

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

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The aim of this review was to study the relationship between oral prosody, written prosody, and dyslexia by addressing recent neurocognitive findings on prosodic processing and dyslexia. An attempt has been made to review the literature on prosody, the difficulties that subjects with dyslexia have in prosody, and punctuation marks when reading and writing, and how the use of speech techniques could be applied in dyslexia. The article also focuses on the practical implications of using computer-assisted language learning (CALL) tools in language teaching. After review, the manuscript needs some modifications and revisions to strengthen it.

Firstly, although the title is appropriate for the content of the manuscript, it should perhaps focus only on reading prosody, dyslexia, and the use of speech technologies in prosodic training in dyslexia. This comment is because this is a manuscript that focuses mainly on reading prosody, research on this topic, and the use of speech technologies in prosodic training in reading but does not provide a background on the difficulties dyslexic children have with punctuation marks in writing. However, the research object of written prosody and dyslexia seems to me to be a very successful topic, as well as the inclusion in the intervention sessions of technology that the dyslexic subject could use individually.

The implications of the article are low in the sense that they are self-evident and add little such as the individual differences and the evaluation of the tools, so it makes little contribution to the implications for teaching. Furthermore, there is no evidence to determine which tools have obtained the most scientific support.

Furthermore, the last paragraph in the implications section should be placed under limitations because it lists computer-assisted tools for language learning and ends by saying that they are more focused on research than on teaching.

On the other hand, despite having carried out a systematic and current review of the literature on the latest developments in prosody, there is a lack of bibliographical references to these problems in non-English speaking dyslexic children. In this case there would be the article by Álvarez-Cañizo, et al. (2016) Reading prosody in Spanish dyslexics published in *Annals of Dyslexia* p. 1-26; doi:10.1007/s11881-016-0123-5.

I hope that all these comments and suggestions will help the author.