Abstract

The evidence concerning the role of morphology in the lexical access has been accumulated from the 70’s, when the earliest systematic psycholinguistic studies were carried out. Such evidence refers not only to population without any linguistic impairment, but also to patients with aphasia or dyslexia. In this paper it is reviewed and presented the most outstanding studies showing the relevance of the morphological process, both on normal and on linguistic impaired people. Besides, it is suggested that according to the evidence published, it is fully congruent to introduce systematically in our daily clinical work those tasks devoted to train the morphological processing on patients who shows impairments on this level. Finally, some tasks in order to illustrate how to work on this topic in the clinic are included.

Keywords
Aphasia, Dyslexia, Lexical access, Morphology.