

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

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THE TITLE

The article's title should be improved. A potential reader might be confused about the title because too many different things are mentioned at a time. Moreover, the title is not relevant to the research aim which is focused on a theoretical and empirical review of the relationship between prosody, punctuation and dyslexia. Furthermore, the author could consider adding an educational/pedagogical perspective to it in order to underline the use of speech technologies in this regard.

THE SIGNIFICANCE OF THE SUBJECT

Undoubtedly, the topic which is discussed by the review article's author may be of interest to the specialists, psychologists, speech therapists, school counselors, educators, and teachers. It is also significant in terms of both interdisciplinary research and practice of education. Since prosody and punctuation are connected with expressive and receptive language, the linkage between the impairment of prosody, punctuation errors and dyslexia (specific learning disability, specific language disorder) may exist.

THE SUGGESTIONS FOR THE IMPROVEMENT

Regardless of the article's topic significance and its good overall quality, I could point to a few questions raised by the author of the paper.

1. There is so much controversy about definitions, typologies, etiologies and symptomatology of dyslexia. A theoretical review of this complex phenomenon delivered by the author is rather inadequate. Just one definition of dyslexia by IDA is not enough. Furthermore, the lack of a reference to variability of dyslexia symptomatology pertaining to scholastic and communication skills disorders, rapid naming difficulties and other factors is an example of another omission. There are different types and subtypes of dyslexia (developmental, specific, surface, phonological, visual, pedagogical) and at the same time we should be aware of various levels of specific reading, writing and spelling disorders symptoms severity which can be examined by a researcher (see DSM-5). In addition, it should be noted that the comorbidity of attention deficit/hyperactivity disorder (ADHD) and dyslexia, learning disability (LD), including specific language disorder and fluency disorder (stuttering) is a thread which has been overlooked, as well. It is worth remembering that the aforementioned factors may have an impact on the conceptual scope of the article and the symptomatology of the prosodic processing impairment and punctuation errors which are indicative of a spelling disorder either as a separate/single or a comorbid problem. I cannot find such a consideration throughout the paper. Thus, it can be classified as a study limitation.
2. In my opinion, the most intriguing aspect (mentioned just as a brief note by the author) is the culture influence (the

effects of written, spoken language system and teacher attitude towards the importance of prosody and punctuation in the classroom which may be explained in terms of how much emphasis English and non-English (for example Polish) teachers are expected to place on the spelling correctness/accuracy regarding punctuation. I agree with the author that the role of punctuation in evaluating students' school achievements based on the writing assignments is probably underrated or undermined by teachers in primary and secondary schools compared to other spelling accuracy or language fluency indicators, namely the appropriate word choice and the correct word spelling. With respect to this issue, I could admit that Polish and English language teachers are quite alike. Nevertheless, further studies are necessary to assess the influence of cultural diversity on teaching and learning process, including the appropriate technological support for learning, in different educational settings.

To sum up, the article's quality is fairly good. However, certain aspects concerning its content (the title, the review of research and concepts, definitions) could be improved. My suggestions, which may be found useful in terms of improving the article's quality, concern mainly dyslexia because it has been a focus of my research for 25 years.