



EXCELSIA  
COLLEGE  
— Sydney —



**Dr Leonardo Veliz**

*Bachelor of Arts, Cert IV TESOL,  
Master of Applied Linguistics,  
Doctor of Philosophy*

**Head of School of Education**

**BIOGRAPHICAL DETAILS**

Dr Leonardo Veliz has been a teacher, lecturer and manager within educational institutions for over 15 years. Beginning his career teaching English, as well as English as a foreign language (EFL), Dr Veliz has taught in diverse contexts, spanning primary, secondary and tertiary classrooms, teaching in South America, the UK and Australia. In addition, Dr. Veliz has extensive experience in Management, and the ELICOS sector.

**EDUCATION**

Dr. Veliz holds a Doctorate in Linguistics through the School of Languages at Deakin University, Melbourne, where he also lectured in TESOL and Education for 10 years. He also holds a Bachelor Degree majoring in English Language Teaching, and Master of Applied Linguistics

**RESEARCH INTERESTS**

Leonardo's principal research interests are within the broad realm of languages education and teacher education, particularly in the area of conceptual metaphor teaching and learning in second language contexts, metaphor and multimodality, teacher identity, education and migration, Christian teacher education, testing and assessment, and curriculum design.

**CURRENT PROJECTS**

Leonardo is currently working on an edited book on multiliteracies Pedagogies. **'Multiliteracies across borders', Veliz, L., & Veliz-Campos, M. (2020-2022) – edited book (contract negotiated with Sense Publishers).**

**AWARDS AND HONOURS**

Leonardo has been awarded the Teaching Excellence Recognition Award (Dean – Teaching and Learning, Deakin University), the Publication Scholarship (Research Training and Research Committee, Deakin University), the Research Bicentennial Scholarship (Conicyt, Chile) as well as the Recipient of Spanish Assistant Program Award (British Council).

**ASSOCIATIONS**

Leonardo is a member of the Australian Association of Applied Linguistics, the Australian Council of TESOL Associations, TESOL Chile, the Australian Literacy Educators' Association and the Cognitive Linguistics Association.



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### SELECTED PUBLICATIONS;

Veliz, L., & Shokouhi, H. (Forthcoming). EAL Teachers' (un)preparedness to implement classroom practice for multiliteracies pedagogy. In I. Liyanage and W. Tao (2020). *Teacher Education & Multilingual Contexts'-Multilingual Education Yearbook 2020*. Springer.

Munoz, P., Veliz-Campos, M., & Veliz, L. (Forthcoming). Assessment in the English language classroom in Chile: Exploring the washback effect of traditional testing and Alternative assessment on seventh grade students. *Paideia*, 64.

Cardenas-Moncada, C., Veliz-Campos, M., & Veliz, L. (2020). Game-based student response systems: The impact Kahoot in a Chilean vocational Higher Education EFL classroom. *CALL-EJ*, 21(1), 64-78.

Contreras-Soto, A., Véliz-Campos, M., & Veliz, L. (2019). Portfolios as a Strategy to Lower English Language Test Anxiety: The Case of Chile. *International Journal of Instruction*, 12(1).

Walker-Janzen, W., Veliz-Campos, M., & Veliz, L. (2019). Academic journeys of socially disadvantaged students in Chile's more equitable pathways to university entry. *Issues in Educational Research*, 29, 1348-1368.

Veliz, L., & Véliz-Campos, M. (2019): A Socio-Semiotic Analysis of Latino Migrants' Metaphorical Conceptualizations of Language Learning. *Journal of Latinos and Education*, DOI: 10.1080/15348431.2019.1630285

Farias, M., & Veliz, L. (2019). Multimodal texts in Chilean English teaching education: views from educators and pre-service teachers', *Profile: Issues in Teachers' Professional Development*, 21(2), 13-27. <https://doi.org/10.15446/profile.v21n2.75172>.

Farias, M., & Veliz, L. (2019). Análisis de metáforas visuales y textuales de estudiantes en formación inicial docente de pedagogía en inglés: aproximaciones a la identidad docente. *Documentos Lingüísticos y Literarios*, 38,42-51.

### CONFERENCE PAPERS

October 2018

'How (and if) multimodality dealt with in English language teaching education in Chile' presented at VI Congresso Latino-Americano de Formação de Professores de Línguas, Brazil.

November 2017

Keynote speech: 'A complete stranger or a loyal friend: Novice teachers' perceptions of grammar teaching in the Australian context' presented at **6th Congress of Foreign Language Undergraduate Researchers, Universidad de Pamplona, Pamplona, Colombia**

March 2015

'An inquiry into hidden meanings in text: EAL learners in search of deeper text meaning', The Third International Conference on Foreign Language Learning and Teaching, Bangkok, Thailand.