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

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

The article “A Review of Prosody, Punctuation, and Dyslexia: Implications for the Use of Speech Technologies” presents a review of research regarding the relationship between prosody and dyslexia proposing a link between this research and a less explored aspect of dyslexia: the use of punctuation in writing. As explained by the author, some studies research punctuation errors in dyslexic students but there is a dearth of research in how to improve punctuation in dyslexic students particularly in English. The author proceeds hypothesizing a link between oral prosody and punctuation in writing based on research regarding prosodic processing proposing speech technologies as tools to aid dyslexic students writing.

The analysis of the literature is conducted in a very clear and precise way. The studies reviewed are explained as a way of validating the author’s hypothesis. Interestingly, the author introduces a parallel between prosodic processing and auditory training using mainly the work of Goswami (2011, 2019a, 2019b) as evidence. The author also presents a parallel between impaired prosodic processing and speech technology software which is supported by a few studies including one by the author. This section is very brief compared to the other sections and does not provide enough information regarding the technologies available and why they should be useful for the improvement of dyslexic students’ punctuation use in writing. The author then proceeds to draw pedagogical implications that, as stated before, are sustained by very few studies that are not explained in depth. Finally, the author claims that technologies favor oral prosody, such a musical videogames, are useful to develop punctuation in writing without providing explanation of specific students gains. Furthermore, the author suggests that through an assessment with Computer-Assisted Language Learning (CALL) frameworks educators can potentially be provided with guidance to chose the best technologies to use with their specific students. The CALL frameworks, which are one of the main tools that the author intends to use to assist dyslexic students in the use of punctuation in writing, are explained in less than a paragraph which is extremely short if the reader of the article is not familiar with such technological tools. Thus the main point of the article which is the assistance of technological tools in helping students improve writing is explained with very little detail.

This article is relevant to the literature in the field, furthermore, it should be of interest to an audience of special needs educators but also to an audience of language educators because it proposes a new area of research that connects oral prosody with written punctuation. The article also identifies technological tools that could assist dyslexic students educators in teaching writing. However, there are some points that the author should consider editing to improve this article. First the author should consider explaining in depth what are CALL frameworks and how they work in the

classroom. Second, the article does not provide a discussion of the findings but only bullet points with limitations and indications for future research, the author should provide a discussion of the findings in order to allow the reader to understand clearly the authors' findings and connections and decide if they agree or not. Finally, missing a discussion, the argument does not build up to a conclusion that the author wants to share with the reader. The very ambitious project of linking prosody with punctuation is not further explained considering the findings in the literature. Thus, the connection with the technological tools results weak and loses the importance that it should have.

As manifested in the article's abstract, it is relevant to the education of dyslexic students to understand the relationship between oral prosody, written prosody, and dyslexia to indicate implications for prosodic training in dyslexia and the use of speech technologies. Equal consideration of all three this aspects should be dedicated in the review in order to make a strong argument. This ambitious article provides an innovative link between specific language processing mechanisms and pedagogical tools and with some changes could bring an important innovation to the field.

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