INTRODUCTION
- Speakers and listeners differ in how quickly they produce and recognize words.
- In both tasks, language users access lexical knowledge [1].
- Speaking and listening are influenced by domain-general skills [2,3].
- Previous studies assessed listening and speaking abilities predominantly in university students [1-3].


RESEARCH QUESTIONS
- Using an individual differences approach, we investigated:
  1) ...which verbal and non-verbal systems are engaged during word processing
  2) ...the relationship between word production and word comprehension performance

METHOD
Participants were recruited from universities (N = 78) and vocational colleges (N = 53) to sample from diverse educational backgrounds.

RESULTS
RT outlier removal criterion: 2.5 SD below/above participant mean

Picture Naming – Descriptives
5 items removed due to low name agreement
Mean = 810 ms (SD = 120)
Min = 574, Max = 1210, Range = 636

Lexical Decision – Descriptives
Mean = 972 ms (SD = 115)
Min = 764, Max = 1370, Range = 606

DISCUSSION
- As expected, predictor variables correlated moderately.
- Processing Speed contributed to explaining variance in PN and LD performance.
- Partial correlation suggests involvement of domain-specific skills (lexical access) in PN and LD.

Imaging
- [Image not provided]

Correlations among predictor variables

Linear mixed-effects model – Picture Naming
Only Processing Speed predicted naming latencies ($\beta = 40.99, SE = 9.48, t = 4.32$).

Linear mixed-effects model – Lexical Decision
Processing speed ($\beta = 50.8, SE = 6.96, t = 7.3$) and IQ ($\beta = 18.82, SE = 7.0, t = 2.69$) predicted lexical decision times.

Correlation between latencies and RTs:
r = 0.41
Controlling for Processing Speed, IQ, PPVT: r = 0.32