



International Journal of Innovative Technologies in Social Science

e-ISSN: 2544-9435

Operating Publisher
SciFormat Publishing Inc.
ISNI: 0000 0005 1449 8214

2734 17 Avenue SW,
Calgary, Alberta, T3E0A7,
Canada
+15878858911
editorial-office@sciformat.ca

ARTICLE TITLE	INTEGRATING AUDIENCE RESPONSE SYSTEMS (ARS) IN TEACHING ENGLISH: BENEFITS AND CHALLENGES
----------------------	---

DOI	https://doi.org/10.31435/ijitss.3(51).2026.6214
------------	---

RECEIVED	11 July 2026
-----------------	--------------

ACCEPTED	08 September 2026
-----------------	-------------------

PUBLISHED	17 September 2026
------------------	-------------------

LICENSE	 The article is licensed under a Creative Commons Attribution 4.0 International License .
----------------	--



© The author(s) 2026.

This article is published as open access under the Creative Commons Attribution 4.0 International License (CC BY 4.0), allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

INTEGRATING AUDIENCE RESPONSE SYSTEMS (ARS) IN TEACHING ENGLISH: BENEFITS AND CHALLENGES

Lali Tavadze

Batumi Shota Rustaveli State University, Batumi, Georgia

ORCID ID: 0000-0001-5555-3532

Natia Katamadze

Batumi Shota Rustaveli State University, Batumi, Georgia

ORCID ID: 0000-0003-4253-1865

Ivdiť Diasamidze

Batumi Shota Rustaveli State University, Batumi, Georgia

ORCID ID: 0000-0001-9530-184X

ABSTRACT

The rapid expansion of technologies has significantly influenced language teaching and learning practices. Audience Response Systems (ARS) are digital tools that enable real-time learner responses during instruction, offering opportunities to enhance engagement, formative assessment, and interactive pedagogy. This study investigates the benefits and challenges associated with integrating ARS into English language teaching (ELT), drawing on mixed methods data collected from student performance, classroom observations, and instructor reflections. Findings indicate that ARS supports increased learner participation, facilitates immediate feedback, and contributes to more dynamic, learner-centered instruction. However, challenges related to technological access, instructor readiness, and task design persist. The study also highlights innovative ARS applications that expand beyond traditional polling, such as student-generated questions and peer assessment. Implications for theory and practice are discussed.

KEYWORDS

Audience Response System (ARS), Benefits and Challenges, English Language Teaching, Interactive Technology, Formative Assessment

CITATION

Tavadze, L., Katamadze, N., & Diasamidze, I. (2026). Integrating audience response systems (ARS) in teaching English: Benefits and challenges. *International Journal of Innovative Technologies in Social Science*, 3(51). [https://doi.org/10.31435/ijitss.3\(51\).2026.6214](https://doi.org/10.31435/ijitss.3(51).2026.6214)

COPYRIGHT

© The author(s) 2026. This article is published as open access under the Creative Commons Attribution 4.0 International License (CC BY 4.0), allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

Introduction

In English Language Teaching, instructors continuously seek ways to increase learner participation and provide effective formative feedback. The integration of digital technologies into language education has transformed traditional classroom practices, promoting more interactive and learner-centered environments. **Audience Response Systems (ARS)** offer a specific mode of participation that allows all learners to respond simultaneously using digital devices. In English Language Teaching (ELT), learner engagement and interaction are central to effective instruction. However, many classrooms—particularly large or mixed-proficiency ones—struggle to ensure active participation from all learners. ARS address this challenge by allowing students to respond simultaneously and, often, anonymously. This paper explores the role of ARS in ELT, focusing on their pedagogical benefits and challenges.

The integration of ARS into English language instruction represents a significant innovation in educational technology. This article examines how mobile apps can support English language learning (ELL) by enhancing learner engagement, facilitating real-world communication, and enabling personalized practice. Utilizing mixed-methods research, including classroom implementation and learner feedback, this study identifies benefits, challenges, and best practices for mobile app integration in English pedagogy. Findings indicate that audience response systems improve vocabulary retention, speaking fluency, and learner motivation when aligned with instructional design principles.

Audience Response Systems (ARS), such as *Poll Everywhere*, *AnswerGarden*, *Teleprompter*, and *Kahoot*, have emerged as innovative tools to enhance student engagement and interaction in English language classrooms. This article examines the pedagogical implications of ARS integration in English teaching, exploring both benefits and challenges. Through mixed methods involving classroom implementation and learner feedback, results indicate that ARS fosters learner motivation, immediate feedback, and enriched collaborative learning. Challenges include technological barriers, teacher readiness, and potential distractions. Recommendations for effective ARS integration and future research directions are discussed.

Aims and Discussions

In recent years, technological advancement has reshaped language education, particularly through interactive digital tools that support active learning. Audience Response Systems (ARS) are one such category of tools that allow instructors to pose questions in real time and collect instantaneous responses from learners. ARS platforms such as *Poll Everywhere*, *Answer Garden*, *Teleprompter*, and *Kahoot* facilitate formative assessment, peer interaction, and student reflection. This research investigates how these systems can be harnessed to enrich English language teaching while highlighting inherent pedagogical challenges.

The increasing focus on communicative and student-centered learning approaches in English language education underscores the potential value of ARS technologies (Dörnyei, 2001). ARS serves multiple functions—from quickly gauging comprehension to stimulating participation—making them particularly useful in diverse classrooms where varying learner abilities and engagement levels exist. Apps can be used in various ways based on teachers' goals and objectives taking students' needs into consideration. They can be used as language tasks, focusing on a particular material and can be adapted and tailored to specific teaching objectives, to suit the specific purpose a teacher might wish to teach. (Lali Tavadze, Natia Katamadze, Ivdit Diasamidze, 2025)

This study aims to:

- ✓ **Examine the pedagogical benefits** of integrating ARS in English language teaching.
- ✓ **Provide a detailed analysis** of each ARS tool, including features, classroom applications, and illustrative examples.
- ✓ **Identify the challenges and limitations** associated with ARS implementation.
- ✓ **Provide practical recommendations** for educators seeking to integrate ARS effectively.

The study highlights pedagogical advantages, including increased engagement, immediate feedback, learner autonomy, and collaborative interaction, while also analyzing specific challenges of each tool. Drawing from classroom examples, literature on technology-enhanced language learning, and comparative observations, this analysis demonstrates how ARS can support communicative competence, formative assessment, and learner participation. Limitations such as technological barriers, cognitive overload, and design quality are discussed. Recommendations for effective integration and future research directions conclude the article.

The use of interactive audience response systems, has gained traction in higher education. This research evaluates how the use of these tools influence learner engagement, participation, formative assessment, and language skill development.

- ✓ **Poll Everywhere** enables instructors to embed polls, multiple-choice questions, and free-text responses into live lessons. Its flexibility makes it suitable for language classrooms by offering diverse interaction formats, including multiple choice, short answer, word clouds, and ranking questions (Bruff, 2009). Learners participate using mobile devices or computers.

Positive Impact:

- ✓ **Formative assessment:** Teachers can check comprehension instantly. For example, after a reading task, an instructor may use a multiple-choice poll to assess key idea uptake.
- ✓ **Engagement:** Real-time interaction increases attention and motivation.
- ✓ **Anonymity and risk-free participation:** Students who fear making mistakes publicly can respond without social anxiety. Anonymous responses encourage wider participation, especially shy learners.
- ✓ **Flexible question types:** Live word clouds, Q&A, and ranking polls foster higher-level thinking.

Example:

In a listening lesson, the teacher pauses after each audio segment and launches a Poll Everywhere quiz on key vocabulary and comprehension. Immediate response data guides decisions about pacing and review.

Challenges:

- ✓ **Dependence on stable internet:** Polls require connectivity; poor bandwidth disrupts flow.
- ✓ **Question design demands:** Constructing meaningful questions that align with lesson objectives takes time and skill.
- ✓ **Device access inequity:** Not all learners may have devices, potentially marginalizing some students.
- ✓ **Answer Garden** is a minimalist, real-time brainstorming, vocabulary development and feedback tool where learners submit short text responses that populate a collective word cloud.

Positive Impact:

- ✓ **Idea generation and vocabulary recall:** Answer Garden excels in quick prompt-based brainstorming (e.g., “Write one word that describes *The Great Gatsby*’s setting”).
- ✓ **Visual engagement:** The emergent word cloud visually represents common responses and patterns, which can stimulate discussion.
- ✓ **Low barriers to participation:** Simple interface makes it accessible even for low-proficiency students.

Example:

During a unit on adjectives, the teacher asks, “What are three adjectives to describe your favorite character in *Romeo and Juliet*?” Students type one-word responses; the most frequent words enlarge in the cloud, prompting a class analysis of why those descriptors are prevalent.

Challenges:

- ✓ **Superficial responses:** Limited to very short responses; not for sentences or deep reasoning. As the tool emphasizes brevity, depth of response can be limited.
- ✓ **Overcrowded displays:** In large classes, the word cloud can become too dense to interpret meaningfully.
- ✓ **Feedback integration:** Not ideal for formal assessment — better for warm-ups or reflection. Interpreting student submissions into instructional decisions requires thoughtful reflection.
- ✓ **Teleprompter (Used as ARS for speaking support)** Teleprompter apps display scrolling text at adjustable speeds, supporting learners during prepared spoken tasks or presentations.

Positive Impact:

- ✓ **Confidence building in oral production:** By providing text scaffolding, hesitant speakers gain fluency support.
- ✓ **Pronunciation practice:** Students can focus on rhythm and intonation without cognitive overload related to memorization.
- ✓ **Peer feedback opportunities:** Teleprompted presentations enable classmates to focus on delivery and content critique.

Example:

In a unit on speech delivery, learners prepare short persuasive speeches. Using Teleprompter, they practice their script with visual support. This reduces anxiety, allowing students to focus on eye contact and pronunciation.

Challenges:

- ✓ **Overreliance on text:** Students may read mechanically rather than engage meaningfully with the audience.
- ✓ **Limited real-time interactivity:** Unlike other ARS platforms, Teleprompter does not inherently collect feedback; teachers must pair it with other tools for student response.
- ✓ **Technical setup:** Adjusting scroll speed and text formatting requires teacher and learner familiarity with the app.
- ✓ **Kahoot** is a game-based learning platform that presents quizzes in a competitive format, with points awarded for speed and accuracy.

Positive Impact:

- ✓ **Motivation through gamification:** Highly engaging. Bright visuals, music, speed scoring and points systems create excitement and boost engagement.
- ✓ **Repetition in a playful context:** Reviewing grammar, vocabulary, and reading comprehension becomes memorable.
- ✓ **Language Learning:** Perfect for vocabulary, reading cloze tasks, grammar practice. Repetition in game format builds recall and retention.
- ✓ **Immediate feedback:** Works well in group. Learners see answers instantly, supporting self-correction. Supports multiple choice, true/false, polls, even puzzles.

Example:

To review phrasal verbs, a teacher uses Kahoot with multiple-choice questions (e.g., “Which meaning best fits ‘give up’?”). Students respond via smartphones; leaderboard dynamics sustain attention.

Challenges:

- ✓ **Competition may overshadow learning:** Faster responders often score higher irrespective of deeper understanding; slower but thoughtful learners may feel discouraged.
- ✓ **Design quality matters:** Poorly written quiz items can reinforce misconceptions.
- ✓ **Time constraints:** Kahoot sessions can overrun, compressing deeper discussion. Requires careful question design to avoid “guessing” over learning.

Overview: How These Tools Support Learning Goals

Tool	Primary Use	Engagement	Formative Assessment	Language Learning
Poll Everywhere	Live polls & responses	High	Strong	Good
Teleprompter apps	Scripted speaking practice	Moderate	Moderate	Very strong (speaking fluency)
AnswerGarden	Short feedback word clouds	Moderate	Moderate	Good (vocab & reflection)
Kahoot	Game-based quizzes	Very High	Strong	Excellent (vocab, grammar recall)

Comparative Summary

- ✓ **Best for Engagement:**
- ✓ Kahoot: *Kahoot’s game feel is the most engaging*
- ✓ Poll Everywhere: *Poll Everywhere keeps class involved*
- ✓ AnswerGarden: *AnswerGarden sparks group thinking*
- ✓ Teleprompter: *Teleprompter is more individual*
- ✓ **Best for Formative Assessment**
- ✓ Poll Everywhere
- ✓ Kahoot

Real-time results give teachers clear data. AnswerGarden gives quick insights but shallow. Teleprompter needs follow-through evaluation.

Conclusions

Audience Response Systems offer considerable pedagogical advantages in English language teaching. *Poll Everywhere* enhances formative assessment and inclusive participation; *AnswerGarden* stimulates collective idea generation and vocabulary development; *Teleprompter* supports learner confidence and oral fluency; and *Kahoot* leverages gamification to reinforce learning and motivation.

ARS hold significant promise for enhancing English language teaching by promoting engagement, reduce learner anxiety, providing immediate feedback, and facilitating formative assessment. However, successful integration requires thoughtful planning, reliable technology infrastructure, and professional development for instructors.

Overall, ARS represents a valuable addition to the language teacher's toolkit when used with clear instructional intent.

REFERENCES

1. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
2. Bruff, D. (2009). *Teaching with classroom response systems: Creating active learning environments*. Jossey-Bass.
3. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
4. Kay, R., & LeSage, A. (2009). Examining the use of audience response systems in higher education: A review of the literature. *Computers & Education*, 53(3), 819–827.
5. Lali Tavadze, Natia Katamadze, Ivdit Diasamidze. (2025). Enhancing esl learning through music: Boosting engagement and language proficiency. *International Journal of Innovative Technologies in Social Science*. 4(48). [https://doi.org/10.31435/ijitss.4\(48\).2025.4229](https://doi.org/10.31435/ijitss.4(48).2025.4229)
6. Lund, T., et al. (2010). Clickers in the classroom and engagement: A comparison of instructor views. *Journal of Learning Analytics*, 1(2), 145–163.
7. Wang, S., & Smith, S. (2013). The effect of audience response systems on student participation in foreign language classrooms. *Language Learning & Technology*, 17(3), 104–124.