Review of: "A Review of Prosody, Punctuation, and Dyslexia: Implications for the Use of Speech Technologies"

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The paper is very relevant, and I thank for the fact that the aim of the paper is prosody - an important part of the reading process - which is still an under-researched topic. Moreover, the paper is especially important for early researchers who need such a paper to get some initial general information about a topic.

The author's goal was to provide a brief overview of the existing literature on prosody and punctuation. However, the author concluded her paper with a very brief description of TTS technology. I would be happier if the author focused exclusively on one goal - either a more comprehensive overview of prosody and punctuation, especially the analysis of what happens in languages other than English (e.g., Hungarian, Finnish, German, Spanish... since for these languages some styudies are available), or TTS technology - since both topics are challenging and if one is going to write a review paper, one should devote more space to a particular goal. With this "piece by piece" approach, the article seems to have remained vague, and for the same reason it is unclear who the article is aimed at - researchers interested in dyslexia research, or professionals more focused on technology development, or teachers, SLPs, etc.

In addition, the authors intertwine punctuation in reading and writing. Punctuation marks are the same in both processes - reading and writing - but their use and interpretation is not the same in both processes (e.g. learning that you need to lower your voice slightly and pause briefly every time you see a comma in the text does not mean you know how to use a comma when writing). It would therefore be important for the author to clearly define whether she is talking about punctuation in reading or writing.

There are some syntagms and phrases that are awkward, such as, dyslexic students (it would be more correct to use children with dyslexia as physically and mentally they are children if each other, only in reading and writing they show different patterns and functioning); or phonological processing is impaired - children with dyslexia show difficulties in phonological processing; or children with dyslexia have several cognitive deficits - children with dyslexia show weaknesses in cognitive skills that go beyond/support language processing.

The list of references should be checked - some references are not listed, such as Hadzibeganovic el al. 2010.

In summary: Please clearly define the goal of the study - if that is an overview of the state of the art in prosody and punctuation in reading for students with dyslexia, then write only about that, thinking of different orthographies; if you want to present existing TTS technology, give a very brief introduction about prosody and punctuation just to explain why they are important, and move immediately to the technology - list all existing softwares and applications and describe the advantages and disadvantages for each separately.