

Biodata:, Lucía Ramos Leiva, Liza Pérez Miranda & Michel Riquelme Sanderson

Lucía Ramos Leiva

Mrs. Ramos is an English teacher, and holds a postgraduate degree in Applied Linguistics and an M.A. in Higher Education. Currently, she is an associate professor and Director of the School of English at Universidad Católica del Norte (Antofagasta - Chile). She teaches courses on EFL teaching methods to young learners and teenagers. She has presented her research work and projects in EFL national and international conferences since 2000. She has published six textbooks to teach English, and has nine years of experience doing research in EFL initial teacher preparation, social justice, service learning, and the revitalization of indigenous cultures.

Liza Pérez Miranda

Liza Pérez Miranda has 18 years of experience teaching EFL in Latin-American contexts. She holds a B.A. in Teaching English to Spanish speakers, an M.A. in Elementary Education, and an M.A. in Educational Administration. She works at Universidad Católica del Norte, (Antofagasta - Chile) teaching courses on second language acquisition, methods to learn a foreign language, and didactics to teach young learners EFL. She has presented in national and international conferences for language teachers and language teacher educators. Her current research is related to topics of service learning, social justice in education, teacher preparation and the development of intercultural competences.

Dr. Michel Riquelme Sanderson

Dr. Riquelme-Sanderson is an assistant professor at Universidad Arturo Prat in Iquique, Chile. He is a former EFL teacher and has worked teaching in K-12 contexts in Chile and in the United States. He has graduate studies in higher education, teaching EFL, educational research, and curriculum. Dr. Riquelme-Sanderson currently teaches courses on curriculum, educational research, and language teaching methods. He has presented in national and international conferences for language teachers and language teacher educators. His work focuses on the preparation of teachers, the pedagogies of language teacher educators and language teachers, and the social justice in the teaching of languages.