

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

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

The article presents an interesting study and review of literature in a crossdisciplinary area of research. As a study of "punctuation" and "dyslexia", an inspirational article a quantitative study (Tops et al 2013), the abstract points to reduced performance for higher-education students although with a medium effect ($d=0.4$), spelling problems appear to be more significant.

A further recommendation would be to include a much more thorough discussion to pave the way for the section on "Implications for Teaching" and preferably include a pilot study to give credence to the arguments presented that the implications for teaching, notwithstanding the "Limitations ..." section.

Articles cited:

Tops, W., Callens, C., van Cauwenberghe, E., Adriaens, J., & Brysbaert, M. (2013). Beyond spelling: The writing skills of students with dyslexia in higher education. *Reading and Writing*, 26(5), 705-720. doi:10.1007/s11145-012-9387-2 (found on Scopus)