

SONUS

PERFECTING THE ART OF COMMUNICATION

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INTENSIVE ENGLISH ARTICULATION PROGRAMS

THE IMPORTANCE OF PROPER PRONUNCIATION SKILLS IN INTERNATIONAL BUSINESS

Workshop 1 of 3 (*at EuroCham Vietnam*)

Presented by:

Csaba Szoke

/tʃaba s3:ke/

Vietnamese vs. English

SA PA

NOT important
in VN language

Important in
VN language



Vietnamese vs. English

SHOOT or SUIT?

SHOOT



Important
in English



SUIT



Learning goals

Foundation of English pronunciation course:

1. you will pronounce words **accurately in English**
2. your speaking will be **better understood by foreigners**
3. you will be **more confident to speak**

You will learn:

- the **critical differences** between English and Vietnamese pronunciation (verbal vs. tonal)
- the **rules** of **English pronunciation** and **spelling**
- to **pronounce unknown words**
- to **control the speed** of your speech.



Consonants – /s/ sound

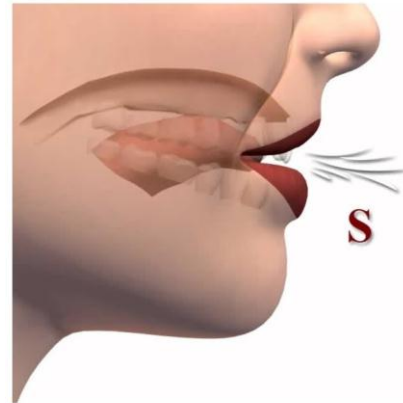
f v θ ð **s** z ʃ ʒ

Use **tongue** to make the sound.

Tongue: **middle** of mouth, **wide**.

Tip #1: “Xin chào!”

Tip #2: **Smile**



Spelling - /s/ sound



- “S” at the beginning of a word – step, son, sign
- “S” before an *unvoiced* consonant (f, p, t, k) – asphalt, mister, taste
- “-S” after an *unvoiced* consonant (f, p, t, k) – likes, cuffs, cats
- “SS” (no +ION!) – miss, boss, missile, possible
- “CE” / “CI” / “CY” – nice, city, twice, Lucy
- “SCI” and “SCE” – scene, science
- “-OUS” (at the end of words) – famous, dangerous
- “X” (pronounced as /**ks**/) at the end of words, before an *unvoiced* consonant, and before an unstressed vowel – fix, mix, Oxford, next, extra, exit, taxi, flexible
- **Irregular**: promise, course, worse

Consonants – /s/ vs. /z/

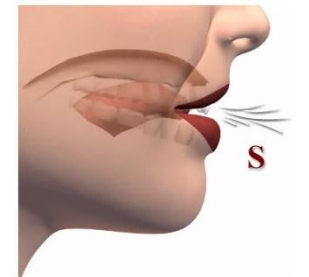


f v θ ð s z ʃ ʒ



Difference:
No vibration -> /s/

Vibration -> /z/



Tongue & lips: same position!

Spelling - /z/ sound

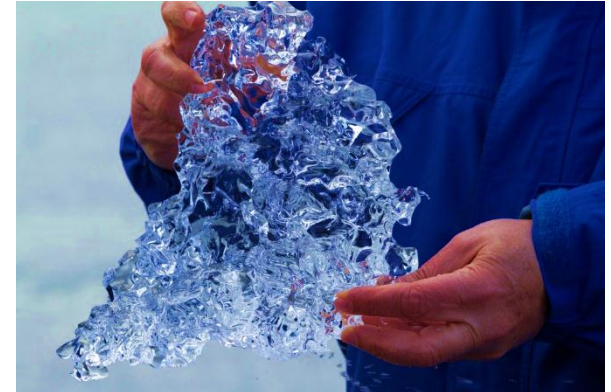


- “Z” – zoo, zebra, lazy
- “S” before a *voiced* consonant (v, b, d, g, l, r, m, n) if “s” is not the first sound) – Asda, Osbourne, pessimism
- “-S” after a *voiced* consonant (v, b, d, ð, g, l, r, m, n, ŋ) – loves, cabs, beds, bells, nuns, eggs, breaths, mums, sings, hears
- “-S” after vowels at the end of words – babiess, ladiess
- “-SE” (at the end of words, usually verbs) – phases, roses, loses, rises
- “X” (pronounced as /gz/) before a stressed vowel – exam, exact, exist
- **Irregular:** dessert, busy, result, resident, resign

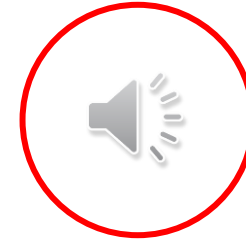
Minimal pairs – /s/ vs. /z/

f v θ ð s z ʃ ʒ

/s/	sip	sue	hiss	rice	ice	race	price
/z/	zip	zoo	his	rise	eyes	raise	prize



Consonants – /ʃ/ sound

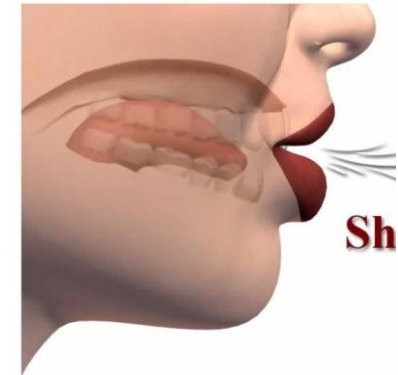


f v θ ð s z ʃ ʒ

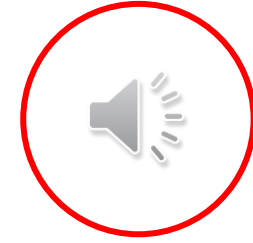
The /ʃ/ sound.

Use **tongue** to make the /ʃ/:
pulled back and **sides curl up**

Tip: **round the lips**



Spelling - /ʃ/ sound



- “SH” – shower, short, wash, selfsh
- “SS” + ION – mission, commsion
- “TI” + ON / OUS / vowel – nation, ambition, ambitious, spatial
- “CI” + OUS / AL / ABLE / vowel – precious, special, spacious, sociable
- **Irregular** – sugar, sure, chef, moustche, machine, question
/kwɛʃtʃən/ (or /kwɛstʃən/), **Ch**icago /ʃɪkɑ:gɔʊ/

Consonants – /s/ vs. /ʃ/



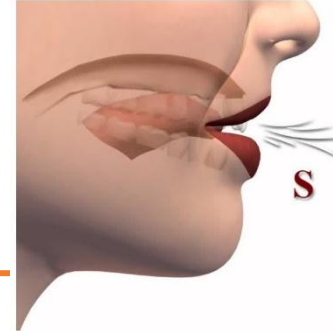
f v θ ð s z ʃ ʒ

Difference:

/s/ - tongue: **middle + wide**

/ʃ/ - tongue: **pulled back** and **sides curl up**

NO vibration in throat



Minimal pairs – /s/ vs. /ʃ/

f v θ ð s z ʃ ʒ

/s/	sip	sue	mass	lass	so	seat
/ʃ/	ship	shoe	mash	lash	show	sheet



Consonants – /ʒ/ sound



f v θ ð s z ʃ ʒ

The /ʒ/ sound.

Use **tongue** to make the /ʒ/:
pulled back and **sides curl up**

Tip: **round the lips**

Vibration in throat



Spelling - /z/ sound



- “SI” + ON (after vowel or R) – television, decision, revision, version
- “SU” + RE (after vowel, if unstressed) – treasure, pleasure, leisure
- “SU” + A (after vowel) – casual, visual, usual(ly)
- **Irregular:** garage /gə'ra:z/ (US), massage /mə'sɑ:z/, luxury /'lʌgʒəri/

Consonants – /ʃ/ vs. /ʒ/



f v θ ð s z ʃ ʒ

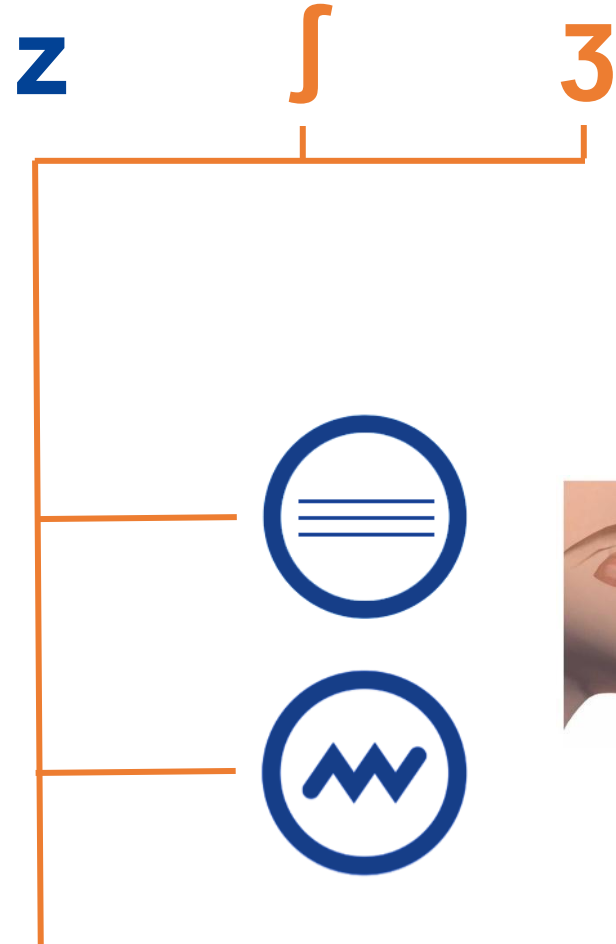


Difference:

No vibration -> /ʃ/

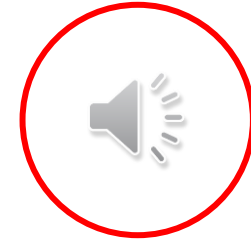
Vibration -> /ʒ/

Tongue & lips: same position!



Consonants – /tʃ/ sound

p b t d **tʃ** dʒ k g



The /**tʃ**/ sound.

Use **tongue** to make the /**tʃ**/

NO vibration in throat

Tip: **round the lips** (same as with /ʃ/)



Spelling - /tʃ/ sound



- “TCH” (always) – mach, pitch, kitchen, catch
- “CH” (not always!) – change, cheat, chess, teach, touch
- “TU” + RE – culture, furniture, picture
- “TU” + vowel (except “i”): statue, situation, mutual
- **Irregular:** question (/kwɛstʃən/), congratulate, congratulation

Consonants – /ʃ/ vs. /tʃ/

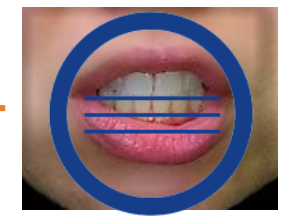
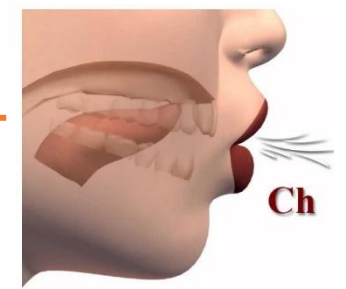
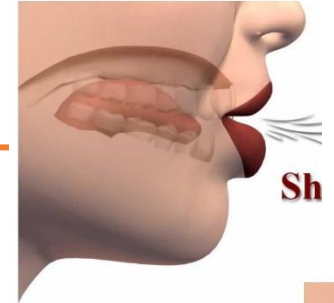


Difference:

/ʃ/ - tongue: **tip doesn't touch roof**
(can be a long sound: /ʃʃʃʃʃʃʃʃ/)

/tʃ/ - tongue: **tip touches roof then releases**
(can only be a short sound: /tʃ--tʃ--tʃ--tʃ--tʃ/)

NO possible prohibition



Consonants – /ʃ/ vs. /tʃ/

ʃ

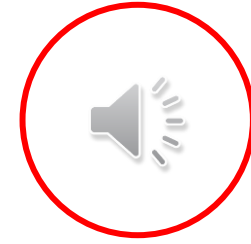
tʃ

/ ʃ /	shin	shoe	sherry	Shane	wish	bash	wash
/ tʃ /	chin	chew	cherry	chain	witch	batch	watch



Consonants – /dʒ/ sound

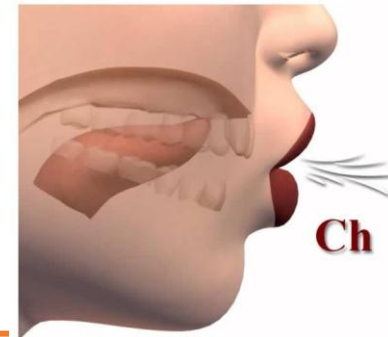
p b t d tʃ dʒ k g



The /dʒ/ sound.

Use **tongue** to make the /dʒ/

Vibration in throat



Tip: **round the lips** (same as with /ʃ/ and /tʃ/)

Spelling - /dʒ/ sound

- “J” – jump, jeans, just (always)
- “G” or “GG” + E / I / Y – generous, manager, magic, gym, suggest
- “DGE” – edge, fridge, judge
- “-DU-” after a vowel: education, schedule, graduation, individual, procedure



Consonants – /tʃ/ vs. /dʒ/



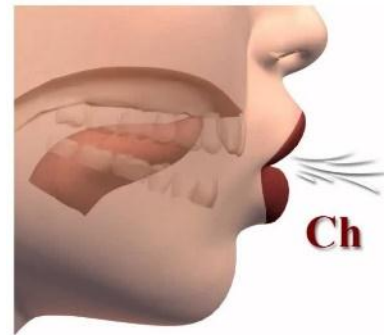
p **b** **t** **d** **tʃ** **dʒ** **k** **g**



Difference:

No vibration -> /tʃ/

Vibration -> /dʒ/



Tongue & lips: **same** position!

Consonants – /ʒ/ vs. /dʒ/



ʒ

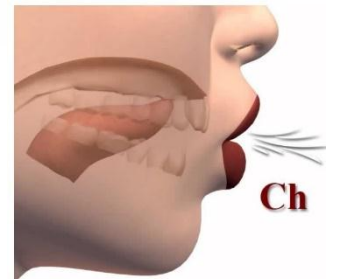
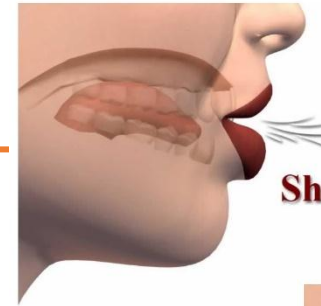
dʒ

Difference:

/ʒ/ - tongue: **tip doesn't touch roof**
(can be a long sound: /ʒʒʒʒʒ/)

/dʒ/ - tongue: **tip touches roof then releases**
(can only be a short sound: /dʒ--dʒ--dʒ--dʒ--dʒ/)

Vibration position!



Consonants – /dʒ/ vs. /tʃ/, /dz/ and /z/



p b t d tʃ dʒ k g

/ dʒ /	gin	Jew	joke	Jane	age	badge	budge
/ tʃ /	chin	chew	choke	chain	“H”	batch	
/ dz /					aids		buds
/ z /		zoo		Zane	A’s		buzz



Tongue twisters competition

She took **selfies** with **selfish shellfish**.

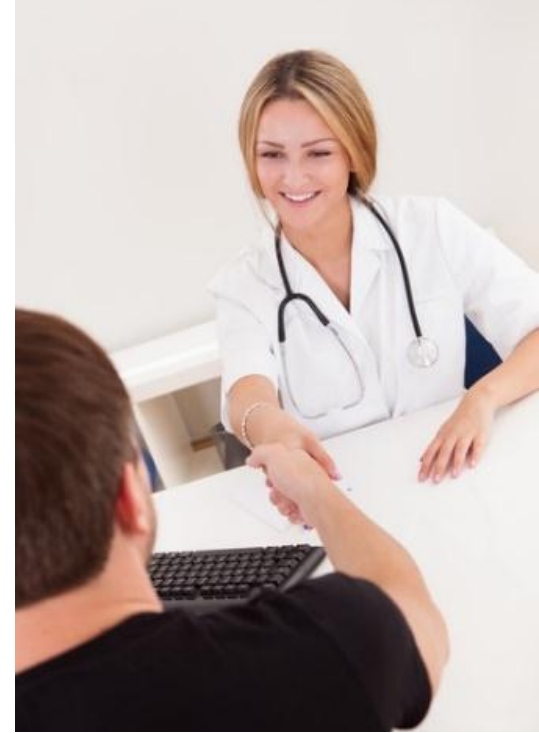
| | | | | | |
s s z s s s s



Tongue twisters competition

Dr. **Shelly** **says** **she** can **see** you **sh**ortly.

| | | | | |
Ń s z Ń s Ń



Tongue twisters competition

Sally **chops** up **chips** and **cheese** to **sauté** with **some** fish.

| | | | | | | | | |
s **tʃ** **s** **tʃ** **s** **tʃ** **z** **s** **s**
ʃ



Tongue twisters competition

Jerry drank **sh**erry with **ch**erry **j**uice.

|
dʒ

|
ʃ

|
tʃ

| | |
dʒ s



Tongue twisters competition

Madge watched the match eating sausages and mash.

|
dʒ

|
tʃ

|
tʃ

|
s

|
s

|
dʒ

|
z

|
ʃ



Speaking session

Studies and education

Did **y**ou enjoy going to elementary and high **s**chool?

Who was **was** your favorite teacher? Why (not)?

What **subjects** were you **es**pecially good and bad at?

Would **y**ou prefer **s**tudying for a **ma**sters **s** abroad or in VN? Why (not)?

Did **y**ou **s**kip class **much**? Why (not)?

What **is** your opinion about **e**xams? Are they **ne**cessary? Are they **use**ful?

Do you like the idea of **s**chool uniforms or you think **cas**ual clothes are better?

INTRODUCTION TO THE



**ONLINE
ENGLISH PRONUNCIATION
TRAINING PROGRAM**

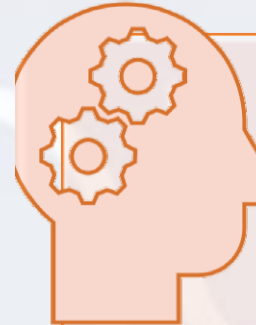
INTENSIVE ENGLISH ARTICULATION PROGRAMS

Online training - advantages



better time management

- no need to schedule class
- no missed lessons



more effective practice

- infinite revisions of video lessons
- more self-reflection and self-correction
- optional face-to-face practice group sessions



more 1:1 contact with trainer

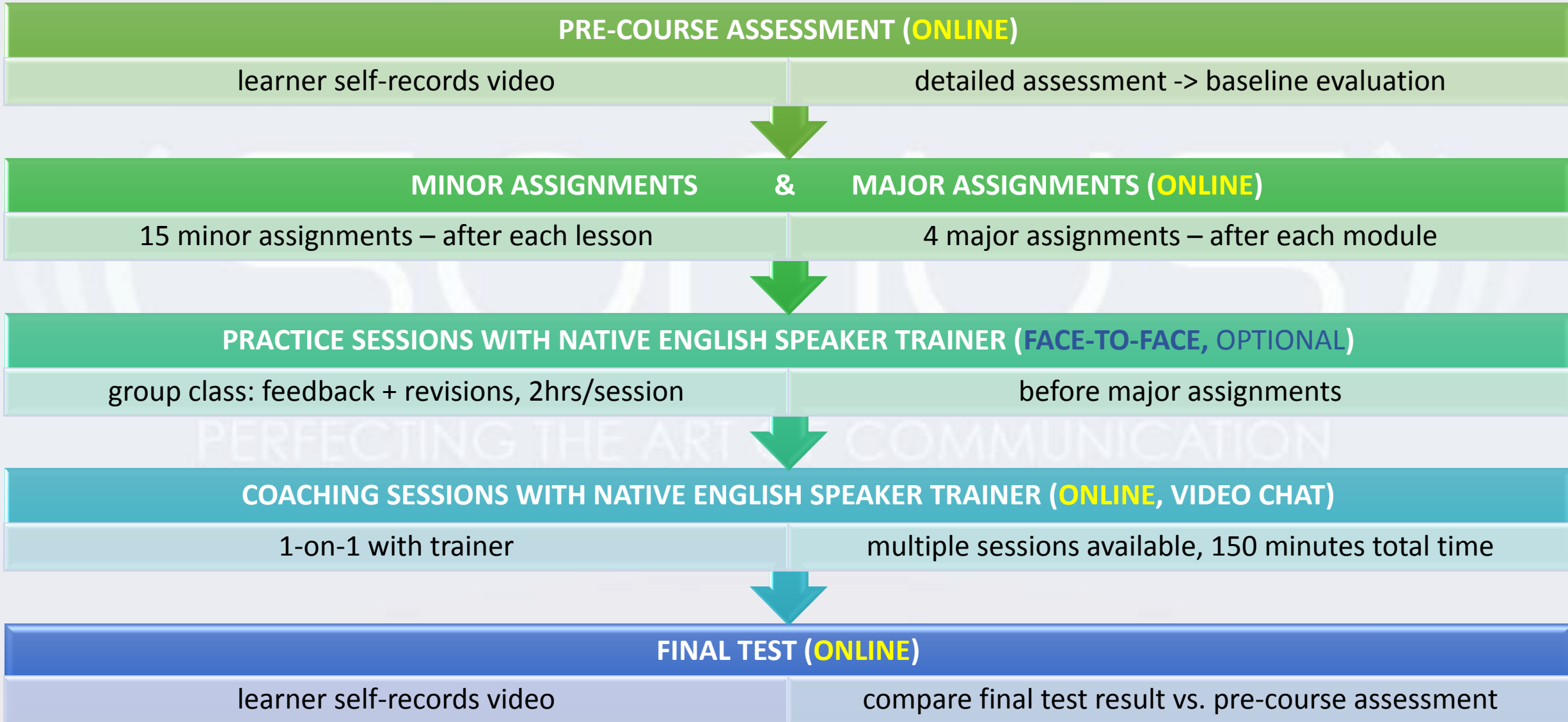
- live coaching in video chat
- private message to trainer
- trainer responds ASAP
- less time lecturing, more time 1:1 coaching



more personalized training

- faster or slower training based on abilities
- extra video chat sessions to resolve issues

Learner pathway



Learning tools and resources



i. Google Classroom mobile app

course delivery & learner management



i. Training videos on YouTube

input sessions



i. ELSA Speak mobile app

preliminary online pronunciation feedback

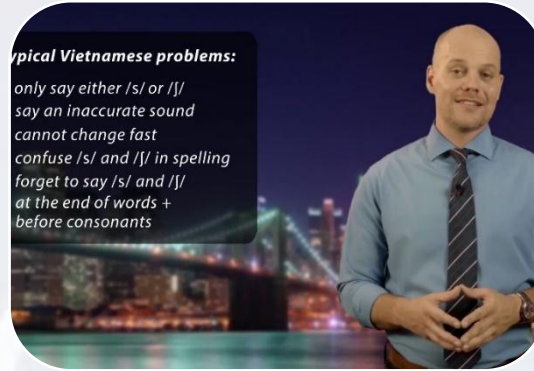


i. Student booklet with audio files

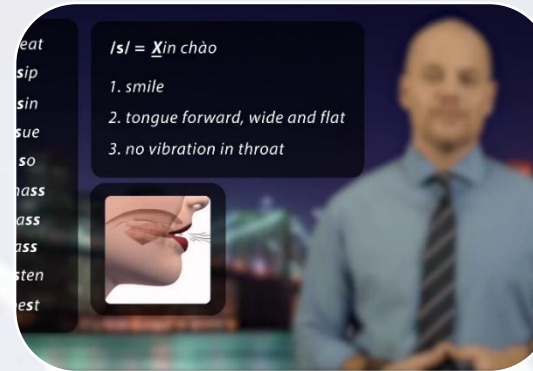
printable practice booklet with downloadable audio

Step #1: Watch YouTube video lesson

- Aim:
 - deliver **lesson content**
 - check **listening skills**
 - provide **practice activities**
- 15 lessons & ~600 minutes
- Link: [SONUS video lessons](#)
- all videos divided into 2-5-minute short clips for quick watching and trackability by viewer



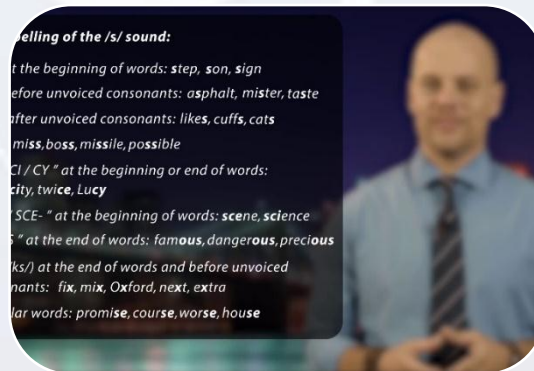
Vietnamese problems



Instructions in EN (US English pron.)



Instructions in VN



Spelling rules



Listening tasks



Practice activities

Step #2: Complete quiz



after each video lesson (15)



Google Form



5 questions



goal #2: verify learner watched the training videos



goal #1: understand spelling vs pronunciation



Link: [Sample Google Form quiz](#)

Quiz - lesson #1 (/s/ vs /ʃ/)

Please answer the questions of this short quiz to confirm that you have understood about the /s/ and /ʃ/ sounds.

Each correct answer is worth 1 point, the total number of points is 10, and you have 100/100.

* Required

Email address *

Your email

Which of the following words are pronounced with /s/? Choose one or more. *

Step #3: Practice with ELSA Speak app

www.elsaspeak.com

Aim:

get **instant feedback**
on accuracy of
pronunciation

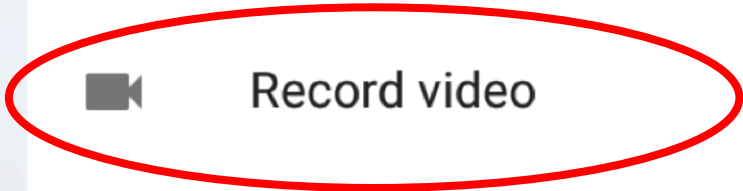
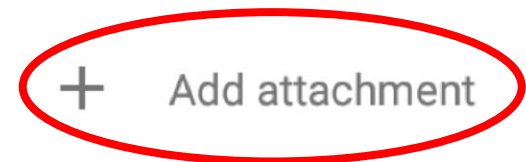
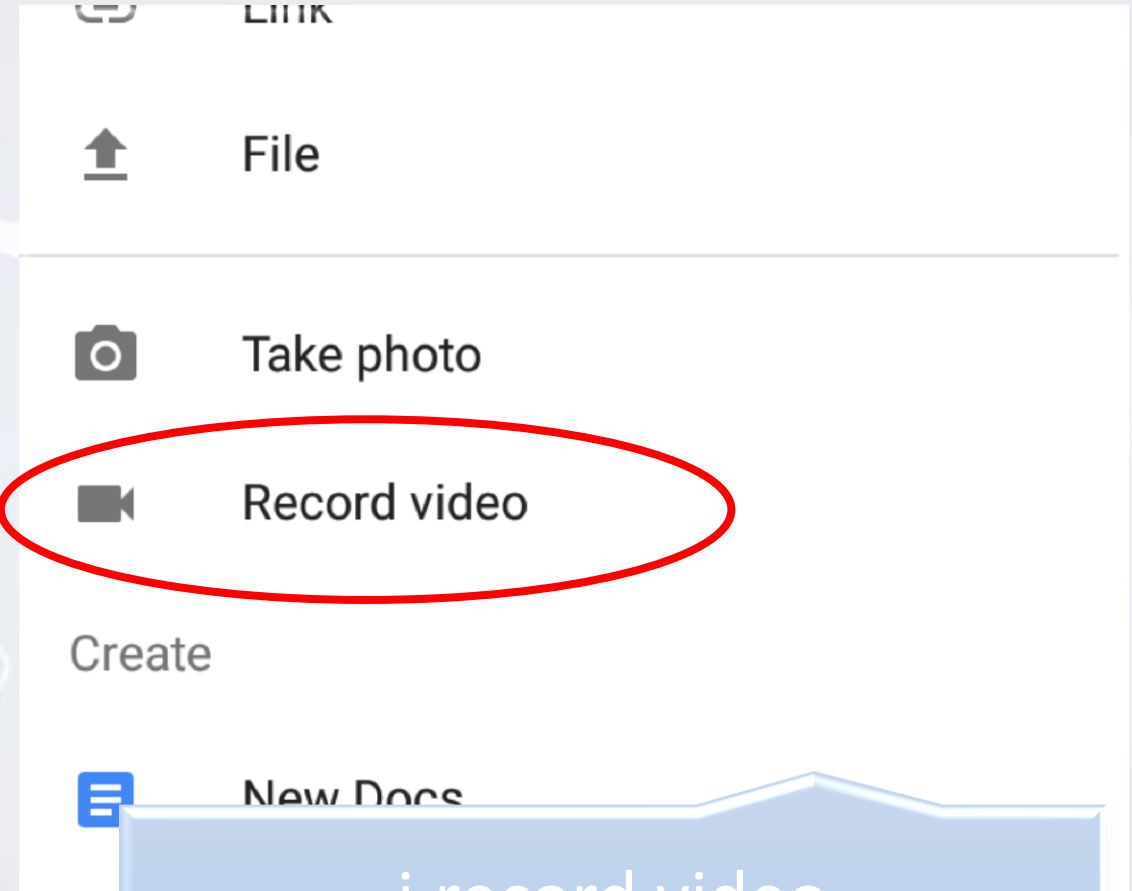
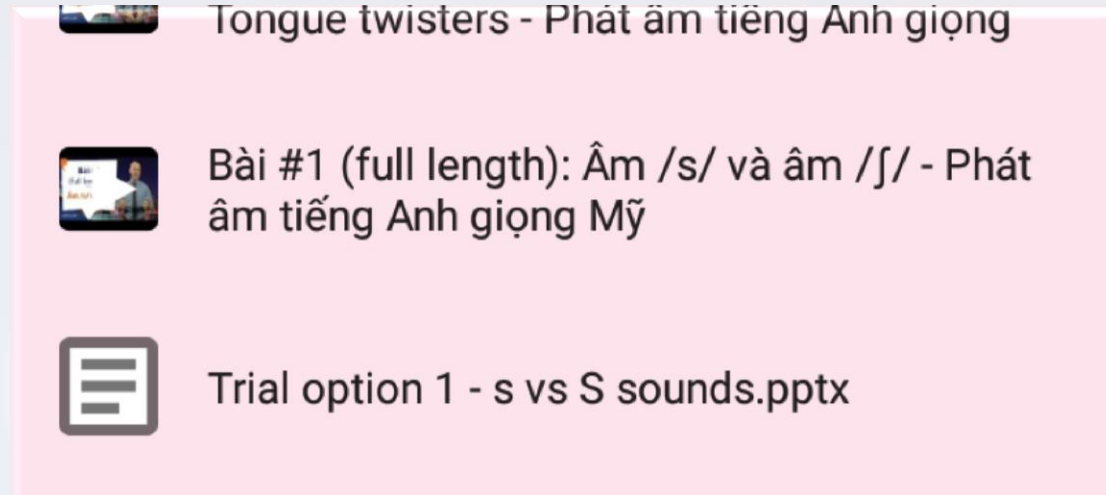
Tutorial link:

[ELSA tutorial video](#)
(1min)



The screenshot displays the ELSA Speak app website. At the top left is the ELSA logo, and at the top right are navigation links: Home, About, Blog, Contact, and Careers. The main headline reads "ELSA teaches you to speak English fluently". Below this are two buttons: "ANDROID APP ON Google Play" and "Download on the App Store". The central focus is three smartphones showing the app's interface. The left phone shows a "YOUR PROGRESS" screen with a proficiency level of "BEGINNER" and a score of 57%. The middle phone shows a "SKILL 2 - ENDING SOUNDS" screen with a score of 85%. The right phone shows a "TOPICS" screen with categories like "INTRODUCTION", "FOOD AND DRINKS", and "BEAUTY".

Step #4: Record and upload video



i. use camera function in Google Classroom mobile app (easiest, fastest)

i. record video
ii. [Tutorial video \(link\)](#)

Step #5: Live coaching session with trainer

Feedback/consultation sessions with **native English speaker trainer:**

- Session duration: 10-20 minutes/session, multiple sessions available
- Total duration: max. 150 minutes/participant/course (= 2.5 hours of 1-on-1 coaching)
- Documentation: meeting audio will be recorded for archiving/time tracking/revision
- Scheduling: via www.calendly.com, based on live online calendar synchronized 24/7
- Format & platform: 1-on-1 video chat on Google Meet

Time requirement

Learner engagement:

- Watch videos & presentation slides: 1 hour/lesson = 15 hours
- Practice with available resources and ELSA: 1.5 hours/lesson = 22.5 hours
- Making recordings for minor assignments (15): 10 minutes/lesson = 2.5 hours
- Making recordings for major assignments (4): 30 minutes/assignm't = 2 hours
- Participating in live feedback sessions (1-on-1) = 2.5 hours
- **Total engagement time estimated:** **44.5 hours**
- *Optional face-to-face practice group sessions (typically 4 sessions x 2 hrs) = 8 hours*

Total training time:

- depends on frequency of assignments as required by client
- typically: 4 weeks x 4 modules = **16 weeks**

In case of difficulty...

Solution #1:

private message to trainer:

- at any time
- delivered immediately via mobile
- trainer will respond ASAP

a.Solution #2:

a.

schedule a feedback session

b.

to consult trainer in
live session

Solution #3:

ask trainer during

face-to-face practice session

(if included in package)

Solution #4:

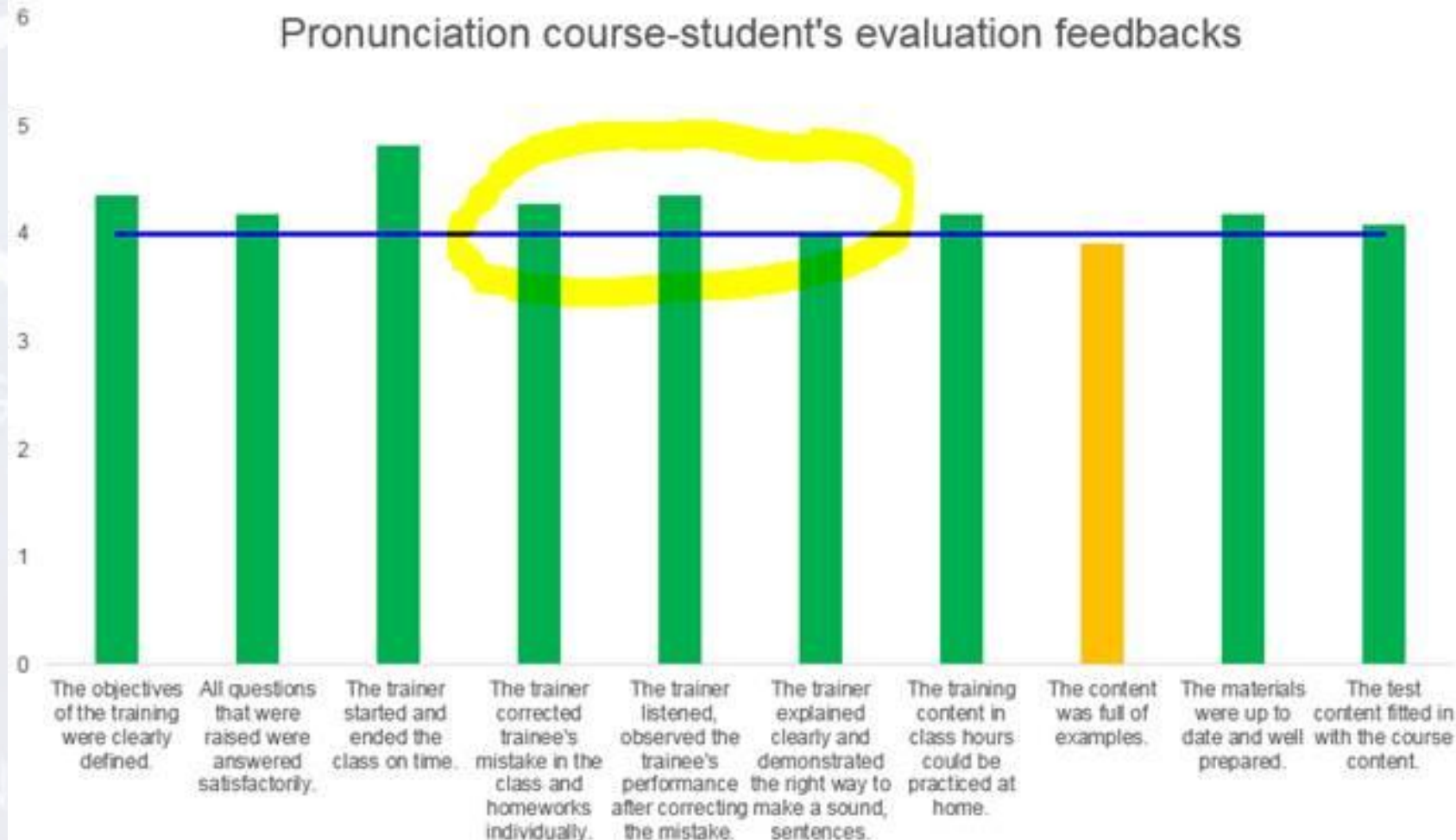
group message

to ask class

Client references I.



Participants' feedback from
**Foundations of English
pronunciation**
training
(30 students, Sept 2017):



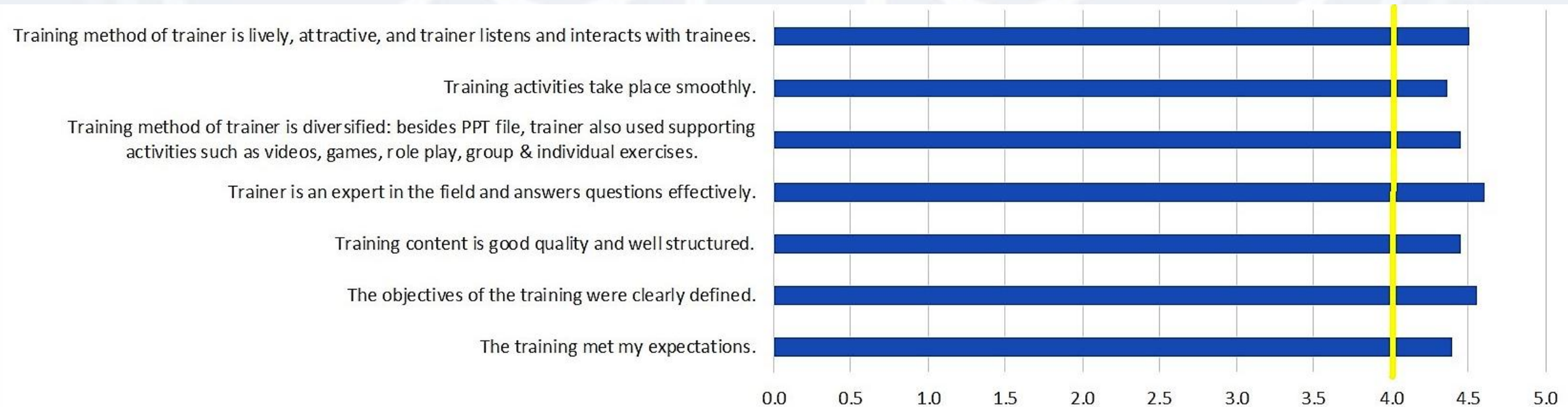
Client references II.



Endorsement by **Ms. Tuyen Le, Director of HR, Sonion Vietnam** (February 2018):

“Csaba thật sự rất giỏi cách luyện phát âm chuẩn các bạn ạ. Bạn này tự viết ra tài liệu giảng dạy của riêng mình và khắc phục lỗi phát âm rất tốt.”

Participants' feedback from **Advanced pronunciation** training (38 students, January 2018):



Student testimonials



PIAGGIO

“Thanks to the course I gained so much knowledge about pronunciation and word structure. More importantly, the useful principles of English pronunciation will help me significantly in my future learning. I will definitely share with everybody I know the benefits of the Sonus pronunciation course.”

Huỳnh Anh Khoa, Sales Manager, Piaggio (January 2016)

DATALOGIC

“My job requires me to be in contact with foreign suppliers and I communicate with them via email and phone calls. After the course I feel more confident about communication and speaking in English, especially communicating with native speakers: I feel that I can understand them more easily and can speak to them more confidently.”

Nguyễn Thị Lan Thy, Purchasing Manager, Datalogic (July 2017)

SONION

“Sau khi học lớp tiếng Anh này, nó giúp đỡ công việc của mình rất nhiều. Hồi trước mình có một vài đồng nghiệp mình phải trò chuyện với họ rất nhiều, hàng ngày. Về sau này, khi mình học xong lớp tiếng Anh của Sonus, mình có nhận một số phản hồi từ đồng nghiệp, đó là họ thấy cái tiếng Anh của mình nó tốt hơn, họ nghe rõ hơn.”

Lê Trọng Nam, Product Engineering Manager, Sonion (January 2018)

Members of our teaching team



Jennifer is a Canadian teacher with more than six years of experience teaching English at all levels across Asia. In addition to her 100 hour TESOL Certificate, she holds a psychology and a marketing degree from McGill University in Canada and possesses extensive business experience as a former Marketing and Advertising manager in the radio industry. Jennifer excels at building the confidence and abilities of her students and creates a warm and engaging learning environment.



Digby is an expert English educator with more than seven years experience in the industry across Asia. Beyond his TESOL certificate, Digby has earned an undergraduate degree in Technology as well as a Masters degree in teaching English as an International Language. He has won “Teacher of the Year” awards at a variety of English language centers in Asia. He loves teaching and brings an infectious energy to the classroom that students love.



Csaba is the founder and CEO of Sonus and the creator of the Sonus English pronunciation program. He earned his TESOL teaching qualification at Trinity College, London and is also a Doctor of Law. Csaba is an expert in improving the communication skills of Vietnamese learners and has been awarded the “Teacher of Distinction” by VUS. He brings passion and a wealth of corporate English expertise to the classroom through his work with major international companies including Piaggio, Intel, Sonion, Pepperl+Fuchs, Datalogic, and HomeCredit.

About Sonus Vietnam

Philosophy:

- ✓ Students are at the centre of the learning experience and are given regular and personalized feedback.
- ✓ 100% native English-speaker trainers with academic & cultural experience in Vietnam.
- ✓ Proven training methods combining the best teaching strategies supported with the most effective technologies.
- ✓ Regular and open communication with our clients.
- ✓ Small-team operation with personal accountability and drive for customer satisfaction.

Corporate details:

- founded in 2014 (limited liability company)
- office: #1901 Saigon Trade Center, 37 Ton Duc Thang street, district 1, HCMC
- MST: 03 13 411 054
- website: www.sonus-vn.com

Thank you

Thank you for participating in our workshop and we hope you found it useful.

If you have any questions about our training services or would like to receive more information, please do not hesitate to contact me at csaba@sonus-vn.com.

Regards,

Csaba Szoke (Mr.)
Founder & CEO
Sonus Vietnam

