

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.

Dear Editor of Qeios

Greetings

Thank you for giving me the opportunity to review the manuscript, titled "A Review of Prosody, Punctuation, and Dyslexia: Implications for the Use of Speech Technologies". Manuscript number: CC-BY 4.0.

The aim of the manuscript was to address an important topic "The punctuation as a form of written prosody for students with dyslexia". The paper aimed to study the relationship between oral prosody, written prosody, and dyslexia by addressing recent neurocognitive findings about prosodic processing and dyslexia. An attempt was made to describe through a review of the relevant literature the implications of these findings for phonemic training in dyslexia and the use of speech techniques. The paper also focused on the practical implications of using computer-assisted language learning (CALL) tools in language teaching. The research topic is important in the field of dyslexia and highlights the children's ability to employ punctuation when they write. After review, the manuscript needs some amendments and revisions to strengthen and make it more relevant to a wider audience before publication. In general, the manuscript is suitable for publication in its current state, as a must, it needs minor modifications.

After reading the content, which is a good narration of the subject study. The main note on this manuscript is the absence of a proposed and practical plan to summarize the most important practices and strategies that can help those working with these children to deal with reading and writing in a correct manner, taking into account prosody and punctuation awareness, but unfortunately, I did not find that. Therefore, I think that there is a need for the researcher, at the end of this article, to suggest a set of strategies in the form of an action plan that helps workers with these children to develop their ability to read, write, and train them on the prosody and punctuation when reading and writing.

Finally, after considering this amendment, I see that this manuscript will be accepted for publication.

Best

Prof. Kholoud Dababneh