

Ashley Chui-Kay Leung
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CURRENT POSITION

POINT LOMA NAZARENE UNIVERSITY
Assistant Professor of Psychology

Fall 2025 - present

PREVIOUS POSITIONS

PEPPERDINE UNIVERSITY
Visiting Assistant Professor of Psychology

Spring 2025

HARVARD UNIVERSITY
College Fellow, Psychology

2023-2024

EDUCATION

THE UNIVERSITY OF CHICAGO

- Ph.D. Developmental Psychology **August 2023**
 - ❖ Dissertation: *Learning to Talk: The Development of Children's Communicative Skills*
 - Committee: Susan Goldin-Meadow (chair), Daniel Yurovsky, Alex Shaw, Marisa Casillas (reader)
- M.A Psychology **August 2019**
 - ❖ Master's Thesis: *Finding Common Ground: Referential communication in parent-child pairs*
 - Committee: Daniel Yurovsky (chair), Susan Goldin-Meadow, Boaz Keysar

MIDDLEBURY COLLEGE

May 2016

- B.A. Psychology (High Honors) and B.A. English & American Literatures
 - ❖ Honors Thesis: *The Effects of Motivational Context on Incidental Word Learning*
 - Committee: Suzanne Gurland (chair), Jason Arndt, Barbara Hofer

RESEARCH AND TEACHING INTERESTS

- Child development, Language acquisition, Communication, Infant social reasoning

RESEARCH EXPERIENCE

HARVARD UNIVERSITY, THOMAS LAB
Postdoctoral Researcher
Research Advisor: Prof. Ashley Thomas

Cambridge, MA
2023-present

THE UNIVERSITY OF CHICAGO, COMMUNICATION AND LEARNING LAB
Graduate Student
Research Advisor: Prof. Daniel Yurovsky

Chicago, IL
2017- 2023

**NORTHWESTERN UNIVERSITY,
BILINGUALISM AND PSYCHOLINGUISTICS RESEARCH GROUP**
Research Assistant
Research Advisor: Prof. Viorica Marian

Evanston, IL
Fall 2016- Summer 2017

MIDDLEBURY COLLEGE, HUMAN MEMORY LAB
Research Assistant
Research Advisor: Prof. Jason Arndt

Middlebury, VT
Fall 2014

PUBLICATIONS

*denotes equal contribution; †denotes undergraduate / post-baccalaureate mentee

Leung, A., Yurovsky, D., Hawkins, R.D. (2025). Parents spontaneously scaffold the formation of conversational pacts with their children. *Child Development, 96*(2), 546–561.

Leung, A.*, Morris, B.C.*, Yurovsky, D. (2021). Children know what words other children know. In T. Fitch, C. Lamm, H. Leder, & K. Teßmar-Raible (Eds.), *Proceedings of the 43rd Annual Conference of the Cognitive Science Society* (pp. 847-853). Cognitive Science Society.

Leung, A., Tunkel, A.†, & Yurovsky, D. (2021). Parents Fine-Tune Their Speech to Children’s Vocabulary Knowledge. *Psychological Science, 32*(7), 975–984.

Leung, A., Hawkins, R.D., Yurovsky, D. (2020). Parents scaffold the formation of conversational pacts with their children. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (pp. 1022-1028). Cognitive Science Society.

Leung, A., Tunkel, A.†, Yurovsky, D. (2019). Parents calibrate speech to their children’s vocabulary knowledge. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (pp. 651-656). Montreal, QB: Cognitive Science Society.

CONFERENCE PRESENTATIONS

Leung, A., Yu, E.†, Wang, W.†, Thomas, A. (2025, May). Infants' first- and third-party social inferences based on infant-directed speech usage. Poster presented at the at the biennial meeting of the *Society of Research on Child Development*, Minneapolis, MN.

Leung, A., Yu, E.†, Thomas, A. (2024, March). The role of social engagement in infants’ preference for infant-directed speech. Poster presented at the at the biennial meeting of the *Cognitive Development Society*, Pasadena, CA.

Leung, A., Hawkins, R.D., Yurovsky, D. (2023, March). The role of parental scaffolding in children’s referential pact formation. Talk presented as part of a symposium at the Biennial Meeting of the *Society of Research on Child Development*, Salt Lake City, UT.

Leung, A.*, Morris, B.C.*, Yurovsky, D. (2022, January). Children know what words other children know. Talk presented at the *Budapest CEU Conference of Cognitive Development*, Budapest, Hungary (Virtual).

- Leung, A.***, Morris, B.C.*, Yurovsky, D. (2021, July). Children know what words other children know. Paper presented at the *43rd Annual Conference of the Cognitive Science Society*, Vienna, Austria (Virtual).
- Leung, A.**, Yurovsky, D. (2021, July). Parents adapt their referential expressions to children's developmental level. Talk presented as part of a symposium at the *International Association for the Study of Child Language*, Philadelphia, PA (Virtual).
- Leung, A.**, Tunkel, A.†, Yurovsky, D. (2021, April). Parents fine-tune speech to children's vocabulary knowledge. Talk presented as part of a symposium at the Biennial Meeting of the *Society of Research on Child Development*, Minneapolis, MN (Virtual).
- Leung, A.**, Hawkins, R.D., Yurovsky, D. (2020, July). Parents scaffold the formation of conversational pacts with their children. Paper presented at the *42nd Annual Conference of the Cognitive Science Society*, Toronto, ON (Virtual).
- Leung, A.**, Yurovsky, D. (2020, January). Parents facilitate children's conceptual pact formation in referential communication. Poster presented at the 10th annual meeting of the *Budapest CEU Conference on Cognitive Development*, Budapest, Hungary.
- Leung, A.**, Yurovsky, D. (2019, October). Parents adapt their referential expressions to children's developmental level. Poster presented at the biennial meeting of the *Cognitive Development Society*, Louisville, KY.
- Leung, A.**, Tunkel, A.†, Yurovsky, D. (2019, July). Parents calibrate speech to their children's vocabulary knowledge. Paper presented at the *41st Annual Conference of the Cognitive Science Society*, Montreal, Canada.
- Freeman, M.R., **Leung, A.**, AlKhuwaiter, M., & Marian, V. (2018, March). Bilinguals hear their first language during second language comprehension. Poster presented at the annual meeting of the *American Association for Applied Linguistics*, Chicago, IL.
- Marian, V., Lam, T., **Leung, A.**, & Dhar, S. (2017, April). Top-down cognitive and linguistic effects on physiology: Evidence from Spontaneous Otoacoustic Emissions. Poster presented at the annual meeting of the *Midwestern Psychological Association*, Chicago, IL.

INVITED TALKS

- “Baby Talk: The role of linguistic and social environments on children's language development” (February, 2025). Lecture given at California Lutheran University, Oxnard, CA.
- “Baby Talk: The role of linguistic and social environments on children's language development” (February, 2025). Lecture given at Point Loma Nazarene University, San Diego, CA.
- “Learning to Talk: The development of children's communicative skill” (November, 2024). Talk given at Loyola Marymount University, Los Angeles, CA.
- “Learning to Talk: The development of children's communicative skill” (November, 2024). Talk given at Fairfield University, Fairfield, CT.

“Learning to Talk: The development of children’s communicative skill” (March, 2024). Talk given at Hope College, Holland, MI.

“Learning to Talk: The development of children’s communicative skill” (December, 2023). Talk given at Belmont University, Nashville, TN.

“Multilingualism: How language impacts us” (November, 2023). Talk given at Concordia University Irvine, Irvine, CA.

“Learning to Talk: The development of children’s communicative skill” (November, 2023). Lab meeting presentation at The Stanford Language and Cognition Lab, Stanford University, Palo Alto, CA.

“Learning to Talk: The development of children’s communicative competence” (October, 2023). Talk given at Rollins College, Orlando, FL.

“Developing Conversationalists: How children learn to talk” (October, 2023). Brown bag talk at the Laboratory of Developmental Studies seminar at Harvard University, Cambridge, MA.

“Developing Conversationalists” (September, 2022). Lab meeting presentation at SaxeLab: Social Cognitive Neuroscience Laboratory, MIT, Cambridge, MA.

“The development of children’s communicative abilities” (November, 2021). Lab meeting presentation at the Computation, Cognition, and Development Lab, Harvard University, Cambridge, MA.

“Learning to Talk” (March, 2021). Guest lecture given at Indiana University Northwest, Gary, IN.

“Parents modify speech according to children’s knowledge” (November, 2018). C3 Summit, Middlebury College, Middlebury, VT.

TEACHING

POINT LOMA NAZARENE UNIVERSITY

PSY 3008 Developmental Psychology – Birth through Adolescence (Fall 2025)
PSY 3090 Research Methods and Statistics I (Fall 2025)

PEPPERDINE UNIVERSITY

PSYC 250 Introductory Statistics (Spring 2025)
PSYC 492 Special Topics: The Psychology of Multilingualism (Spring 2025, two sections)
POSC / SOC 250 Introductory Statistics (Spring 2025)

HARVARD UNIVERSITY

PSY 1614 Growing Up in a Social World (Fall 2023)
PSY 1615 First Love: The Psychology of Caregiver-Child Relationships (Spring 2024)
PSY 1616 Multilingualism (Spring 2024)

THE UNIVERSITY OF CHICAGO

PSYC 21220 Talking to Others: The Psychology of Communication (Instructor, Summers 2021-2023)
SOSC 14100 Mind (Lecturer, Fall 2020)
SOSC 14100, 14200, 14300 Mind (Teaching Intern, 2019-2020)
PSYC 20400 Cognitive Psychology (Teaching Assistant, Spring 2020)

PEDAGOGICAL TRAINING

Fundamentals of Teaching in the Social Sciences (Fall 2019)

- Eight-week workshop on teaching undergraduate social science courses

CCTE 50000 Course Design and College Teaching (Fall 2020)

- Course on pedagogical methods, inclusive teaching, and developing a teaching philosophy

Individual Teaching Consultation (Summer 2021)

- Teaching Consultant watched recorded lectures and observed a synchronous discussion session
- Met with consultant to discuss teaching and received written feedback

MENTORSHIP

*Indicates honors thesis student

Emma Yu, Wenxiu Wang, Liliana Sanchez (2023-2024, Harvard University)

Jordyn Martin (2021-2022, University of Chicago)

*Margaret Wolfson (2020-2021, University of Chicago)

*Alexandra Tunkel (2018-2020, University of Chicago)

Karina Kling (Winter 2020 – Spring 2021, University of Chicago)

Lucy Wesson (Summer 2019, Pinhead Institute Summer Intern)

Chuxuan Li, Ruochong Ji, Ruth Gichaba (Summer 2019, University of Chicago)

Maria Hatzisavas, Yi Zhong (2018-2019, University of Chicago)