

**DESAFÍOS DE LA GESTIÓN DEL AULA EN LAS CLASES DE INGLÉS COMO LENGUA  
EXTRANJERA EN COLOMBIA A TRAVÉS DEL MODELO DE SISTEMAS  
ECOLÓGICOS DE BRONFENBRENNER**  
**CHALLENGES OF CLASSROOM MANAGEMENT IN ENGLISH AS A FOREIGN  
LANGUAGE CLASSES IN COLOMBIA THROUGH BRONFENBRENNER'S  
ECOLOGICAL SYSTEMS MODEL**

**Autores:** <sup>1</sup>Alexandra Novozhenina, <sup>2</sup>Valeria Ríos Olarte, <sup>3</sup>Luna Martínez Orozco.

<sup>1</sup>ORCID ID: <https://orcid.org/0000-0003-0639-8243>

<sup>2</sup>ORCID ID: <https://orcid.org/0009-0009-8075-2416>

<sup>3</sup>ORCID ID: <https://orcid.org/0009-0000-0400-519X>

<sup>1</sup>E-mail de contacto: [alexandra.novozhenina@amigo.edu.co](mailto:alexandra.novozhenina@amigo.edu.co)

<sup>2</sup>E-mail de contacto: [valeria.riosol@amigo.edu.co](mailto:valeria.riosol@amigo.edu.co)

<sup>3</sup>E-mail de contacto: [luna.martinezor@amigo.edu.co](mailto:luna.martinezor@amigo.edu.co)

Afiliación: <sup>1</sup><sup>2</sup><sup>3</sup>Universidad Católica Luis Amigó, (Colombia).

Artículo recibido: 3 de Junio del 2026.

Artículo revisado: 6 de Junio del 2026.

Artículo aprobado: 6 de Junio del 2026.

<sup>1</sup>Licenciada en Filología, egresada de la Universidad Federal del Sur (Rusia) con 14 años de experiencia laboral. Magíster en Didáctica de Inglés egresada de la Universidad de Caldas (Colombia).

<sup>2</sup>Cursando Licenciatura en Lenguas Extranjeras con énfasis en Inglés en la Universidad Católica Luis Amigó (Colombia), semillero de investigación DIPELEX: Didáctica, Pedagogía y Lenguas Extranjeras.

<sup>3</sup>Cursando Licenciatura en Lenguas Extranjeras con énfasis en Inglés en la Universidad Católica Luis Amigó (Colombia), semillero de investigación DIPELEX: Didáctica, Pedagogía y Lenguas Extranjeras.

### **Resumen**

Esta investigación fenomenológica exploró la gestión del aula desde la perspectiva de docentes de inglés como lengua extranjera en educación secundaria en regiones del noroccidente de Colombia. El estudio tuvo como objetivo identificar los desafíos de la gestión del aula y examinar sus causas subyacentes a través del modelo de sistemas ecológicos de Bronfenbrenner. Se realizaron ocho entrevistas en profundidad en línea con docentes de siete departamentos del país, las cuales fueron analizadas mediante un enfoque temático. Los resultados revelaron que, a pesar de las diferencias entre los sectores público y privado, las zonas rurales y urbanas, y las distintas regiones del país, los docentes de inglés enfrentan en su mayoría desafíos similares en la gestión del aula. Asimismo, se concluyó que las causas de estos problemas son altamente complejas y se distribuyen en los cinco niveles del modelo ecológico, siendo el macrosistema, la capa más amplia según Bronfenbrenner, el más influyente. El artículo enfatiza la importancia de que los profesionales de la enseñanza del inglés comprendan las causas que subyacen a los problemas de gestión

del aula, con el fin de tomar decisiones más informadas sobre cómo abordarlos. Dado que el estudio analiza los cinco niveles del modelo ecológico, este trabajo resulta relevante para docentes en formación y en ejercicio, responsables de políticas educativas a nivel institucional y nacional, así como para padres y cuidadores.

**Palabras clave:** Bronfenbrenner, Inglés, Lengua extranjera, Manejo de aula, Teoría de Sistemas Ecológicos.

### **Abstract**

This phenomenological research explored classroom management through the perspective of English as a Foreign Language secondary school teachers from north-western regions of Colombia. It intended to explore classroom management challenges and examine their underlying causes through the lens of Bronfenbrenner's Ecological Systems Model. A total of eight in-depth online interviews were conducted with teachers from seven different departments of the country and were later analyzed thematically. Results revealed that despite the differences between private and public sectors, rural and urban zones, and the

distinct regions of the country, EFL teachers face mostly similar challenges related to classroom management. Moreover, it was concluded that the causes of classroom management problems were extremely complex and were distributed across all the five levels of the model, with the Macrosystem, the widest layer according to Bronfenbrenner, being the most influential. The article emphasizes the importance for EFL professionals to understand the causes underlying classroom management issues to make more informed decisions on how to handle them. Due to the fact that the study analyzed all the five levels of the ecological model, this paper is of great use for pre-service and in-service teachers, policy makers on institutional and national levels, as well as parents and caregivers.

**Keywords:** **Bronfenbrenner, English, Foreign language, Classroom management, Ecological systems theory.**

#### **Sumário**

Esta pesquisa fenomenológica explorou a gestão de sala de aula sob a perspectiva de professores de Inglês como Língua Estrangeira (ILE) de escolas secundárias das regiões norte-ocidentais da Colômbia. O objetivo foi investigar os desafios da gestão de sala de aula e examinar suas causas subjacentes por meio do Modelo de Sistemas Ecológicos de Bronfenbrenner. Foram realizadas oito entrevistas on-line aprofundadas com professores de sete departamentos diferentes do país, que posteriormente foram analisadas de forma temática. Os resultados revelaram que, apesar das diferenças entre os setores público e privado, zonas rurais e urbanas e as distintas regiões do país, os professores de ILE enfrentam desafios majoritariamente semelhantes na gestão de sala de aula. Além disso, concluiu-se que as causas dos problemas de gestão de sala de aula eram extremamente complexas e estavam distribuídas nos cinco níveis do modelo, sendo o Macrossistema, a camada mais ampla segundo Bronfenbrenner, o mais influente. O artigo enfatiza a importância de os profissionais de ILE compreenderem as causas subjacentes a esses problemas para

tomarem decisões mais informadas sobre como lidá-los. Como o estudo analisou todos os cinco níveis do modelo ecológico, este trabalho é de grande utilidade para professores em formação e em serviço, formuladores de políticas em níveis institucional e nacional, bem como pais e cuidadores.

**Palavras-chave:** **Bronfenbrenner, Inglês, Língua estrangeira, Gestão de sala de aula, Teoria dos sistemas ecológicos.**

#### **Аннотация**

Данное феноменологическое исследование посвящено изучению управления классом с точки зрения учителей английского языка как иностранного в средних школах северо-западных регионов Колумбии. Цель работы заключалась в том, чтобы исследовать трудности управления классом и изучить их первопричины через призму модели экологических систем Бронфенбренера. В общей сложности было проведено восемь подробных онлайн-интервью с учителями из семи различных департаментов страны, которые затем подверглись тематическому анализу. Результаты показали, что, несмотря на различия между частным и государственным секторами, сельской и городской местностью, а также отдельными регионами страны, учителя английского языка сталкиваются в основном с похожими проблемами в управлении классом. Кроме того, был сделан вывод, что причины этих проблем крайне сложны и распределены по всем пяти уровням модели. При этом макросистема, являющаяся самым широким уровнем по Бронфенбреннеру, оказалась наиболее влиятельной. В статье подчеркивается, как важно специалистам в области преподавания английского языка понимать скрытые причины проблем с управлением классом для принятия более обоснованных решений по их устранению. Поскольку в исследовании анализируются все пять уровней экологической модели, данная работа представляет большую ценность для будущих и практикующих учителей, авторов образовательной политики на институциональном и

национальном уровнях, а также для родителей и опекунов.

**Ключевые слова:** Бронфенбреннер, управление классом, теория экологических систем, английский как иностранный.

### **Introducción**

The field of foreign language teaching has always faced numerous challenges, and as the demand for foreign language acquisition has increased in the last few decades due to the new globalized reality, those challenges require careful examination. According to the report from the Wing Institute at Morningside Academy by Donley et al. (2019), a striking 44% of new teachers leave the profession, with more than half of them making that decision due to professional dissatisfaction. The latter is explained by many factors, one of which is the perceived lack of discipline in the school. In the same paper, the authors reported that one of the subjects that displayed high percentages of “leavers” was English as a Foreign Language (EFL). Likewise, Sanchez (2019) affirmed that inadequate classroom management (CM) could jeopardize EFL educators’ continued teaching experience. Classroom management then becomes worth analyzing in order to understand why it has been causing such dramatic response from EFL professionals.

Although the concept of classroom management is common in the EFL field, there are differences among how different authors define it. For instance, Harmer (2015) and Kounin (1970) refer mostly to behavioral and disciplinary issues when talking about classroom management. However (2010) turns away from that definition, and focuses on the relationships that are built between teachers and students in the classroom. Additionally, Brown (2015) not only includes discipline and relationships, but also broadens the concept by

adding aspects like facilities, physical resources, and planning. The topic of classroom management has received considerable attention in Colombia, as it is a fundamental aspect that directly impacts EFL teaching practices. For example, classroom interaction (Rosado, 2012) and the application of different observation techniques, such as "Classroom Observation in Context," have been explored, allowing preservice teachers to better understand the dynamics of classroom interaction (Parra y Hernandez, 2019). Recent research also indicates that classroom management represents a great challenge for English teachers due to the limited preparation they receive during their initial training. According to Díaz et al. (2023), university programs that train future English teachers do not provide sufficient training in classroom management, which directly impacts their performance. This lack of training contributes to classroom management being a recurring problem, with manifestations ranging from inadequate physical conditions to openly unruly behavior (Macías y Sánchez, 2015).

Faced with this situation, some studies propose the use of strategies such as active learning and reflective journals, which allow future teachers to prepare more effectively to face the challenges of classroom management (Velásquez et al., 2022). In addition, specific strategies have been proposed to improve classroom management, such as teamwork (Cabrales y Cáceres, 2018), literary circles (Castrillón, 2020), and programs to prevent disruptive behaviors (Uni Trejos et al., 2017). Innovative approaches such as gamification (Gómez, 2023), the humanistic approach (Giraldo, 2022), and Teaching Strategies for CM (Mejía, 2018) have also been explored, which demonstrates the importance and relevance of investigating how classroom

management impacts teaching practices in different educational contexts. However, before EFL teachers try implementing those strategies, they need to understand the reasons underlying the CM challenges in the first place. Dealing with the roots of the problems rather than with their “symptoms” might take more time, but in the long-term it may lead to more satisfying results. Shibli and Jalil Majid (2022) strongly emphasize the importance of identifying causes and sub-causes of any challenge before implementing strategies aimed at improving educational processes. Moreover, they affirm that educators should adopt a wider perspective which would focus not only on the issues inside a classroom, but also on their external causes. Likewise, O’Day & Smith (2016) affirm that problems within the educational system are rooted in “institutional structures and cultures” (p.297), highlighting their systemic nature.

Therefore, the present study aimed to reveal the reasons behind classroom management challenges in EFL classes. The researchers focused their attention on secondary schools of north-western regions of Colombia. In order to achieve the goal, it was first necessary to identify the issues that Colombian teachers perceived in their classrooms. Afterwards, the objective was to examine their underlying causes from the perspective of the educators. Finally, the causes mentioned by the participants had to be distributed across the five levels of Bronfenbrenner’s Ecological Systems Theory (EST), which served as the theoretical framework for this research. The study adopted a descriptive phenomenological approach as it intended to describe the experience of the participants (EFL teachers) with the central phenomenon (classroom management). Overall, the researchers interviewed a total of eight EFL teachers who lived and worked in seven different departments of Colombia:

Caldas, Valle del Cauca, Bolivar, Nariño (two participants), Antioquia, Cesar, and Tolima. The interviews were implemented online, which allowed recording and transcribing them with the help of technology, thus facilitating data analysis. The interviews’ average duration of 50-55 minutes ensured abundant data and, therefore, a thorough in-depth analysis.

The findings revealed that although the participants’ institutions were scattered around the country, they all faced quite similar problems related to classroom management in the EFL context. The most frequent issues were discipline, cell phone use, and lack of interest towards the subject. Moreover, the teachers also mentioned inclusion and differences among learners as two relevant but less common problems. Regarding the causes of those issues, the results suggested that all the five layers from the EST can be a source of either negative or positive influence on classroom management in English classes. Nevertheless, some of the systems were referred to considerably more often - mostly, the Macrosystem, followed by the Microsystem and the Exosystem. The least mentioned was the Mesosystem, which highlights the fact that it does not have much impact on CM dynamics in EFL contexts.

The present study used Bronfenbrenner’s Ecological Systems Theory (1997) as the theoretical framework that guided the data analysis and gave a structure to its interpretation. The theory was initially formulated to describe a child’s development, and how it is impacted by an interconnected network of environments. However, it is often applied to the educational context to study the processes that influence a student’s academic performance (Guy-Evans, 2024). The ecological model consists of five systems that go from an individual’s nearest surroundings to

a wider and more global context. The first layer is the Microsystem, which includes the closest surroundings of a student, such as family, friends, class mates, and teachers. Second, there is the Mesosystem, which consists in the interactions between the elements from the Microsystem, for instance, the communication between school and parents. Following that, there is the Exosystem, which encompasses the elements that a student does not interact with directly, but is still influenced by. An example can include parents' work schedule: although a child is not directly involved in their parents' jobs, they can be affected by the lack of the time spent with their mother or father. The next layer of the model is the Macrosystem where the bigger context, such as country economy or culture, is considered. Finally, there is the Chronosystem - the last level of the theory which was added in Bronfenbrenner's later work. It includes changes that a child undergoes throughout the time. For instance, a transition between primary and secondary school or puberty can both serve as examples of the Chronosystem. Additionally, major historical events, such as a war or a pandemic, also make part of this last layer of the ecological model. According to Guy-Evans (2024), students' behavior in the classroom can be influenced by a number of factors belonging to a combination of different layers of the model.

The researchers chose Bronfenbrenner's EST as the theoretical lens due to a number of reasons. As a phenomenological study implies a deep qualitative analysis of the phenomenon, the EST allows us to see beyond the CM problems and to analyze the wide range of reasons behind them. Furthermore, it offers a holistic view on how an interconnected network of students' contexts impacts the dynamics of the CM. Additionally, the particular focus of this study was on the EFL classroom, and according to

Chong et al. (2023), EST has been well-established in the field of L2 research in the 21st century, partially "because L2 teaching is recognized to be shaped by the environments in which it is situated" (p.333). At the same time, Tong & An (2024) affirmed that the application of the theory is relatively new in education research, which encouraged the researchers to contribute to the growing body of knowledge.

Previous EFL studies that use Bronfenbrenner's Ecological Systems Theory. Bronfenbrenner's theory has been actively used in the field of teaching and learning English as a foreign language. Several studies have used it to research the impact of its different levels on learners' language skills. For instance, Rahimi (2023) affirmed that the microsystem from the EST has a strong impact on students' speaking competence in EFL classes. Similarly, Rajablou and Shirvan (2017) found that learners' beliefs belonging to different EST levels affect their preferences of English accents as well as the attitude towards their own accent. Shifting away from the oral skills, Saghafi et al. (2017) came to the conclusion that EFL learners' writing anxiety is affected by multiple factors related to their micro-, meso-, exo-, and macrosystems.

However, other studies have focused on distinct aspects of language learning process. For instance, in their research with international EFL learners, Garton et al. (2021) stated that Bronfenbrenner's model provided a useful tool for understanding their experience and catering to their particular characteristics. Furthermore, in a study related to the emotional component of language learning, Wang et al. (2023) identified a bidirectional connection between different levels of the EST and the compassion of among Iranian learners of English as a foreign language. Finally, several authors have also expressed ideas on how Bronfenbrenner's

theory might be used in the field of EFL in future studies. Guo and Lee (2023) conducted a systematic review of studies focused on informal digital learning of English and concluded that the most frequently mentioned factors were related to the microsystem. Therefore, they highlighted the need to have research about the other four levels of the EST. Walker and Pattison (2016) went even further and suggested fourteen new systems, which were based on Bronfenbrenner's original theory, in order for teachers and students' families to have a better understanding of learning processes inside and outside the school and thus to be able to provide them with the necessary support.

### **Materiales y Métodos**

The research design was framed in a descriptive phenomenological approach, as it aimed to explore the phenomenon of classroom management from different perspectives of the teachers who experienced it on a daily basis. Furthermore, the researchers' epistemological belief was to separate their own ideas and experiences from those of the participants, so that during data collection and analysis their bias and subjectivity could be bracketed (Neubauer et al., 2019), hence the descriptive focus. Therefore, the qualitative nature of this study led to selecting semi-structured in-depth interviews (Eppich et al., 2019) as its data collection instrument. The participants of the study were eight Colombian teachers, five men and three women, who were selected through purposive sampling. As the study focused particularly on EFL teachers in Colombian secondary schools, this type of sampling allowed the researchers to include the participants who had the necessary expertise to provide thoughtful ideas (Ahmed, 2024). Moreover, by employing purposive sampling the researchers ensured equal representation of

the educational sectors (half of the teachers belonged to the private sector, while the other half to the public one) as well as Colombian geographical regions (the teachers lived and worked in seven different departments of the country). The departments can be seen in Figure 1, and included Nariño, Valle del Cauca, Tolima, Caldas, Antioquia, Bolivar and Cesar. Six of the participants held a Bachelor's Degree in Foreign Language Teaching, one had a Master's Degree, and one finished vocational training to become a teacher. Their teaching experience varied between four and seventeen years.



**Figure 1.** Participants' departments on Colombian map.

Fuente: Elaboración propia.

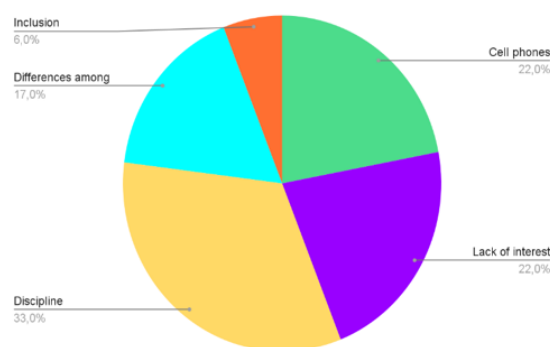
The rationale of focusing specifically on EFL classes owes to the fact that their classroom dynamics differ greatly from other subjects, which leads to serious challenges for the ELT professionals (Khansir & Mirzaei, 2024). For instance, Ahmad et al. (2020) mentioned three particular features that only foreign language teachers need to consider. First, language instruction requires students to work collaboratively, which is possible but not essential in other disciplines. Second, an L2 classroom is the only environment where the

medium of instruction is the same as the subject matter. And third, as compared to other disciplines, foreign language instruction requires a diversity of teaching methodologies and approaches. Additionally, Macias (2018) affirmed that pre-service foreign language teachers are instructed to use techniques that might lead to CM issues.

### **Resultados y Discusión**

The researchers used Google Meet as the main tool for conducting the interviews, because it allowed them to record and automatically transcribe the conversations thus facilitating data analysis. There was one participant who was interviewed through a WhatsApp video call, because he lived in a remote zone where connectivity was extremely limited. The interviews lasted from 45 to 65 minutes, and all the interviewees had previously signed an informed consent stating they understood the purpose of the study and agreed for the use of the information they provided in the present research. Afterwards, the interview transcripts underwent a thorough thematic analysis (Castleberry & Nolen, 2018), in which several coders took part to ensure a rigorous process. The researchers used a hybrid of deductive and inductive approaches to thematic analysis (Naeem et al., 2023). The former was implemented at the initial stage, when it was necessary to analyze the interviews in regards to the five ecological systems. Subsequently, the latter was used to identify patterns within each system. The results of that analysis are presented in the section below. The first step of the study was to examine classroom management challenges that EFL teachers in Colombia face on a daily basis. After analyzing the interview transcripts, the researchers identified a number of issues which are shown in Figure 2. As it can be seen, the biggest problem that EFL teachers have to face in their

classes are related to discipline. In some cases, the participants affirmed that students had side conversations all the time, which interrupted the flow of a lesson a lot: “Some of them just cannot stop talking” (Participant 1). Furthermore, given the communicative nature of English as a subject, some of the teachers stated that ordering a class was a great challenge, because students tend to forget simple things like taking turns and active listening: “The biggest problem for me is for the students to handle norms, for example, keeping quiet while another person is talking, giving a chance to other people to speak, or simply respecting other people’s opinions” (P6).



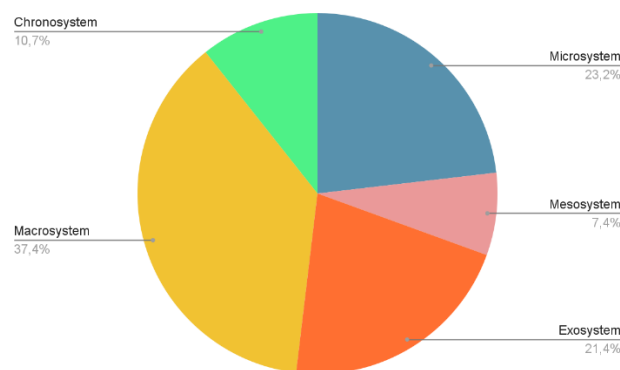
**Figure 2.** Classroom management problems

Following discipline issues, lack of interest towards learning English and the use of cell phones were both frequently mentioned by the participants. While the latter was always referred to as a big distractor, the former was described in different ways. First, several teachers affirmed that their students did not consider that they would need English further in their life. Second, according to some participants, many students perceive English as a difficult subject and are often discouraged by that. Moreover, one of the participants mentioned that lack of interest could sometimes be “contagious”, when a negative perception of the subject spread from one or few students to

the whole group. Another challenge that the interviewees faced was related to the differences among students of the same group. The most frequent one referred to students' levels of English, when a teacher had to balance a class in such a way that low-level students would not feel discouraged by the difficulty, while high-level students would find the class engaging enough not to feel bored. Moreover, the difference among students' learning styles was also highlighted by Participant 3, who reported that conducting an appropriate class for everyone was extremely difficult. Another difference that was brought up in the interviews was the socio-economic status of students: for example, Participant 5 pointed out that his students come from different social strata, and that turned into a problem, because students do not get along well, and, consequently, have arguments in class: "In the school where I work, you can see students from all social strata. There is a student who is out in the streets all the time, and there is also a student whose parents work in the mayor's office. So these differences have been my biggest challenge so far."

Last but not least, several teachers mentioned inclusion as an issue that often went beyond the cognitive domain and affected classroom management, because when their attention was directed towards students with special educational needs, the rest of their group were neglected. Having identified the most common challenges in classroom management, the researchers moved on to revealing the causes of those challenges. After a careful analysis of the participants' answers, the researchers distributed the causes along the five layers of the Ecological Systems Theory, and this distribution can be seen in Figure 3. The findings that follow are presented in a structured manner, using the order suggested by Bronfenbrenner, which goes from the Microsystem to the Chronosystem. Microsystem is the first of the five systems

according to Bronfenbrenner's model, and it refers to one's closest surroundings. Although a student's microsystem includes a number of participants, such as family members, peers, teachers, and neighbors, the only element that all the participants mentioned as the one influencing students' behavior in the classroom was the family. First of all, several interviewees affirmed that the home atmosphere could have an effect on students, including both positive and negative situations. The former was exemplified by Participant 5 who affirmed that families' engagement had a crucial impact on teenagers, ensuring good performance and behavior:



**Figure 3.** Percentage of causes of CM issues across Bronfenbrenner's systems

*Source: Own elaboration.*

"There are students whose families are always attentive; they are surrounded by care. So this family commitment is really important, because you can tell who those students are - they are the best students, you don't have any problems with them, they do well academically, and their behavior is within the norm. Additionally, when Participant 1 was talking about her experience in rural zones, she highlighted that the respect and discipline her students showed in class came from home, stating, "At home, they say - you have to listen to and respect your teacher, and do what they tell you. So the students are respectful, and the classroom management is easier.". However, the same teacher affirmed that, unfortunately, a negative atmosphere at

home also tends to have consequences in the classroom. She exemplified that with the situations in which teenagers face an aggressive home environment which is consequently reflected on their interactions at school. “When a teenager witnesses aggressiveness and conflict at home, they are most likely to replicate similar attitudes with their classmates”. An interesting comment, which is also related to an unfavorable effect of the home atmosphere, referred to the idea of a fixed mindset (Dweck, 2015), when a person doesn’t think they can succeed at something and, as a result, they do not. It was expressed by Participant 3, who stated that secondary school students often adopt such mentality from their parents: “When parents say that they are bad at English and cannot learn it, their children imitate the same attitude. They start believing that as well, and it is hard to break that barrier, so they become apathetic in English classes. That is another possible cause”.

Second, complex family situations were also found to have a reflection in students’ behavior. For instance, prolonged difficulties, such as parents’ divorce, might result in unsatisfied emotional needs, which in turn leads to inappropriate behavior in the classroom. Another example included cases when a student does not have parents and has to live with grandparents or other relatives, such as aunts or uncles, who cannot provide them with the necessary care. Apart from long-term issues, Participant 1 also mentioned occasional family arguments as another factor influencing students’ behavior on a daily basis: “If they had an argument with their mother or sibling the day before, obviously, they will be distracted in class”. Third, the use of cell phones, which was found to be one of the main classroom management difficulties, was also partially connected to students’ microsystems. A few

teachers said that habits related to cell phone use are shaped at home. For instance, Participant 1 noted that while in urban zones parents feel the need to be in touch with their children and thus insist on them taking cell phones to school, in rural areas there is often only one device per family, which means that students do not have phones in class. As a result, students in the latter context tend to be less distracted, and a teacher can give classes in a smooth and more organized way. Finally, upbringing styles were mentioned by several teachers. For example, Participant 1 stated that when parents facilitated every aspect of life for their offspring, children failed to learn that things can only be achieved when one works hard for them. Consequently, they do not see the need to study, or they might not understand the importance of the effort one must invest in their studies. “When a child is given everything, they won’t feel the need to make an effort for anything, and that also affects a lot. Imagine, I have never had an iPhone, and most of them already have iPhone15”. (P3).

Another factor of upbringing, which was mentioned by Participant 6, is the generational change - particularly, the shift in parental authority. He highlighted that modern parents, who tend to be younger nowadays, failed to establish authority with their children and found themselves without any tools to control them. This, in turn, translates into classroom relationships between students and teachers, when the former do not understand the concept of authority, or are not used to showing respect to any authority. As a result, when EFL teachers try to establish rules and limits, those students are reluctant to accept them: “Parents sometimes lose control. [...] Some of the parents come up to me and say that they do not know how to control their kids, because they haven’t set any limits. There are still parents who do

have the authority, but recently many young parents are too permissive and they are more like peers to their own children”. *Mesosystem*. The second layer of Bronfenbrenner's model is the Mesosystem, which includes the interactions between the elements of a student's microsystem. This level was the least mentioned by the participants of the study, who only highlighted the interaction between families and the school. One teacher only commented that the communication between teachers and parents was a tool for dealing with issues related to students' misbehavior at school: “So in these cases, we let parents know about the situation with the student.” (P8)

However, several participants did identify it as a factor that affected classroom management rather than just a tool for control. For instance, Participant 6 stated that when families communicated with the school and responded to his messages, he noticed that their children's behavior was better in class: “So the students whose families were receptive towards my calls were more aware of their process, they were somewhat more dedicated, attentive and grateful.” Additionally, the difference between urban and rural sectors was also highlighted at this level of the ecological model, once again favoring the latter. When Participant 5 was comparing his experience working in secondary school in both types of zones, he affirmed that the conditions in the rural one facilitated teachers' work quite a lot. According to him, schools have an important status there, which makes families collaborate a lot. As a result, students tend to be more respectful and behave appropriately: “Let's say that socially-wise, everything moves around the school there [in the rural zone]. So as a teacher, you can work a lot with that, you can engage the community in the academic processes. Mothers want to go to school to help, fathers also want to collaborate.

So the students' academic process reflects that, they are more respectful in class, because they feel this unity.” (P5).

*Exosystem*. The next level of the ecological model is the Exosystem, which includes a variety of components that students do not interact with directly but are still affected by them. As one of the biggest issues in classroom management mentioned by the participants was the use of cell phones, it came by no surprise that the topic of institutional policies regarding its use was commonly brought up in the interviews. A number of participants admitted that lack of such policies affected their English classes negatively, as students were allowed to bring and use their devices in class, leaving teachers with no tools to restrict that: “In the school where I work, unfortunately, there are no policies or regulations about the use of cell phones.” (P1)

However, some participants shared that in their institutions, there has been a growing awareness of the fact that cell phones have become a major distractor in the EFL classes. Participant 3, for example, stated that the teachers were “fighting” for the zero-cell-phones rule in the classroom, and had recently started to require students to either keep their devices in backpacks throughout the class, or put them in a box at the beginning of each class. While this example referred rather to the collective effort of the team of EFL teachers, another case shared by Participant 8 described a change at an institutional level, aiming to minimize classroom management problems: “We were having so many difficulties in the classroom, students were so distracted, that they [school administration] made the decision to adopt the policy of putting cell phones away before entering the classroom. And there has been such a positive change in their behavior. It has been

done with all grades, but you mostly feel it in higher grades - ninth, tenth, and eleventh.”

Additionally, some participants mentioned institutional policies regarding class size as another factor that affected their classroom management. They affirmed that the more students there are in an EFL class, the more difficult it is for a teacher to keep everything under control. For example, Participant 6 stated that in her school there are usually 35 to 40 students in the same class, which meant that a teacher could not possibly give enough attention to everybody. The same issue was also stressed out by Participant 1, who affirmed that managing the behavior of so many children was hard; in fact, she brought up the subject when comparing rural and urban contexts, and stating that smaller number of students in the former often lead to easier classroom management processes for EFL teachers: “The groups are smaller in the rural zone, so it facilitates classroom management a lot. But in the urban zone, groups tend to be bigger, so it is another difficulty, managing the behavior of so many students”.

Another important factor that several teachers pointed out was the institutional investment in school facilities and resources. They agreed that lack of funding had a direct effect on students’ behavior in their EFL classes. For instance, Participant 4, who taught in the rural zone, shared that despite the hot climate, there were no fans in the classrooms. Moreover, several classrooms had no windows, or some of the windows had broken glass. He affirmed that all those reasons lead to an unpleasant atmosphere in class and, as a result, had a negative impact on classroom management. On the other hand, both Participant 4 and 8 agreed that when a school had enough budget to provide the necessary resources, it led to a more positive

environment in their classrooms. Among such resources, they mentioned TVs, video beams, sound systems, computer rooms, and so on.

Finally, a number of the teachers interviewed stated that parents’ job conditions often negatively affected their children’s behavior in EFL classes. Participants 1 and 2 mentioned parents’ work schedule as a crucial factor in students’ daily routine. They explained that parents had night shifts and were thus absent from home in the evening and at night; consequently, their children would often go to bed very late, and then feel tired and sleepy during the day. For the English teachers, this resulted in little attention students would pay in class, or little motivation to take part in activities, or in general, to learn. Apart from that, it is worth to note Participant 3’s comment, as she worked in a very particular context - a semi-private school, whose students were children of police and army officers. What she said was also related to parents’ jobs, but instead of talking about schedule, she shared that her students’ behavior was negatively affected by the fact that their parents were frequently transferred to different cities: “Transfers are very frequent. That happens really a lot - they study at the same school for a year, or sometimes for six months. That depends on the rank - high-rank officers are transferred more often, but low-rank officers might last longer in the same place. [...] So, of course, you can see that reflected in their [students’] behavior.”

Macrosystem. Next in Bronfenbrenner's model comes the Macrosystem, which includes all the big-scale factors, such as the country context, socio-economical aspects, and cultural factors, among others. The Macrosystem resulted to be the most frequently mentioned by the participants of the present study, which

highlights its important impact on classroom management in EFL classes. In fact, Participant 7 affirmed that it was “the most influential domain” in terms of student behavior. The aspect that was most frequently identified across all the interviews was students’ socio-economic context. The teachers have mentioned both its positive and negative effects on students’ behavior. Among the positive aspects, Participants 3 and 8 pointed out the fact that students’ families had enough financial resources to meet their needs facilitated classroom management, as they did not have face any serious social issues that normally lead to problems: “Well, you see, we do have some challenges, but in our institution the students are very manageable. There are no gangs, thank God, there are no drugs, so there is no disorder, and the students behave well. I think this is thanks to their families' social context. Our students never go to sleep hungry, and they have a good quality of life. So it is not a vulnerable population, and it is easy to handle.” (P3)

“Something that helps a lot is that they can afford trips abroad. So they come up to me and say, “Teacher, I went to Canada, or Australia, and now I know that English is important. I was at the airport, and I had to explain something. You are always right, teacher, when you say English is important.” So they get out of the bubble and face reality, and they see how important it is to pay attention in their English classes, because they see that what they learn is truly relevant.” (P8). Participant 1 stressed out the positive impact of the sociocultural context of the rural zone, where teenagers tend to be somewhat more innocent in terms of their hobbies. This leads to the fact that they pay more attention in class and get less distracted by other interests: “In the rural zone, classroom management is also easier, because students are ... I am not sure about the word ... let’s say,

innocent. They still don’t care about TikTok, or about getting a boyfriend or a girlfriend. Girls don’t think about make-up. Also, there are not so many problems with drugs there. They are simply not interested in those things, so they do not become a distraction in English classes, and students behave better.” Unfortunately, the negative effect of students’ socio-economic context was mentioned far more often. According to many participants, a vulnerable background often led to disruptive behavior and discipline issues. As Participant 5 stated, “social dynamics and inequality around the country” caused classroom management problems most of all.

As Colombia is still being affected by the armed conflict and drug issues (LEE; 2025), three participants mentioned them as the main reason for behavior challenges in the English classroom. They suggested both drug consumption and drug production as major concerns: “The majority of our students come from under-resourced families, so they are very exposed to drug consumption. Because of that, they have behavior disorders. So, obviously, their behavior is seriously affected. If a guy was consuming the day before my class, of course, they will act in an altered way, and they will not pay any attention.” (P1). “In my school, many students don’t want to study English, they see it as an obligation, as something that won’t be useful in the future. [...] Here there is a lot of cocaine trafficking, many families are involved in that. So our students’ ambition is to work in that sort of business, rather than study - because it gives them money. So they don’t have any motivation, and it makes things more difficult for me” (P 4) Related to the same topic of drugs, a similar comment was made by Participant 6, who referred to the Colombian armed conflict in general. He also pointed out that many students did not feel any motivation to study

English, because they see joining armed groups as something much more attractive: “The armed conflict still goes on. Some of our students belong to different gangs. Just last year, three of our students dropped out from school and were killed by rival groups. So they are more interested in being part of those groups, rather than learning English.” (P6). In addition to the above-mentioned socio-economic factors, which might be more obvious, some participants mentioned other aspects that were less expected. For instance, Participant 7 shared that students’ favorable economic background might also have a negative impact on their attitude in class, because they had gotten used to the fact that everything was done for them. Consequently, they expected their teacher to simply “facilitate” things for them, and did not try to make any effort to study. Moreover, although they were adolescents, the participant had to spend class time explaining how they had to organize their desks: “Fortunately, my students have lots of privileges. Most of their families have a high social status that allows them to have many things. This means that my students are used to getting everything easily. So they also sometimes expect that from me, just to facilitate as much as possible, so that they can have an easy and calm life. They don’t even know that they should throw garbage away. So I can see that they are used to someone else doing that. Imagine the time I have to spend on that in class” . The same teacher also emphasized that Caribbean culture was another factor influencing students’ behavior in class. She explained that people from that zone tend to be very jolly and energetic, and they are mostly concerned about having a good time. As a result, their idea of a 50-minute English class would sometimes include 30 minutes of studying and 20 minutes of doing nothing or having fun. Because of that attitude, classroom management often became a challenge.

Furthermore, as one of the most common classroom management issues identified in this study was the excessive use of cell phones, its roots were also linked to students’ Macrosystem. A number of the teachers interviewed linked it to global tendencies of technological advancement and the growing influence of social media. Participant 1, for instance, called cell phones “a necessary tool worldwide”. She also stated that her students belong to the generation that was deeply affected by screens and, therefore, struggle with attention issues: “Well, the fact that they don’t listen or pay attention, and constantly speak is also related to this lack of attention development among teenagers these days. It’s a generation that has been bombarded by screens and technology, so they haven’t correctly developed the ability to pay attention to something slow, or something that is a bit more boring than what screens show. Participant 4 also noted that his students had a need to be constantly connected and updated, and even affirmed that it could be considered addiction. He added that it was quite common for him to see students using applications like WhatsApp, Snapchat and Instagram even during class time.

Additionally, several participants stressed out the fact that inclusion has recently become a significant factor that impacts classroom management dynamics in the English classroom. Although the teachers understood the importance of including students with special educational needs in the school system, they expressed concern regarding the lack of the right conditions or strategies on how to handle those students in the classroom. The participants also added that it was necessary to always pay attention to them, which meant less attention for the rest of the group. “The inclusion ... well ... that’s something we cannot control, right? Those are the things that the

government has established. So we have neurotypical and neurodivergent students in the same classroom, and it means we have to be constantly watching them. But what about the other students, you know?” (P3).

“There are also some students with special needs who interrupt classes a lot, and you don’t know what to do with them. For example, attention deficit, or hyperactivity.” (P6). Finally, two of the teachers interviewed also mentioned geographical aspects that cannot be changed, but affect classroom management dynamics. Due to the fact that Colombia is situated close to the equator, there are no seasons, which means that many cities and towns experience hot weather throughout the whole year. Therefore, several participants pointed out the heat as a serious problem when managing an-English class. According to them, students’ attitude changes with hot weather, making them distracted, lazy, and apathetic. This, in turn, has a direct negative effect on classroom dynamics. “You know, sometimes it’s also the weather. Here it is always very hot, and there are no fans in the classrooms. So the only thing we can do is to drink water, and so students constantly go to the bathroom to refill their water bottles. This disrupts classes a lot.” (P4). “There are always students who say “Teacher, it’s too hot, let’s just rest”. In our city, the climate is very hot, so they are often lazy, and that’s because of the weather.” (P8). Chronosystem. Finally, the last level of the ecological model is the Chronosystem, which refers to the changes that happen in time, throughout students’ lives. It is worth pointing out that although the range of factors related to the chronosystem and affecting classroom management in the English classes was not very wide, almost all the participants did, in fact, mention temporal changes as a cause affecting students’ behavior. The majority of the

comments referred to the issues related to adolescence - biological and emotional changes that teenagers undergo: “I think it is the clash between childhood and adolescence. They feel older, so they seek other kinds of relationships - like a boyfriend or a girlfriend, you know. Also, their friendships start affecting their behavior much more.” (P8)

“They start focusing on things beyond the academic aspects. They go through biological changes due to their age, and it shows in their behavior. I would say that’s the main one [cause].” (P7). “They are young, so they simply want to talk to each other all the time.” (P2). However, one participant spoke about another possible reason which is also related to the Chronosystem, as it refers to a major historical event that has affected students’ lives - the COVID-19 pandemic. He mentioned it in regards to the use of cell phone, stating that the lockdown pushed people around the world to become more dependent on technology: “I don’t know if, maybe, it is the result of what we lived during the pandemic, when we were forced to communicate this way [through screens].” (P4)

The findings of this study support the ecological logic of Urie Bronfenbrenner and show that factors shaping students’ behavior are scattered along the five levels of his model. However, this idea goes somewhat against the mainstream perspectives on classroom management. In a review of relevant literature on classroom management in different countries, Wubbels (2011) identified six main approaches that focused on behavior control, peer relationships, classroom environment, teacher’s discourse and curricular factors. As it can be seen, the above mentioned approaches refer to the Micro- and Exosystem, but exclude the other three levels of the EST. Although external factors are often

outside EFL teachers' control zone, a clear and integral understanding of the complexity of CM can explain why traditional strategies might not always work.

Student disengagement from English cannot be reduced only to low intrinsic motivation or lack of teachers' strategies; rather, it reflects a mismatch between school discourse and the socio-economic realities available to students. This view of student motivation has already been expressed in the EFL field literature. For instance, in her study on challenges in English language acquisition, Syafriwana (2023) concluded that one of the factors that reduced students' motivation considerably was the fact that they did not consider English relevant for their professional future. When students' surroundings do not show any value of English for their professional future, when they go through harsh life situations outside their school, or when their vision is overshadowed by social media as a generational phenomenon, then the tools that teachers of English as a foreign language have at hand to shape learners' behavior and attitude might simply not be enough.

This idea also resonates with the Cultural-Historical Activity Theory which states that people's development results from the "interaction with the cultural-historically determined tools through which subjects mediate their actions on the world" (Grimalt-Álvaro & Ametller, 2021, p.2). Nowadays, social media can be considered such cultural-historical tool that has a profound impact on people's life all around the world. Therefore, its impact on the development and behavior of secondary school students fits within the theor. Classroom management appears to be facilitated for EFL teachers in the rural setting. On the one hand, this contradicts the common

viewpoint that students in rural zones might be more prone to do worse academically than those in urban areas (Ramos et al., 2021), thus leading to a conclusion that rural schools do not provide the most favorable conditions for learning. On the other hand, the findings of the present study show that, in fact, they can offer a number of advantages: low exposure to technology and social media, lack of access to illicit substances and small class size – all of these factors facilitate classroom management for EFL teachers.

This finding reframes classroom management from a teacher skill to a community-supported structure, confirming the idea of Ninni Wahlström (2026) that "place is not an independent entity but is instead constructed through particular social relations at a given time depending on both physical and social factors" (p.1). Therefore, the importance of the community in the rural setting becomes relevant for shaping classroom dynamics. Additionally, this could be explained by the fact that secondary school students in Colombia tend to have more developed social skills than their peers in urban areas, skills such as empathy and self-regulation (Muñoz Rondón, 2024), which might have a significant effect on their behavior in class. One cannot ignore the fact that Colombia is still going through the post-conflict period, although according to some sources the conflict has been reactivated in the recent years (JEP, 2022). However, regardless the current status of the armed conflict in the country, the reality of many communities is marked by violence and illicit drug trafficking. Therefore, when analyzing the causes of classroom management issues one cannot ignore such reality as it has a direct impact on students' lives and, consequently, permeates all the levels of the EST thus changing the traditional classroom management patterns proposed by the EFL

literature. First of all, there appears to be a strong need to review policies regarding the use of devices in schools. According to a recent report on school bans of cell phones by UNESCO (2026), more than 50% of countries in Latin America and the Caribbean regions have introduced official policies on smartphone use in educational institutions. However, the absence of consistent national-level guidance regarding digital device use in Colombia may contribute to uneven classroom management conditions across institutions. This is especially relevant for public schools, as private institutions have certain freedom to establish their own policies.

Second, training on inclusive education remains a vital necessity for EFL teachers. The importance of directing educational system towards inclusion cannot be underestimated, and Colombian Ministry of Education has officially stated that Colombian EFL educators need to learn the strategies necessary for teaching students with diverse needs (MEN, 2022). However, when inclusive policies are not accompanied by sufficient teacher preparation (Ali, 2018), classroom support, or reduced class size, their implementation appears to generate pedagogical strain regarding classroom management. Therefore, there is a strong need to equip EFL professionals with the strategies and techniques that will enable them to manage their diverse classrooms efficiently. Finally, the class size remains a serious issue as it significantly constrains teachers' capacity to individualize instruction and manage behavior effectively. In fact, Avendaño et al. (2024) highlighted it as one of the major obstacles towards national bilingualism goals. Consequently, policy makers at national and regional level might consider this aspect in regards to EFL classrooms. Based on the findings of the present

study, we can state that classroom management is a complex phenomenon which is socially embedded rather than individually generated. While traditional CM literature (Brown & Lee, 2015; Harmer, 2015; Richards & Renandya, 2002) that focuses on the immediate details, such as physical environment, planning and discipline control, is very important for both pre-service and in-service EFL teachers, it is also crucial for them to understand the underlying causes that drive learners towards positive or negative patterns in their behavior and attitude towards classroom procedures and dynamics.

This partially coincides with the idea expressed by Farmer et al. (2017), who spoke about the social dynamics in the CM processes. They highlighted the important role of the teacher in constructing such dynamics and how it often remains unnoticed. Nevertheless, their main focus was on the social environment within the classroom, which refers only to the first layer of the EST, the Microsystem. The findings of the present study support the importance of considering classroom ecology as it was mentioned that peer influence can be one of the factors that define classroom atmosphere. However, the results also show that the influence of social factors on CM must be considered in a much wider context.

### **Conclusion**

This research revealed a number of relevant findings regarding CM in secondary school EFL classes through teachers' perspective. In terms of CM problems, the researchers concluded that EFL teachers face similar challenges across different educational contexts. They did not find significant differences between private and public sectors. All the participants consistently reported facing problems related to discipline, use of cell

phones, lack of interest towards English as a subject, and less frequently - differences among students and inclusion. When directly asked if they have observed different CM issues in the sectors or zones where they have worked, they answered negatively.

In regards to the participants' perspective on the causes of the above-mentioned problems, there were also several important conclusions. First of all, the study revealed that CM is an extremely complex phenomenon which is influenced by a myriad of factors. Additionally, only a few of those factors depend directly on the teacher, as the vast majority of them stem from reasons external to the classroom environment itself. This means that despite the great responsibility that is placed onto EFL teachers, they cannot always handle classroom issues effectively, as the reasons lie beyond their control.

Second, there was a consistent idea repeated across all the Ecological Systems - rural zones seem to provide conditions that facilitate CM for EFL teachers. This conclusion is particularly interesting given the fact that Colombian teachers seldom consider rural zones as a desirable work environment. The advantage of the rural zones is explained by several factors. Lack of access to technology, traditional upbringing and respect for authority, families' collaboration, small class size, and little access to illicit substances – all these characteristics reduce the number of CM issues. Third, the study showed that technology permeates most of the ecological systems in students' life, and this leads to negative consequences for CM. Devices are a major distractor in EFL classes, as students feel a constant need to stay connected and get updated on social networks. Sadly, this so-called addiction is fed by modern tendencies that can be observed at the level of

families, institutions, and the society as a whole. Finally, there were also relevant conclusions at each level of Bronfenbrenner's EST. Regarding the Microsystem, families should understand their vital role in students' academic life, as cases of family conflicts or gaps in upbringing are directly reflected in their behavior and attitude in class. Additionally, they should understand that good communication with their children's school can improve those aspects - a characteristic of the Mesosystem. As for the next level of the model, the Exosystem, school administrations should provide favorable conditions for effective classroom management to take place, because even basic issues like lack of fans in a hot climate or an extremely high number of students in a class may negatively affect CM dynamics. Furthermore, policy makers need to carefully analyze all the intricate details of different socioeconomic and sociocultural contexts (Macrosystem) in order to tackle the resulting CM problems and thus improve students' learning process. Finally, although there are not always solutions to the issues that were mentioned in regards to the Chronosystem, teachers should be aware of them in order to adjust their CM appropriately.

### **Referencias Bibliográficas**

- Ahmad, M., Raza, A. & Arshad, A. (2020). Teacher-Student Interaction Management: A Study on the Practices and Principles in a Pakistani ESL Classroom. *The Independent Journal of Teaching and Learning*, 15, 51-68. <https://doi.org/10.17159/nhsjsh72>
- Ahmed, S.K. (2024). How to choose a sampling technique and determine sample size for research: A simplified guide for researchers. *Oral Oncology Reports*, 12. <https://doi.org/10.1016/j.oor.2024.100662>.
- Ali, A. (2018). Identifying training needs of In-Service EFL teachers in inclusive Schools in Egypt. *Arab World English Journal*, 9(1), 163–183. <https://doi.org/10.24093/awej/vol9no1.12>
- Avendaño, J., Duarte, A, Vargas, J., & Jaimes, J. (2024). Retos de la enseñanza del inglés: el caso de un colegio público. *Enunciación*, 29(2), 253–269. <https://doi.org/10.14483/22486798.21435>

- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32 (7), 513. <https://psycnet.apa.org/record/1978-06857-001>
- Brown, H, Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Teaching Pedagogy*. 4th Edition. Pearson Education. <https://octovany.wordpress.com/wp-content/uploads/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Cabrales, M., and Cáceres Cabrales, J. A. (2018). El trabajo en equipo, una estrategia eficaz para el manejo integral del aula. *Hexágono Pedagógico*, 9(1), 50–63. <https://doi.org/10.22519/2145888X.1254>
- Castleberry, A., and Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807-815. <https://doi.org/10.1016/j.cptl.2018.03.019>.
- Chong, S., Isaacs, T., & McKinley, J. (2023). Ecological systems theory and second language research. *Language Teaching*, 56(3), 333–348. doi:10.1017/S0261444822000283
- Díaz, I., Ipiá Salinas, C., and Cuesta Medina, L. (2023). Shaping Better Futures: Inside-Out Colombian English Language Teachers' Gaps and Practices. *Profile Issues in Teachers' Professional Development*, 25(2), 65-79. <https://doi.org/10.15446/profile.v25n2.95969>
- Donley, J., Detrich, R, Keyworth, R., & States, J. (2019). *Teacher Retention*. Oakland, CA: The Wing Institute. <https://www.winginstitute.org/quality-teachers-retention>
- Dweck, C. (2015). Carol Dweck Revisits the 'Growth Mindset'. *Education Week*. [https://www.edweek.org/leadership/opinion-carol-dweck-revisits-the-growth-mindset/2015/09?utm\\_source=chatgpt.com](https://www.edweek.org/leadership/opinion-carol-dweck-revisits-the-growth-mindset/2015/09?utm_source=chatgpt.com)
- Eppich, W, Gormley, G, Teunissen, P. (2019). In-Depth Interviews. In: Nestel, D., Hui, J., Kunkler, K., Scerbo, M., Calhoun, A. (eds) *Healthcare Simulation Research*. Springer, Cham. [https://doi.org/10.1007/978-3-030-26837-4\\_12](https://doi.org/10.1007/978-3-030-26837-4_12)
- Farmer, T., Dawes, M., Hamm, J, Lee, D., Mehtaji, M., Hoffman, A. S., & Brooks, D. (2018). Classroom Social Dynamics Management: Why the Invisible Hand of the Teacher Matters for Special Education. *Remedial and Special Education*, 39(3), 177-192. <https://doi.org/10.1177/074193251771835>
- Garton, P., Grimm, A., & Kim, S. (2021). Spanning Systems and ecological fluidity. *Journal of Comparative & International Higher Education*, 13(5), 218–231. [https://doi.org/https://www.researchgate.net/publication/359324614\\_Spanning\\_Systems\\_and\\_Ecological\\_Fluidity\\_y\\_A\\_Revised\\_Ecological\\_Development\\_Model\\_for\\_International\\_Students](https://doi.org/https://www.researchgate.net/publication/359324614_Spanning_Systems_and_Ecological_Fluidity_y_A_Revised_Ecological_Development_Model_for_International_Students)
- Giraldo Salazar, L. (2022). The Influence of a Humanistic Approach to Classroom Management on Third-grade Students' Behavior. [Bachelor's Thesis, Universidad de Antioquia]. <https://hdl.handle.net/10495/33920>
- Gómez Rivas, H. (2023). Gamification and Classroom Management in a Group of Fifth Graders. [Bachelor's Thesis, Universidad de Antioquia]. <https://hdl.handle.net/10495/37330>
- Grimalt-Álvaro, C., & Ametller, J. (2021). A Cultural-Historical Activity Theory Approach for the Design of a Qualitative Methodology in Science Educational Research. *International Journal of Qualitative Methods*, 20. <https://doi.org/10.1177/16094069211060664>
- Guy-Evans, O. (2024). Bronfenbrenner's Ecological Systems Theory. *Simply Psychology*. [https://www.researchgate.net/publication/383500583\\_Bronfenbrenner's\\_Ecological\\_Systems\\_Theory](https://www.researchgate.net/publication/383500583_Bronfenbrenner's_Ecological_Systems_Theory)
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
- Jurisdicción Especial para la Paz [JEP]. (2022). *COMUNICADO 013 DE 2022*. <https://www.jep.gov.co/Paginas/En-2021-el-conflicto-armado-se-reactiv%C3%B3-en-12-zonas-del>
- Khansir, A., & Mirzaei, M. (2024). The Classroom Management in English Language Teaching. *Indian Journal of Language and Linguistics*, 5(2), 44-52. <https://doi.org/10.54392/ijll2424>
- Kounin, Jacob S. (Jacob Sebastian), 1912-. (1970). *Discipline and group management in classrooms* [by] Jacob S. Kounin. New York : Holt, Rinehart and Winston.
- Laboratorio de Economía de la Educación (LEE) de la Pontificia Universidad Javeriana. (2025). Informe No.115. Alertas Tempranas y Educación en Colombia: Diagnóstico de la afectación del conflicto en las comunidades educativas. Disponible en <https://lee.javeriana.edu.co/publicaciones-ydocumentos>
- Macías, D.F. (2018). Classroom Management in Foreign Language Education: An Exploratory Review. *Profile Issues in Teachers' Professional Development*, 20 (1), 153-166. <https://doi.org/https://dx.doi.org/10.15446/profile.v20n1.60001>
- Macías, D.F., and Sanchez, J.A. (2015). Classroom management a persistent challenge for pre-service foreign language teachers. *Profile: Issues in Teachers' Professional Development*, 17(2), 81-99. <http://dx.doi.org/10.15446/profile.v17n2.43641>
- Mejía Agudelo, J. (2018). To What Extent Does the Use of "Technological Strategies for Classroom Management" (TSCM) Lessen Third Graders' Disruptive Behaviors in an EFL Class? [Bachelor's Thesis, Universidad de Antioquia]. <http://hdl.handle.net/10495/10266>
- Ministerio de Educación Nacional [MEN]. (2022). Inclusión y equidad: hacia la construcción de una política de educación inclusiva para Colombia: nota técnica. [https://www.mineducacion.gov.co/1780/articulos-363488\\_recurso\\_17.pdf](https://www.mineducacion.gov.co/1780/articulos-363488_recurso_17.pdf)
- Muñoz Rondón, T. M., Saavedra Barrera, G., & Prada, N. J. (2024). Comparative Analysis of Social Skills in a Rural and Urban Context in Colombia. *Pensamiento Americano*, 17(34), e-730. <https://doi.org/10.21803/penamer.17.34.730>

- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231205789>
- Neubauer, B.E., Witkop, C.T. & Varpio, L. How phenomenology can help us learn from the experiences of others. *Perspect Med Educ* 8, 90–97 (2019). <https://doi.org/10.1007/s40037-019-0509-2>
- O'Day, J.A., Smith, M.S. (2016). Quality and Equality in American Education: Systemic Problems, Systemic Solutions. In: Kirsch, I., Braun, H. (eds) *The Dynamics of Opportunity in America*. Springer, Cham. [https://doi.org/10.1007/978-3-319-25991-8\\_9](https://doi.org/10.1007/978-3-319-25991-8_9)
- Parra, J.D., and Hernández, C. (2019). Classroom observation in context: an exploratory study in secondary schools from Northern Colombia. *Revista Brasileira de Educação*, 24. <https://doi.org/10.1590/S1413-24782019240005>
- Petty, G. (2010). *Teaching Today: A practical Guide*. 4th edition. Nelson Thornes Ltd.
- Rajablou, F., & Shirvan, M. E. (2017). Iranian English Language Learners' Attitude towards their Accent in English Language: An Ecological Approach. *Englishes in Practice*, 4(1), 1–30. <https://doi.org/10.1515/eip-2017-0001>
- Rahimi, M. (2023). Learning Ecology Perspective of Instructors to Enhance EFL Students' Speaking Skills: a Microsystem Perspective of Bronfenbrenner's Bioecological Model. *Vision: Journal for Language and Foreign Language Learning*, 12(2), 115–128. <https://doi.org/10.21580/vjv13i118058>
- Ramos, R., Duque, J. C., & Nieto, S. (2021). Decomposing the Rural-Urban Differential in Student Achievement in Colombia using PISA Microdata. *Studies of Applied Economics*, 34(2), 379–412. <https://doi.org/10.25115/cae.v34i2.3044>
- Richards, J.C., Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology Current Practice*. Cambridge University Press.
- Rosado Mendinueta, N.R. (2012). Contingent interaction a case study in a Colombian EFL classroom. *Zona Próxima*, 17, 154-175. <https://dialnet.unirioja.es/servlet/articulo?codigo=6398366>
- Saghafi, K., Adel, S. M. R., & Zareian, G. (2017). An Ecological Study of Foreign Language Writing Anxiety in English as a Foreign Language Classroom. *Journal of Intercultural Communication Research*, 424–440. <https://doi.org/10.1080/17475759.2017.1367954>
- Sánchez Solarte, A.C. (2019). Classroom Management and Novice Language Teachers: Friend or Foe? *How*, 26(1), 177-199. <https://doi.org/10.19183/how.26.1.463>
- Shibli, M.A., and Jalil Majid, R.A. (2022). Using Cause and Effect Analysis to Improve the Quality of University Education: A Case Study. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1), 916-928. <https://doi.org/10.9756/INT-JECSE/V14I1.221106>
- Syafriwana, S. (2023). Addressing the Challenges of English Language Acquisition among Social Science Students in Resource Constrained Environments. *BATARA DIDI English Language Journal*, 2(3), 118-130. <https://doi.org/10.56209/badi.v2i3.104>
- Tong, P., and An, I.S. (2024). Review of studies applying Bronfenbrenner's bioecological theory in international and intercultural education research. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1233925>
- UNESCO. (2026). *Phone bans in schools are spreading worldwide as the policy debate rages on*. <https://www.unesco.org/gem-report/en/articles/phone-bans-schools-are>
- Uni Trejos, J, Arango Guerrero, J and Sepúlveda Barrios, H. (2017). The use of storytelling as a classroom management technique to prevent disruptive behavior in an EFL public primary classroom. [Bachelor's Thesis, Universidad Tecnológica de Pereira]. <https://hdl.handle.net/11059/8081>
- Velásquez, A. M., Mendoza, D. F., and Nanwani, S. K. (2022). Becoming a competent classroom manager: A case-study of a preservice teacher education course. *Teaching Education*, 34(2), 147–169. <https://doi.org/10.1080/10476210.2022.2048646>
- Wahlström, N. (2026). The rural school in an urban society. *Education Inquiry*, 1–13. <https://doi.org/10.1080/20004508.2026.2634525>
- Walker, G., & Pattison, E. (2016). Using bronfenbrenner's ecological framework to design support systems for education and special education. In *Handbook of Research on Applied Learning Theory and Design in Modern Education* (pp. 251–269). IGI Global. <https://doi.org/10.4018/978-1-4666-9634-1.ch012>
- Wang, G., Soleimanzadeh, S., & Shirvan, M. E. (2024). An ecological perspective on the flow of compassion among Iranian learners of English as a foreign language. *Studies in Second Language Learning and Teaching*, 14(2), 207–234. <https://doi.org/10.14746/ssllt.32804>
- Wubbels, T. (2011). An international perspective on classroom management: ¿what should prospective teachers learn? *Teaching Education*, 22(2), 113–131. <https://doi.org/10.1080/10476210.2011.567838>



Esta obra está bajo una licencia de **Creative Commons Reconocimiento-No Comercial 4.0 Internacional**. Copyright © Alexandra Novozhenina, Valeria Ríos Olarte y Luna Martínez Orozco.

**Declaraciones éticas y editoriales del artículo**

**Contribución de los autores (Taxonomía CRediT)**

Alexandra Novozhenina: conceptualización de la investigación, diseño metodológico, desarrollo del proceso investigativo, análisis formal de los datos, redacción del borrador original del manuscrito, revisión crítica del contenido científico y supervisión general del estudio.

Valeria Ríos Olarte: curación y organización de los datos, participación en la recolección de información, validación de los resultados obtenidos y elaboración de representaciones gráficas y visualización de los datos.

Luna Martínez Orozco: provisión de recursos académicos y materiales para el desarrollo del estudio, apoyo en la administración del proyecto investigativo y revisión editorial del manuscrito antes de su publicación.

**Declaración de conflicto de intereses**

Los autores declaran que no existe conflicto de intereses en relación con la investigación presentada, la autoría del manuscrito ni la publicación del presente artículo.

**Declaración de financiamiento**

La presente investigación no recibió financiamiento específico de agencias públicas, comerciales o de organizaciones sin fines de lucro. En caso de existir financiamiento institucional o externo, este deberá ser declarado explícitamente por los autores en esta sección.

**Declaración del editor**

El editor responsable certifica que el proceso editorial del presente artículo se desarrolló conforme a los principios de integridad científica, transparencia y buenas prácticas editoriales. El manuscrito fue sometido a un proceso de evaluación mediante revisión por pares doble ciego, garantizando la confidencialidad de la identidad de los autores y revisores durante todo el proceso de dictamen académico. Asimismo, el editor declara que el artículo cumple con los criterios científicos, metodológicos y éticos establecidos por la revista.

**Declaración de los revisores**

Los revisores externos que participaron en la evaluación del presente manuscrito declaran haber realizado el proceso de revisión de manera objetiva, independiente y confidencial. Asimismo, manifiestan que no mantienen conflictos de interés con los autores ni con la investigación evaluada, y que sus observaciones y recomendaciones se fundamentan exclusivamente en criterios científicos, metodológicos y académicos.

**Declaración ética de la investigación**

Los autores declaran que la investigación se desarrolló respetando los principios éticos de la investigación científica, garantizando la confidencialidad de los datos y el respeto a los participantes del estudio. En los casos en que la investigación involucre seres humanos, los procedimientos deben ajustarse a los principios éticos establecidos en la Declaración de Helsinki y a las normativas institucionales correspondientes.

**Declaración sobre el uso de inteligencia artificial**

Los autores declaran que el uso de herramientas de inteligencia artificial, en caso de haberse utilizado durante el proceso de investigación o redacción del manuscrito, se realizó únicamente como apoyo técnico para mejorar la claridad del lenguaje o el análisis de información, manteniendo siempre la responsabilidad intelectual sobre el contenido del artículo. Las herramientas de inteligencia artificial no fueron utilizadas como autoras del manuscrito ni sustituyen la responsabilidad académica de los investigadores.

**Disponibilidad de datos**

Los datos que respaldan los resultados de esta investigación estarán disponibles previa solicitud razonable al autor de correspondencia, respetando las normas éticas y de confidencialidad establecidas por la investigación.

