

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

Francesca D'Angelo, Fabrizio Stasolla

**Potential competing interests:** The author(s) declared that no potential competing interests exist.

The article "A Review of Prosody, Punctuation, and Dyslexia: Implications for the Use of Speech Technologies" includes a narrative review on the role of prosodic features in dyslexia. All aspects of prosody were tackled but a focus on explicit prosodic processing which seemed to be relevant to the use of speech technologies was detailed. Besides, the elements of prosody, the relationship between punctuation and prosody on one hand, and the prosodic processing in dyslexia on the other were emphasized. Furthermore, a prosodic training in dyslexia was suggested. Finally, the role of speech technologies in dyslexia was provided, next to the implications for teaching, limitations of the findings, and new research perspectives.

Overall, the text presents a linear structure with a comparison between theory and practice. The most interesting and appreciated aspect is the interdisciplinary approach of the review article, including psycholinguistics, neurolinguistics, Artificial Language Learning (ALL), and speech technologies. It could be relevant to early stage researchers for a state of the art review on one hand, and to special needs teachers and researcher, specifically, for the section dedicated to the implications regarding the use of speech technologies in language teaching.

Although the contribution may be relevant for the specific topic, two basic points are lacking for a review paper, namely (a) a basic criterion of categorization for grouping the reviewed studies, and (b) it was unclear what this paper adds to existing literature (i.e., a strong rationale for the current overview should be explicitly stated).