

## **Milena Milenova, A Brief Description of The Ph.D. Thesis**

In my Ph.D. study I investigate the interlanguage phonology of Bulgarian learners of Modern Greek. The focus is on the acquisition of sounds that fall into two categories: new and similar. Roughly speaking, new sounds are those that do not exist in the segmental inventory of Bulgarian (the fricatives /ɣ/, /θ/, /ð/), while similar sounds are consonant and vowel categories that exist in both the native and the target inventories but are subject to different articulation and realisation rules (the consonants /s/, /z/, /l/ and the vowels /a/ and /o/).

The aim of the study is twofold. On the one hand the process of acquisition is investigated in terms of feasibility of attaining similar vs. new sounds, following Flege's Speech Learning Model (Flege 1987, 1995, 2002). On the other hand the effectiveness of two different pronunciation teaching methods is evaluated. Furthermore, the effect of the learners' proficiency level on segmental acquisition and possible fossilisation is examined.

Bulgarian learners of Modern Greek with A and B proficiency levels are divided into group I and group II, each group comprising A and B level subgroups. Group I receives pronunciation instructions based on a traditional pronunciation teaching method, while group II receives pronunciation instructions developed in the framework of a communicative approach to language teaching. Students' performance is measured 3 times: prior to the teaching procedure, at an intermediate phase and after the end of the whole teaching procedure. The data are analysed spectrographically and impressionistically (and possibly palatographically).