how the recordings were done and how they were later transcribed phonetically to arrive at a tabulated data.

Part II of the thesis contains a phonological description of English words as said by teachers of English in rural areas of Panjab. It consists of five chapters, starting from chapter 4. Chapter 4 is a description of the vowel system in this variety of English. It sets up an inventory of vowel phonemes and compares them with their counterparts or near-counterparts, in the Received Pronunciation of England (RP). It also brings out the differences between RP and ESRAP, and highlights some
important phonemic, phonetic and distributional differences between the two. Chapter 5 presents the consonant system in ESRAP. Besides listing the consonants in ESRAP, and comparing them with their counterparts in RP, it contains a thorough discussion of the phonemic, phonetic and distributional differences between the two varieties of English, and brings out some interesting conclusions regarding some divergences between them. Chapter 6 is a study in consonant clusters. It highlights the difficulties faced by Panjabi speakers of English in the rural areas in pronouncing various initial and final clusters in English, and discusses the ways these speakers try to 'simplify' such clusters. It also throws light on some 'new' clusters formed by Panjabi speakers. Chapter 7 is a study in the area of word accent in the variety of English investigated here. Finally, chapter 3 is a brief statement of conclusions.