

Streamlining English Instruction: New Media Technology Engagement and Self-Efficacy

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Abstract

This study examined new media technology engagement and self-efficacy among Senior High School English teachers and developed a New Media Technology Portfolio for English instruction. It was anchored in the Technology Acceptance Model, Selective Exposure Theory, SAMR Model, and Self-Efficacy Theory. An explanatory sequential mixed-methods design was employed involving 39 Senior High School English teachers in the Second Congressional District of Samar, with purposively selected participants for qualitative interviews. Data were collected using an adapted survey questionnaire based on established measures of user engagement, media and technology usage, and technology self-efficacy, supplemented by an interview guide. Findings showed average teacher engagement across communication, collaboration, community, creativity, and convergence and average self-efficacy across performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Relevant training was significantly associated with all engagement and self-efficacy domains, while educational background was significantly related to selected engagement domains and all self-efficacy domains. All five engagement domains were significantly and positively related to all four self-efficacy domains, with correlations ranging from .342 to .687. Qualitative findings identified unreliable internet connectivity, inadequate technological equipment, technical difficulties, limited student access to devices, and pedagogical constraints as major challenges. Teachers addressed these through professional development, backup plans, offline resources, and cooperative learning, while recognizing opportunities for student-centered learning and streamlined instruction. The study concludes that effective technology integration requires continuous professional development, institutional support, improved infrastructure, and equitable access to educational resources. The study supports SDG 4 – Quality Education by strengthening teachers' capacity for technology-responsive English instruction. Its educational and technological sustainability contribution lies in supporting continuing teacher development and adaptable instructional practices through the developed New Media Technology Portfolio.

Keywords: English Instruction; New Media Technology; Professional Development; Self-Efficacy; Senior High School English Teachers; Technology Engagement; Technology Integration

1. Introduction

Technological advancement has transformed education through greater access to digital communication and interactive learning resources. Globally, 5.3 billion people are connected to the internet, while 95% of the population lives within mobile broadband coverage (UN Commission on Science and Technology for Development, 2023). New media technologies, which involve networked digital communication and interaction, have consequently become increasingly relevant to education (Varenia & Phalguna, 2022). In English instruction,

their effective integration depends not only on technological access but also on teachers' engagement, pedagogical competence, and confidence in using these technologies.

Countries such as the United States, Japan, and Korea increasingly integrate new media technologies into classrooms and provide teachers with opportunities to strengthen their technological competencies (Horita & Nagahama, 2023; Kim et al., 2020). However, developing contexts continue to experience limited technological access, infrastructure constraints, and gaps in educators' technological skills (Rodríguez-Segura, 2021). Digital inequalities may also occur between teachers and students in terms of motivation, physical access, skills, and technology use (Soomro et al., 2020). Teachers' confidence in their technological abilities is therefore important to successful technology integration (Uzun & Yildirim, 2018). In the Philippines, teachers are expected to help learners develop life and career, learning and innovation, and information, media, and technology skills (Stehle & Peters-Burton, 2019). Technology use is likewise incorporated into classroom expectations under the Philippine Professional Standards for Teachers (PPST) (Department of Education, 2019; Lleo, 2016). Effective English instruction, however, requires teachers to move beyond basic technology use toward appropriate and confident engagement with new media technologies.

Self-efficacy is important because teachers who believe in their technological capabilities may be more prepared to integrate new media technologies into their instruction. Technology access alone does not ensure effective integration when teachers lack the necessary confidence, technical skills, or pedagogical knowledge. Thus, examining English teachers' self-efficacy alongside their engagement with new media technologies provides a clearer understanding of their capacity to use these resources effectively.

Internationally, new media technologies are increasingly recognized as tools for improving contemporary instruction (Horita & Nagahama, 2023; Kim et al., 2020). However, technological access and teacher competencies remain uneven, particularly in developing contexts (Rodríguez-Segura, 2021; Soomro et al., 2020). In Philippine education, the emphasis on 21st-century competencies and technology integration requires teachers to possess both technological and pedagogical capabilities (Stehle & Peters-Burton, 2019; Department of Education, 2019; Lleo, 2016). This makes the engagement and self-efficacy of English teachers particularly relevant to technology-supported English instruction.

The study is anchored in the Technology Acceptance Model (Davis, 1989), Selective Exposure Theory (Festinger, 1962), SAMR Model (Puentedura, 2014), and Self-Efficacy Theory (Bandura, 1977). The Technology Acceptance Model explains technology adoption through perceived usefulness, perceived ease of use, attitudes, and behavioral intentions (Davis, 1989). Perceived usefulness and ease of use influence individuals' attitudes and intentions toward technology (Mago et al., 2017). Selective Exposure Theory explains how individuals select, perceive, and retain media consistent with their attitudes and preferences (Festinger, 1962), providing a basis for understanding teachers' selection of new media for instruction. The SAMR Model describes technology integration through substitution, augmentation, modification, and redefinition, ranging from enhancing existing activities to transforming learning experiences (Puentedura, 2014). Self-Efficacy Theory explains individuals' beliefs in their capacity to perform successfully (Bandura, 1977). Such beliefs are influenced by performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal (Tilton and Hartnett, 2016). Together, these frameworks explain teachers' acceptance, selection, integration, and confidence in using new media technologies.

Although technology integration, ICT, multimedia, and digital literacy have been widely studied, limited attention has specifically examined English teachers' engagement with new media technologies and its relationship with self-efficacy. This gap warrants examining teachers' engagement in communication, collaboration, community, creativity, and convergence alongside self-efficacy in terms of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Accordingly, the study examines new media technology engagement and self-efficacy among English teachers, including their relationships with relevant profile variables and the challenges and opportunities encountered in technology integration. The findings serve as the basis for developing a new media technology portfolio for Senior High School English instruction.

The study primarily supports SDG 4 – Quality Education by addressing teachers' capacity to integrate new media technologies into English instruction. Strengthening teachers' technological engagement and self-efficacy can support relevant and responsive teaching practices and the development of learners' 21st-century competencies.

The study contributes to educational and technological sustainability by emphasizing teachers' ability to adapt instructional practices to evolving digital environments. The development of a new media technology portfolio may provide Senior High School English teachers with an instructional resource for integrating appropriate technologies into teaching, thereby supporting continuing teacher development and technology-responsive English instruction.

2. Material and methods

2.1 Research Design

The study employed an Explanatory Sequential Mixed Methods Research Design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the research problem (Creswell, 2009). Quantitative data were initially collected to determine English teachers' engagement and self-efficacy with new media technology, followed by qualitative interviews to provide deeper explanations of the survey findings. This design supported the study's objective of developing a new media technology portfolio for English instruction.

2.2 Locale of the Study

The study was conducted in Senior High Schools under the Schools Division of Samar within the Second Congressional District of Samar. It covered the 13 mainland municipalities of Basey, Calbiga, Hinabangan, Jiabong, Marabut, Motiong, Paranas, Pinabacdao, San Jose de Buan, San Sebastian, Sta. Rita, Talalora, and Villareal. Daram and Zumarraga were excluded because of their geographical isolation as island municipalities and logistical limitations, including limited electricity and poor internet connectivity that could result in unequal access to new media technology. The mainland municipalities provided varied school contexts for examining teachers' engagement and self-efficacy with new media technology.

2.3 Respondents of the Study

The quantitative respondents were 39 Senior High School English teachers teaching Grades 11 and 12 in the Schools Division of Samar within the Second Congressional District. They were licensed educational professionals specializing in English language and/or English subject instruction. For the qualitative phase, five respondents who participated in the quantitative phase were initially selected for in-depth interviews, with data collection continuing until information saturation was reached.

2.4 Sample and Sampling Procedure

Total enumeration was used for the quantitative phase because only 39 Senior High School teachers specializing in English met the study requirements. For the qualitative phase, purposive sampling was employed. Participants were required to be English teachers by profession or specialization, Senior High School teachers within the Second Congressional District of Samar Division, handling English subjects during School Year 2024–2025, have attended in-service training related to new media technology, and be willing to participate in an in-depth interview. Five respondents were purposively selected based on the recommended number of participants for qualitative inquiry (Creswell, 1998; Guest et al., 2006), while data collection was guided by information saturation using the recommended range of 5 to 24 interviews (Hennink and Kaiser, 2022). Interview participants were coded TR1 to TR5 to represent Teacher-Respondent 1 to Teacher-Respondent 5.

2.5 Research Instrument

The study used an adapted survey questionnaire and an interview guide. The questionnaire was based on the User-Engagement Scale (UES) of O'Brien et al. (2018), Media and Technology Usage Scale (MTUS) of Rosen et al. (2013), and teacher's self-efficacy on technology of Wang et al. (2004). The questionnaire consisted of three sections. The first obtained the respondents' profiles. The second contained 50 items measuring new media technology engagement across communication, collaboration, community, creativity, and convergence using a five-point Likert scale from "strongly disagree" to "strongly agree." The third contained 20 items measuring self-efficacy in terms of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal using the same scale. Median scores of 1, 2, 3, 4, and 5 were interpreted as strongly disagree/very low, disagree/low, neutral/average, agree/high, and strongly agree/very high, respectively. For the qualitative phase, the interview guide consisted of preliminary questions, 10 questions addressing the challenges and opportunities experienced by English teachers in using new media technology for English instruction, and exit questions.

2.6 Data Gathering Procedure

Before data collection, the instruments underwent expert validation, and permission was obtained to conduct pilot testing. Approval was subsequently secured to administer the questionnaire to the 39 Senior High School English teachers. Participants were informed of the study's purpose, voluntary participation, right to withdraw without penalty, and confidentiality through informed consent. The questionnaires were administered face-to-face, through Google Forms, or through email based on respondents' preferences. All 39 distributed questionnaires were retrieved, resulting in a 100% retrieval rate. The quantitative responses were tallied and submitted to a professional statistician for analysis. Following the quantitative phase, purposively selected respondents participated in qualitative interviews to provide more detailed information about their experiences. Data collection continued until saturation, after which thematic analysis and member checking were conducted to strengthen the accuracy and credibility of the qualitative findings.

2.7 Data Analysis Techniques

Quantitative data were analyzed using frequency counts, arithmetic mean, standard deviation, median, and correlation tests, specifically Spearman's Rho, Cramer's V, and Kendall's Tau, to identify patterns and relationships among the study variables. For qualitative analysis, interview responses were extracted and transcribed, while Filipino responses were translated into English and validated by language experts in English and Filipino. The responses were coded, categorized, and interpreted using the thematic analysis of Braun and Clarke (2006) to identify themes reflecting the challenges and opportunities experienced by English teachers in using new media technology. Member checking was subsequently conducted by returning the findings to the respondents to determine whether the interpretations accurately reflected their experiences.

3. Results and Discussion

3.1 Profile of the English Teacher-Respondents

The 39 respondents had a mean age of 32.79 years ($SD = \pm 7.81$), with 58.97% aged 25–32 years. Most were female (82.05%), held a baccalaureate degree (87.18%), and taught in National High Schools (87.18%). In terms of experience, 43.59% had taught English for 0–3 years, while 56.41% were SHS Teacher II. Most respondents (69.23%) had attended one to four relevant trainings, indicating modest exposure to technology-related professional development. The profile shows that the respondents were predominantly younger teachers with baccalaureate degrees and relatively limited exposure to relevant training. These characteristics provided the demographic and professional context for examining differences in their engagement and self-efficacy toward new media technology.

3.2 English Teachers' Engagement with New Media Technologies

3.2.1 Communication

Communication obtained an overall median of 3, indicating average engagement. Teachers reported high engagement in communicating through new media technologies and sending and receiving messages quickly. In contrast, explaining concepts using search engines and AI, communicating assignments through digital platforms, and facilitating student questions and answers through technology generally obtained average ratings. The findings indicate that teachers were more engaged with new media technology for basic communication than for more advanced instructional interaction. This reflects the broader pattern of functional rather than transformative technology integration. Mishra and Koehler (2006) emphasized that meaningful integration requires technological knowledge to be combined with pedagogical and content knowledge, while O'Brien et al. (2018) described engagement as multidimensional and progressing beyond basic interaction toward deeper cognitive and emotional involvement.

3.2.2 Collaboration

Collaboration obtained an overall median of 3, indicating average engagement. Teachers demonstrated average engagement in collaborating with colleagues, sharing resources, attending online professional development, and obtaining feedback. However, collaboration with experts and the use of technology to support students' collaborative learning both obtained a median of 2, indicating low engagement. The findings suggest that teachers used new media technologies for routine professional collaboration but were less engaged in broader expert collaboration and technology-supported collaborative learning. This supports the observation that teachers possessed foundational technological competencies but had yet to consistently apply new media technologies to higher-order pedagogical activities, as meaningful technology integration requires technological, pedagogical, and content knowledge (Mishra and Koehler, 2006).

3.2.3 Community

Community engagement obtained an overall median of 3, indicating average engagement. Teachers showed some involvement in professional networks and online communities. However, active participation in online community activities, sense of belonging through social media interaction, discussion of teaching practices in online communities, and considering online communities an important part of social life obtained low ratings. The results indicate that teachers participated in online environments without demonstrating consistently active professional or social involvement. This pattern is consistent with O'Brien et al. (2018), whose User Engagement Scale recognizes that engagement extends beyond participation and includes deeper behavioral, cognitive, and emotional involvement.

3.2.4 Creativity

Creativity obtained an overall median of 3, indicating average engagement. Using YouTube videos, Reels, and similar resources as instructional content obtained a high median of 4. In contrast, regular use of creative online tools such as digital whiteboards, video editors, Authorware, Hyperstudio, and Illustrator obtained a low median of 2, while the remaining creative applications generally received average ratings. The findings indicate that teachers were more engaged in using existing multimedia resources than in regularly producing advanced technology-enhanced instructional materials. This suggests that technology use remained primarily supportive

rather than transformative. Mishra and Koehler (2006) emphasized that meaningful technology integration requires teachers to connect technological capabilities with appropriate pedagogical and content knowledge.

3.2.5 Convergence

Convergence obtained an overall median of 3, indicating average engagement. Teachers demonstrated high engagement in accessing multiple media formats, integrating text, images, and videos, using multiple devices, and switching between media types. However, using new media technologies to connect classroom learning with real-world experiences obtained a low median of 2. The findings show that teachers could combine different technologies and media formats but were less engaged in using these resources to create authentic and real-world learning experiences. This indicates that their technology use remained largely functional and supportive rather than transformative, consistent with the broader requirements for meaningful technology integration described by Mishra and Koehler (2006).

3.3 English Teachers' Self-Efficacy toward New Media Technology Engagement

3.3.1 Performance Accomplishments

Performance accomplishments obtained an overall median of 3, indicating average self-efficacy. Teachers reported average confidence in understanding technologies, teaching relevant content through appropriate technology, using technological terminology, consistently using educational technologies, and incorporating technology into lessons. The results indicate that teachers had successful experiences with technology but had not developed sufficiently consistent mastery to demonstrate high self-efficacy. This finding supports Bandura's (1997) Social Cognitive Theory, which identifies mastery experiences as the strongest source of self-efficacy. Repeated successful experiences with educational technologies can similarly strengthen teachers' confidence and willingness to adopt innovative instructional strategies (Wang et al. (2004)).

3.3.2 Vicarious Experiences

Vicarious experiences obtained an overall median of 3, indicating average self-efficacy. Teachers demonstrated average confidence in addressing students' technology needs, monitoring technology use, providing feedback, and responding to students during technology-supported activities. However, confidence in mentoring students regarding appropriate technology use obtained a low median of 2. The findings indicate that teachers possessed moderate confidence in supporting students' technology use but were less confident in assuming a mentoring role. This suggests that their experiences were not yet sufficiently strong or consistent to produce high technology self-efficacy. Wang et al. (2004) posits that repeated successful experiences in using educational technologies contribute to stronger confidence in technology integration.

3.3.3 Verbal Persuasion

Verbal persuasion obtained an overall median of 3, indicating average self-efficacy. Teachers reported average confidence in using and evaluating instructional technologies, assigning and grading technology-based projects, and considering curricular goals when selecting technology-based assessments. However, mentoring co-teachers in selecting appropriate technologies based on curriculum standards obtained a low median of 2. The results show that teachers were more confident in personally using technology than in guiding colleagues regarding its appropriate instructional application. This reflects developing rather than firmly established technology self-efficacy. Bandura's (1997) Social Cognitive Theory emphasizes that confidence develops through experiences and reinforcement, while Wang et al. (2004) associates repeated successful technology use with greater confidence in adopting instructional innovations.

3.3.4 Emotional Arousal

Emotional arousal obtained an overall median of 3, indicating average self-efficacy. Teachers demonstrated average confidence in assisting students with technological difficulties, motivating participation in technology-based activities, comfortably using technology, and utilizing digital resources for student assessment. However, confidence in developing creative ways to address system constraints, such as budget limitations on technology facilities, obtained a low median of 2. The findings indicate that teachers generally felt capable of using technology under ordinary instructional conditions but were less confident when confronted with systemic limitations. These contextual constraints may restrict opportunities for successful technology use and mastery experiences, which Bandura's (1997) Social Cognitive Theory identifies as important in strengthening self-efficacy.

3.4 Relationships among Profile, New Media Technology Engagement, and Self-Efficacy

3.4.1 Profile and New Media Technology Engagement

The number of relevant trainings attended was significantly related to communication ($r = .378, p = .003$), collaboration ($r = .321, p = .012$), community ($r = .335, p = .009$), creativity ($r = .285, p = .026$), and convergence ($r = .312, p = .015$). Educational background was also significantly related to community, creativity, and convergence. Age, number of years teaching English, teaching position, and school type generally showed no significant relationships with engagement. The findings indicate that professional development and academic advancement were more consistently associated with technology engagement than most demographic

characteristics. Teachers who participate in technology-related seminars, Learning Action Cells (LAC), workshops, and in-service training receive opportunities to develop technological competence and apply digital tools in instructional settings. These experiences are consistent with Bandura's (1997) emphasis on mastery experiences as a source of confidence and technological competence.

3.4.2 Profile and New Media Technology Self-Efficacy

Educational background and the number of relevant trainings attended showed significant relationships with the four self-efficacy domains. Relevant training was significantly related to performance accomplishments ($r = .401$, $p = .002$), vicarious experiences ($r = .340$, $p = .009$), verbal persuasion ($r = .387$, $p = .003$), and emotional arousal ($r = .268$, $p = .040$). Educational background was likewise significantly related to performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Other profile variables generally showed no significant relationships, although years of teaching English was significantly associated with verbal persuasion. The results suggest that academic advancement and professional development contribute more consistently to teachers' technology self-efficacy than demographic characteristics. Professional learning provides opportunities to develop competence, observe effective technology practices, receive feedback, and successfully apply technology. This supports Bandura's (1997) Social Cognitive Theory and the technology self-efficacy framework of Wang et al. (2004), which associates successful technology experiences with stronger confidence and willingness to adopt innovative practices.

3.4.3 New Media Technology Engagement and Self-Efficacy

All five engagement domains were significantly and positively related to all four self-efficacy domains. Correlation coefficients ranged from .342 to .687. Communication showed significant correlations ranging from .342 to .484; collaboration from .393 to .493; community from .445 to .524; creativity from .526 to .677; and convergence from .517 to .687. Creativity and convergence demonstrated some of the strongest relationships with self-efficacy. The significant positive relationships indicate that teachers with greater engagement in new media technologies also tended to demonstrate stronger confidence in using them. These findings reinforce Bandura's (1997) proposition that confidence and successful experiences mutually reinforce one another. They are also consistent with Wang et al. (2004), wherein successful educational technology experiences contribute to stronger confidence and greater willingness to adopt technology-supported instructional practices.

3.5 Challenges, Strategies, and Opportunities in New Media Technology Integration

3.5.1 Limited Access to New Media Technology Resources

The qualitative findings identified unreliable internet connectivity, inadequate technological equipment, technical difficulties, and limited student access to digital devices as major challenges. These limitations affected teachers' confidence and lesson delivery, reduced student engagement, slowed instructional activities, and sometimes resulted in reliance on traditional teaching approaches. These findings help explain the average levels of engagement and self-efficacy identified in the quantitative phase. The technological limitations reflect the digital divide discussed by Mirazchiyski (2024), who argued that disparities in technological access continue to influence teachers' capacity to maximize digital innovations in education.

3.5.2 Pedagogical Constraints in Technology Integration

Teachers reported that technology-enhanced lesson planning and preparation became time-consuming when internet connectivity was unstable or technological resources suddenly became unavailable. Teachers sometimes had to modify planned lessons, while students' low technological proficiency presented an additional instructional challenge. These results demonstrate that technology integration depends not only on teachers' willingness to use digital resources but also on infrastructure and users' technological capabilities. The contextual barriers help explain why teachers demonstrated average rather than high levels of engagement despite recognizing the instructional value of new media technologies.

3.5.3 Capacity Building and Professional Development

Teachers addressed technology-related challenges by participating in in-service training, school Learning Action Cells, workshops, and mentoring. These activities provided skills, knowledge, and strategies for operating technological tools, managing classrooms, and integrating new media technologies into instruction. The findings reinforce the quantitative results showing significant relationships between relevant training, engagement, and self-efficacy. Professional development provides repeated opportunities to develop competence and experience successful technology use, consistent with Bandura's (1997) emphasis on mastery experiences as an important source of self-efficacy.

3.5.4 Maximizing Available Resources

Teachers also addressed technological limitations by preparing backup teaching plans, using low-technology and offline resources, and designing cooperative learning activities. These strategies allowed instruction to continue despite equipment, connectivity, and technical limitations. The findings demonstrate teachers' adaptability in responding to resource constraints. Although technological limitations restricted full integration, teachers

maximized available resources to sustain instruction, supporting the need for accessible and context-appropriate technology options rather than reliance exclusively on internet-dependent tools.

3.5.5 Empowered Student-Centered Classroom

Teachers reported that new media technologies enabled students to explore content, construct understanding, collaborate with peers, and participate in authentic learning experiences. Technology was also perceived to strengthen engagement, critical thinking, comprehension, and collaboration. These findings demonstrate the potential of appropriately selected educational technologies to support student-centered learning. They support the observations of Colman (2024) that educational technologies can enhance learner engagement when appropriately integrated into instruction.

3.5.6 Streamlined Classroom Instruction

Teachers reported that new media technologies improved the efficiency of lesson planning and delivery and facilitated immediate and continuous communication between teachers and students. Technology therefore provided opportunities to streamline different aspects of the teaching-learning process. The findings demonstrate that new media technology can improve instructional efficiency alongside learner engagement. This supports Colman (2024), who observed that appropriately selected educational technologies can enhance instructional efficiency and student engagement.

3.6 New Media Technology Portfolio for Senior High School English Instruction

The quantitative and qualitative findings provided the basis for developing a New Media Technology Portfolio for Senior High School English teachers. The portfolio organized online and offline resources for communication, collaboration, community, creativity, and convergence and included ready-made lesson plans to address the time demands associated with lesson planning and preparation. Its development considered the identified challenges, strategies, and opportunities and incorporated innovative teaching tools from Colman (2024) and Locion (2025). The portfolio responds to the finding that teachers possessed developing technological competencies but continued to experience limitations in advanced technology integration, self-efficacy, technological infrastructure, and instructional preparation. Collectively, the findings indicate that sustainable and transformative digital pedagogy requires continuous professional development, stronger institutional support, improved technological infrastructure, and equitable access to educational resources.

4. Conclusion & Recommendations

The study concludes that new media technology has considerable potential to improve student engagement and participation, access to meaningful and authentic learning materials, and instructional effectiveness; however, technology alone does not ensure improved learning or effective teacher-student communication. Its successful integration depends on teachers' attitudes toward innovation, pedagogical and technical skills, institutional support, curriculum demands, and students' readiness and perceptions. The findings further indicate that teachers' educational background and participation in relevant training are important to their engagement and self-efficacy in using new media technologies, while challenges related to training, time, infrastructure, connectivity, and other contextual conditions continue to affect effective technology integration.

Teachers are encouraged to pursue higher education and continuous professional development to strengthen their engagement and self-efficacy in using new media technologies. Schools and administrators should assess technology-related initiatives conducted through Learning Action Cells and in-service training and provide systematic, evidence-driven professional development that extends beyond basic digital literacy toward technological content knowledge for English instruction. Schools and administrators should also address digital access and infrastructure limitations through practical approaches suited to existing technology and connectivity conditions, while future studies may expand the developed portfolio by including instructional materials and assessments created using platforms such as ClassPoint, Canva, Kahoot, Quizlet, Mentimeter, and Padlet.

The New Media Technology Portfolio developed in this study was limited to new media technology-related resources and sample lesson plans and did not include samples of technology-generated instructional materials and assessments, such as presentations and activities created through ClassPoint, Canva, Kahoot, Quizlet, Mentimeter, Padlet, and similar platforms.

5. Compliance with ethical standards

The author declares no conflict of interest. The researchers acknowledge the Senior High School English teachers and the Schools Division of Samar for their participation and institutional support; participation was voluntary, informed consent was obtained, and respondents were informed of their right to withdraw without penalty. Data were collected through non-invasive survey and interview methods, with confidentiality maintained and no identifying information disclosed.

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