

# 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.

The article discusses the relations between prosody, punctuation and dyslexia, and reports on findings of using TTS systems to improve the learning of dyslexic students.

The first part of the article explains in detail the factors of prosody, punctuation and dyslexia, however the second part implying the speech technologies is somewhat vague, and it is not very clear for the reader, what the purpose is here, TTS systems cannot yet model the prosody in a way that would be beneficial to dyslexic students, or the general purpose of using these systems for dyslexic students is presented. The author should try to explain better the goal of this section "Dyslexia and Speech Technologies" to the reader.

Some other notes:

- small-scale study (n=10) presented in Triantafyllidou - the reader assumes that n refers to the number of teachers, but is not stated, probably the reference paper needs to be read
- ERP abbreviation should be added what it stands for
- Speech synthesis has not yet reached the desired level of naturalness and this is reflected in synthetic speech intelligibility. – the author should add a reference here, there are some TTS systems that claim to achieve close to human sounding speech (e.g. Tacotron2 paper)
- they did not implement the use of TTS in the classroom – somewhat contradictory, as it says at the beginning of the paragraph that they used synthetic speech (so it is confusing then to the reader what we mean by implementing TTS in the classroom)
- the author uses the word "I" in the article, this should be omitted from scientific writing