

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 author,

I read the work having addressed a psycholinguistic aspect of the L2 learning. That is an interesting review of the association between oral prosody, written prosody, and dyslexia. I appreciate the efforts. The work made close analysis of the issues drawing upon a variety of relevant studies.

However, I feel there are a few points of argument that need to be dealt with.

- 1) The work failed to clarify whether it had addressed the acquired dyslexia or developmental dyslexia.
- 2) The work is not clear why it failed to make use of the term "dysgraphia".
- 3) The work failed to clarify explicit and implicit prosodies beforehand to the target readers since they have been introduced as technical terms in the prosodic training section.
- 4) The title should be improved to a better one.
- 5) The work had better outline the studies/findings in a table with different headings (the author(s); the title; the setting; the methodology; the results)
- 6) The work must follow a method of review from 'introduction' to 'conclusion' as follows:
Introduction (the topic; the problem; and the objective(s))
 1. [issues on the key terms] (origins and historical trends)
 2. Empirical studies on the
 3. Pedagogical approaches to dyslexia
 4. Communication strategies
 5. Learning strategies
 6. Technological strategies
 7. Conclusion
 8. Implication (Optional)
 7. Limitations (Optional; or can be rephrased within the introduction section following the objective(s))
 - 7) Regarding the pedagogical approaches, the related literature affords different solutions to dyslexia, one of which can be 'communication strategies'. Moreover, I suggest the heading 'Pedagogical approaches to dyslexia' instead of Prosodic training in dyslexia.
 - 8) The work must quote the in-text references, directly or at the end of the sentence, as (e.g., Feka, 2016; ...) if it introduces certain studies conducted on a special issue, even if it is only one study.

9) In the following, I'll also introduce a number of other useful books for inclusion:

1. Caplan, D. (1992). *Language: Structure, processing and disorders*. Cambridge, MA: MIT Press.
2. Carroll, D.W. (1999). *Psychology of language*. (3rd ed). Pacific Grove, CA: Brooks.
3. Ellis, A.W. (1993). *Reading, writing and dyslexia: A cognitive analysis*. Hove: Psychology Press.
4. Harley, T. (2001). *The psychology of language*. (2nd ed). Hove: Psychology Press.
5. Harris, M. & Coltheart, M. (1986). *Language processing in children and adults*. London: Routledge & Kegan Paul.
6. Miles, T.T. (1993). *Dyslexia: The pattern of difficulties*. (2nd ed). London: Whurr.