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The Prompt Learning Model as an Innovative Pedagogical Strategy to Enhance Children's Activeness and Speaking Fluency

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Abstract: This study aims to explore the effectiveness of the Prompt Learning Model (PLM) as an innovative pedagogical strategy to enhance children's activeness and speaking fluency in early and primary education. Using a library research method, twenty international journal articles published between 2021 and 2024 were systematically reviewed and analyzed. The findings reveal that prompt-based instruction—particularly through open-ended questioning, scaffolding dialogue, and role-play prompts—significantly increases learners' verbal participation, confidence, and fluency. The results also indicate that the success of PLM depends on the type of prompt, delivery agent (teacher, peer, or digital), and implementation fidelity. However, a synthesis of the most recent evidence on the specific components and effectiveness of the integrated Prompt Learning Model is still lacking. The novelty of this study lies in integrating prompt-based learning with digital and adaptive approaches to create dynamic, student-centered communication environments. Practically, this research highlights the importance of teacher training in prompt design and the potential of AI-assisted tools to support language learning. Overall, this study contributes to strengthening theoretical and practical understandings of prompt learning as a sustainable approach to developing children's communicative competence.

Keywords: Children's Speaking Fluency, Innovative Pedagogical Strategy, Prompt Learning Model, Student Activeness, Teacher Scaffolding

A. Introduction

Language plays a fundamental role in children's intellectual, social, and emotional development. Among the four language skills, speaking is often regarded as the most essential for communication and social interaction. Through speaking, children's express ideas, emotions, and their understanding of the world. However, many learners in early education remain passive speakers, exhibiting limited participation and low oral fluency. This issue is common in classrooms dominated by teacher talk, where children are given minimal opportunities to speak and engage meaningfully in language use.

Speaking activeness refers to the extent of children's verbal participation during learning interactions, while speaking fluency denotes their ability to speak smoothly, coherently, and with appropriate speed and accuracy. Both serve as core indicators of communicative competence. Research shows that children's speaking ability develops more effectively in environments that emphasize interaction, questioning, and dialogue over rote instruction or passive listening (Salmon, 2021). To foster activeness and fluency, pedagogical strategies must stimulate verbal participation while providing structured support for language production.

From a theoretical perspective, the use of prompts and scaffolding aligns closely with socio-constructivist principles, particularly Vygotsky's Zone of Proximal Development (ZPD). Vygotsky posited that children learn best when they receive guided support that helps them accomplish tasks just beyond their independent abilities. Prompts—whether in the form of open-ended questions, cues, or modeled language—function as mediational tools that position learners within their ZPD by eliciting language that they may not yet produce spontaneously. Building on Vygotsky, Bruner's concept of scaffolding further explains how adults structure learning interactions by providing temporary support, which is gradually withdrawn as children gain mastery. In this sense, prompting and scaffolding are not isolated techniques but theoretically grounded mechanisms that assist children in progressing from supported to autonomous speech.

Empirical research reinforces these theoretical claims. Questioning strategies using open, elaborative prompts encourage children to produce longer and more complex verbal responses, increasing engagement during classroom activities (Salmon, 2021). Research on oral fluency development highlights measurable parameters such as articulation rate, repair phenomena, and developmental trajectories across early childhood, which serve as benchmarks for interventions aimed at improving fluency (Theresa et al., 2021).

However, comparative evidence on different prompt types and delivery agents remains limited. Few studies have directly compared teacher-led prompts, peer prompts, and adaptive digital or AI-generated prompts using young children's oral outcomes as primary endpoints (Namasivayam et al., 2021). Moreover, the differential effects of prompting strategies on children from diverse linguistic backgrounds—particularly bilingual learners remain underexplored. Questions about whether similar prompting sequences function equally across cultural and linguistic contexts persist (Pillinger, 2022).

Research on early language pedagogy continues to emphasize classroom interaction, dialogic exchanges, and the use of prompts to stimulate verbal participation. For example, dialogic reading—an instructional activity relying heavily on prompting and scaffolding during shared reading—has shown consistent positive effects on oral

language and literacy outcomes (Pillinger & Vardy, 2022). Teacher questioning behavior, especially the use of cognitively challenging and elaborative prompts, correlates strongly with children's expressive abilities and linguistic competence (van der Wilt et al., 2022). Additionally, children's self-generated questioning has been associated with increased verbal fluency, curiosity, and engagement (Murray, 2022). Collectively, these findings indicate a shift toward interactive, prompt-based, and dialogic instructional models that prioritize communication.

In response to these needs, the present study introduces the Prompt Learning Model (PLM) a structured pedagogical framework that systematizes prompts within classroom interactions. Grounded in Vygotskian and Brunerian principles, the model employs a cyclical sequence: presenting prompts, facilitating child responses, offering scaffolding feedback, and gradually fading support as learners develop fluency. This approach aims to create an interactive and dialogic learning environment in which children actively participate and continuously practice oral communication.

The Prompt Learning Model is expected to enhance speaking activeness by increasing the frequency and duration of children's verbal contributions, and improve speaking fluency by offering repeated opportunities for meaningful speech. Unlike traditional teacher-centered approaches, this model positions learners as co-constructors of knowledge, while teachers serve as facilitators who design purposeful prompts that elicit language production (Donolato, 2023). Thus, the PLM integrates evidence-based prompting techniques with a socio-constructivist understanding of learning to strengthen communicative competence in early education.

Overall, this study contributes theoretically by linking prompting and scaffolding directly to foundational learning theories—Vygotsky's ZPD and Bruner's scaffolding and by conceptualizing these tools within a systematic pedagogical model. Practically, it provides educators with a replicable instructional framework specifying prompt types, timing, and scaffolding strategies to improve children's speaking activeness and fluency.

Research gap, despite promising evidence for prompt-based instruction, the current literature is fragmented in four key ways: (1) Comparative evidence is scarce there are few well-controlled studies directly comparing prompt *types* (open-ended, scaffolding-sequence, role-play, modeling) or *sources* (teacher, peer, adaptive digital/AI) with young children's oral outcomes as primary endpoints; (2) Operational inconsistency studies use heterogeneous definitions and measures of "activeness" and "fluency" (e.g., frequency vs. duration of turns, articulation rate vs. repair phenomena), which prevents synthesis of effect sizes; (3) Implementation unknowns little is known about fidelity, teacher training, and contextual moderators (class size, linguistic background, bilingualism, cultural norms) that determine whether prompts produce durable gains; and (4) Digital/adaptive prompts under-

researched the emerging use of AI-assisted and adaptive prompts lacks rigorous evaluation against human-delivered prompts and often omits reporting on adaptivity algorithms and ethical/practical constraints. Together, these gaps limit the field's ability to recommend which prompt designs, delivery agents, and implementation conditions reliably produce improvement in children's engagement and speaking fluency.

Research question, how effective is the Prompt Learning Model as an innovative pedagogical strategy in enhancing children's activeness and speaking fluency compared to conventional language teaching methods? The hypothesis proposed in this study is H_1: Children taught using the Prompt Learning Model will demonstrate significantly higher levels of speaking activeness and fluency than those taught through conventional methods.

B. Methods

This research employed a library research design, also referred to as a systematic literature review (SLR), to synthesize and critically evaluate existing studies on the implementation of the *Prompt Learning Model* in enhancing children's speaking activeness and fluency. Library research is a scientific method that relies on published academic materials such as journal articles, books, and reports as primary data sources, rather than direct field observations or experiments (Snyder, 2022). This method was chosen to identify patterns, research gaps, and conceptual frameworks that explain how prompt-based pedagogical strategies influence children's oral communication development.

The research followed seven systematic stages adapted from Booth et al. (2022) and Page et al. (2022):

Step 1: Identification of the Research Problem and Objectives

The first step involved defining the focus and objective of the research examining how *Prompt Learning Models* contribute to children's oral activeness and fluency in educational contexts. The aim was to review recent studies (2020–2024) to identify effective prompt types, delivery modes, and pedagogical implications.

Step 2: Determination of Keywords and Search Strategy

Relevant search terms were selected to locate academic studies across major databases such as **ERIC**, **Scopus**, **Google Scholar**, and **Web of Science**. Keywords included: *Prompt Learning*, *Speaking Fluency*, *Children's Activeness*, *Innovative Pedagogy*, and *Language Development* (Gao, 2024).

Step 3: Inclusion and Exclusion Criteria

Studies were selected based on the following criteria:

1. Inclusion: Peer-reviewed journal articles (2020–2024), studies focusing on prompt-based or interactive learning in early or primary education, and those reporting speaking or activeness outcomes.
2. Exclusion: Non-peer-reviewed sources, non-English papers, and studies unrelated to oral communication. This procedure followed the PRISMA 2020 guidelines (Page et al., 2022).

Step 4: Data Collection and Evaluation

Relevant articles were downloaded and assessed for credibility, relevance, and methodological rigor. Each study was reviewed for its design, sample, intervention type, and outcomes. Critical appraisal focused on identifying empirical evidence linking prompt learning to oral performance (Menon, 2022)..

Step 5: Data Analysis and Synthesis

The selected studies were analyzed using **thematic content analysis**, focusing on recurring themes such as prompt types (open-ended, scaffolding, modeling), delivery agents (teacher, peer, AI-assisted), and learning outcomes (speaking fluency, engagement). Thematic synthesis enabled integration of findings across different educational contexts (Snyder, 2022).

Step 6: Presentation of Findings and Discussion

Synthesized findings were organized to highlight:

1. Major research trends in prompt-based learning,
2. Pedagogical implications for classroom practice, and
3. Identified research gaps.

Step 7: Conclusion and Implications

The final step involved drawing conclusions based on patterns in the literature. The analysis informed theoretical insights on how prompt-based pedagogy enhances active participation and fluent speaking among children, as well as recommendations for future empirical research (Zhang & Lin, 2022). Data sources and research setting, the data were entirely derived from secondary sources international journal articles, books, and academic reports accessible through online databases. No specific geographic location or human respondents were involved, as the research relied on documentary analysis.

C. Results and Discussion

Results

The following are research results based on a literature review of 30 journal articles that are relevant to this research topic.

1. Dialogic/shared reading with prompts reliably improves oral language outcomes

Multiple systematic reviews and intervention studies show that dialogic reading (adult prompts, expansions, turn-taking) consistently produces positive gains in children's expressive language, vocabulary and measures related to fluency (e.g., more utterances, longer utterances) in early childhood contexts. Effect sizes vary by dosage, fidelity, and population, but the overall pattern is robust (Pillinger, 2022). Peer-mediated prompting further multiplies talk opportunities and supports more naturalistic conversational practice, while targeted small-group interventions (Tier-2) increase practice intensity for children at risk.

2. Teacher questioning style matters open and elaborative prompts support richer child talk

Observational and correlational studies report that the *type* of teacher questions (open vs closed; elaborative vs managing) is strongly associated with children's expressive language competence. Classrooms with higher proportions of open, cognitively challenging questions show higher mean length of utterance (MLU) and richer language outcomes. However, many teachers still default to closed questions, limiting children's verbal opportunities (van Der Wilt, 2022).

3. Scaffolding practices amplify the effect of prompts on fluency and engagement

Scaffolding practices substantially amplify the impact of prompts on both children's verbal engagement and speaking fluency: when teacher prompts are immediately followed by contingent verbal supports such as expansions, recasts, modeling, and targeted feedback children produce longer turns, more complex utterances, and demonstrate smoother repair strategies than when prompts are used in isolation. Empirical studies show that such contingent scaffolding helps learners map form to function by making linguistic structures salient during meaningful interaction, while the strategic fading of support (gradually reducing prompt specificity and frequency) promotes independent, fluent production as children appropriate the language scaffolded for them (Deshmukh, 2022).

4. Peer-mediated prompting shows promise for social talk and engagement

Peer-mediated prompting has demonstrated consistent potential to enhance social talk and classroom engagement by creating more frequent, naturalistic opportunities for conversational exchange. Interventions that train peers to initiate, model, or scaffold talk increase the number of conversational turns, support pragmatic skills, and often foster inclusion for children who are less verbally active; these effects are particularly robust in special-population research (e.g., children with ASD) but are also observable in general preschool settings (Foster et al., 2023). Mechanistically, peer prompts work by lowering social and cognitive barriers to talk peers can offer more relatable prompts, immediate reciprocal feedback, and authentic conversational contexts that encourage spontaneous language use and practice. The effectiveness of peer-mediated approaches depends on systematic elements such as peer selection, brief scripted prompt repertoires, adult coaching, and fidelity monitoring; programs that combine peer prompts with adult contingent scaffolding (e.g., expansions or recasts) tend to yield stronger generalized gains in fluency and socio-communicative competence (Donolato et al., 2023). Importantly, peer-mediated prompting also supports classroom equity by distributing speaking opportunities more widely and can be implemented at low cost, making it a practical complement to teacher-led PLM activities provided that teachers receive training to structure interactions and monitor outcomes (Purtell et al., 2021). Future PLM implementations should therefore include explicit procedures for peer training, fidelity checks, and measures of generalization to informal play and peer conversations.

5. Digital/video prompts work for skill teaching but transfer to spontaneous speaking is mixed

Digital and video-based prompting interventions have proven effective for teaching procedural and structured verbal skills, particularly when the learning target is clearly defined (e.g., sequencing tasks, requesting, labeling, or sentence repetition). Multiple studies in special education and early literacy settings demonstrate that video modeling and video prompting can substantially improve task accuracy, engagement, and short-term expressive output (Wertalik & Kubina, 2022). However, despite these gains, transfer to spontaneous or context-generalized speech remains inconsistent; children often rely on the scripted patterns modeled in the videos, showing limited flexibility in open conversation (Alharbi, 2023). To address these limits, recent work has integrated adaptive digital prompting through tablet-based or AI-assisted platforms that generate contingent or open-ended questions, showing preliminary increases in adult–child conversational turns and lexical diversity (Fleury et al., 2024). Nevertheless, large-scale, controlled studies examining direct effects on fluency metrics — such as mean length of utterance, response latency, or speech rate — remain scarce (Donolato et al., 2023). The evidence thus suggests that while digital and video prompts are powerful tools for structured language teaching, they must be embedded

within human-mediated scaffolding and interactive dialogue to foster transfer to real, spontaneous communicative contexts. Consequently, the Prompt Learning Model should employ technology as an augmentative, not substitutive, component of dialogic pedagogy.

6. Whole-class, curriculum-embedded oral language programmes show measurable gains

Whole-class, curriculum-embedded oral language programmes produce reliable, scalable improvements in children's language skills and classroom participation when they combine daily, teacher-led enrichment with targeted small-group support and sustained teacher training. Large cluster randomized trials (for example, the Nuffield Early Language Intervention—Preschool, NELI) show that a 20-week, curriculum-embedded programme delivered across entire nurseries yields measurable gains in vocabulary, narrative skills, and class-level participation, with larger effects for children receiving additional targeted (Tier-2) support (West et al., 2024). Key mechanisms include systematic exposure to rich vocabulary, frequent dialogic reading and structured questioning, and embedded opportunities for scaffolded talk during everyday routines; importantly, implementation features teacher coaching, online training modules, adherence monitoring, and adequate dosage (daily 20-minute sessions over several weeks) are strongly associated with outcome magnitude (Nuffield Foundation, 2023; NFER impact evaluation, 2023).

7. Effect sizes and outcomes depend on dose, fidelity, and teacher training

Across intervention studies, the magnitude of gains in activeness and fluency tracks with implementation fidelity, teacher adherence to prompt scripts, and the amount of coaching/support provided. Low-fidelity or low-dosage implementations often produce weak or null effects (Pillinger, 2022).

8. Measures of "fluency" vary few studies use a common battery

Researchers use diverse outcome measures (MLU, number of turns, pause frequency, articulation rate, narrative scores), creating difficulty for synthesis and meta-analysis. The heterogeneity in measurement reduces comparability across studies and complicates conclusions about which prompt practices most strongly affect *fluency* specifically (Donolato, 2023).

9. Prompts foster engagement and question-asking (child-initiated talk) when adults respond contingently

Interventions that explicitly encourage child question-asking and then respond with expansions and follow-ups lead to increases in child-initiated talk and exploratory

dialogue conditions that support practice and gradual improvements in fluency (Kurkul, 2022).

10. Equity, age-tailoring, and long-term transfer remain under-studied

Few studies examine differential effects by socioeconomic status, bilingualism, or developmental profiles; long-term follow-up data are limited. Similarly, age-specific prompt phrasing and sequencing (e.g., what works for 3-year-olds vs 5-year-olds) remains under-specified (Goldfeld, 2022).

11. Dialogic reading produces consistent gains in young children's oral language

A 2022 systematic review concluded that dialogic/shared book reading with adult prompts improves expressive and receptive language, including measures related to verbal fluency, especially in children aged ~2–5 (Pillinger, 2022).

12. Teachers' use of open and elaborative questions is associated with higher child language competence

Observational data show that classrooms with a greater proportion of cognitively challenging/ open questions display higher class-level measures of expressive language and MLU (van der Wilt et al. (2022).

13. Encouraging children's own questions increases engagement and learning opportunities

Naturalistic studies show that when early childhood educators recognize and respond to children's spontaneous questions, those children demonstrate greater curiosity, dialogic engagement, and opportunities to practice extended speech (Murray, 2022).

14. Oral language interventions can produce measurable improvements for children with neurodevelopmental disorders

A 2023 meta-analysis reported that targeted oral-language interventions yield positive effects on language outcomes in children with neurodevelopmental disorders (moderate effect sizes reported across studies) (Donolato, 2023).

15. Large-scale, whole-class language-enrichment programmes improve oral language at scale (NELI evidence)

Recent trials of the Nuffield Early Language Intervention (NELI) Preschool program report small-to-moderate gains in oral language skills at the class level when implemented broadly, with larger effects for targeted pupils (West, 2024).

16. Digital/AI-generated prompts are promising but largely exploratory

Digital and AI-generated prompts represent a rapidly emerging but still exploratory area in educational technology research. Early classroom studies demonstrate that AI-driven dialogue systems and adaptive questioning tools can increase children's speaking turns, vocabulary usage, and engagement, particularly when embedded in story-based or gamified language environments. These tools can automatically adjust prompt complexity, provide instant feedback, and tailor tasks to individual learner profiles, supporting differentiated instruction and greater verbal participation. However, despite promising pilot results, large-scale randomized controlled trials (RCTs) assessing the causal impact of AI prompts on oral fluency, coherence, and transfer to natural speaking contexts remain scarce (Bai & Ma, 2023). Moreover, researchers highlight important ethical, developmental, and safety concerns, including algorithmic bias, over-reliance on automated interaction, and the need for child-centered data privacy and age-appropriate content moderation (Schmid et al., 2023). Current findings thus position AI-based prompting as a complementary pedagogical support rather than a replacement for human scaffolding; its integration into prompt learning frameworks requires careful design to maintain authentic, dialogic teacher–child interactions and equitable access to technology-enhanced language opportunities.

17. Interventions show differential effects some children benefit more (middling effects)

Several trials report that children with middling initial language skills sometimes show greatest gains from small-group interventions, suggesting heterogeneous response patterns that warrant further investigation (Phillips, 2022).

18. Peer questioning and child-initiated talk are important mechanisms for engagement

Observational and intervention studies highlight that encouraging child-generated questions and peer exchanges increases the quantity of talk and creates practice opportunities that support fluency (Murray, 2022).

19. Peer-mediated interventions increase peer interaction and can boost language use

Peer-mediated strategies (training peers to initiate/maintain talk) increase social communication and the number of conversational turns for target children and implementing peers in preschool settings (Foster, 2023).

20. Video prompting is effective for teaching discrete skills; evidence for transfer to spontaneous classroom speech is mixed

Controlled comparisons show video prompting helps learners acquire targeted behaviors and scripted responses but evidence is inconsistent about whether it increases naturalistic conversational fluency in free-play settings (Wertalik, 2022).

21. Online/video teacher training can be a viable option for scaling dialogic reading implementation

Pilot studies indicate that video-modules and online training for dialogic reading increase teachers' fidelity and are a feasible initial training route, though further evaluation is needed (Fleury, 2024).

22. Tiered/small-group (Tier 2) interventions reliably support children at risk

Restricted systematic reviews of Tier 2 small-group oral language interventions find moderate-to-large effects on language/readiness outcomes when interventions are well implemented (Goldfeld, 2022).

23. Multi-tiered systems of language support (MTSLS) can improve kindergarteners' oral and written language

Large cluster/controlled trials of multitiered support frameworks show meaningful gains in oral narrative and written language outcomes for kindergarten students (Petersen, 2022).

24. Curriculum-embedded oral language programmes (with coaching) produce larger effects than ad-hoc interventions

Studies show that whole-class programmes that combine teacher coaching, structured activities, and dialogic prompting yield more reliable classroom-level improvements than isolated short trainings (Goldfeld, 2022).

25. Prompt + contingent scaffolding outperforms prompts alone

Experimental and quasi-experimental evidence indicates that prompts followed by immediate contingent feedback (expansions, recasts) produce stronger gains in participation and fluency than prompts with no scaffolding (Hulme, 2025).

26. Effect sizes depend strongly on dosage and fidelity

Across trials, higher implementation fidelity and greater intervention dosage

(frequency/length) are associated with larger improvements in child language and participation. Low-dose/low-fidelity implementations often show minimal effects (Pillinger, 2022).

27. Measures of fluency remain heterogeneous limiting cross-study synthesis

Reviews and meta-analyses report a wide variety of fluency/participation measures (MLU, turn counts, pause frequency, articulation rate), which complicates direct comparison and meta-analysis (Donolato, 2023).

28. Targeted narrative and vocabulary embedded interventions improve oral narrative quality

Interventions embedding vocabulary and narrative instruction into interactive activities produce gains in children's narrative cohesion and expressive language measures (Phillips, 2022).

29. Interventions adapted for neurodevelopmental conditions can improve oral outcomes when individualized

Systematic reviews focusing on children with ASD, DLD and other conditions find that adapted oral-language programmes (including prompt-based strategies) can yield meaningful improvements when tailored to individual needs (Donolato, 2023).

30. Long-term follow-up data remain limited; sustained effects are uncertain without ongoing support

Several trials provide short-term gains (post-intervention) but few include long-term follow-ups beyond 6–12 months; where follow-ups exist, sustainment often depends on ongoing supports/coaching (West, 2024).

Discussion

The synthesis of twenty international studies published between 2021 and 2024 provides strong evidence that prompt-based pedagogical strategies such as dialogic reading, open-ended questions, peer prompts, and scaffolding significantly improve children's spoken language engagement and fluency across early childhood and elementary education contexts. Collectively, these findings strengthen the theoretical foundation of the Prompt Learning Model (PLM), which emphasizes guided participation, dialogic interaction, and responsive feedback as drivers of oral development (Pillinger & Vardy, 2022; van der Wilt et al., 2022).

Open-ended questions are more effective because they (a) expand the learner's

response space, (b) reduce reliance on retrieval of single correct answers, and (c) invite deeper cognitive operations (explanation, prediction, justification) that promote language complexity and fluency. Mechanistically:

1. Cognitive activation: Open prompts require children to organize thoughts, select vocabulary and grammar, and link ideas processes that practice lexical retrieval and sentence planning, which over time speed articulation and reduce hesitations.
2. Lower accuracy pressure: Unlike closed questions, they de-emphasize a single "right" response, reducing performance anxiety and enabling risk-taking in language use.
3. More opportunities for feedback cycles: Longer responses create more opportunities for contingent teacher recasts, expansions, and corrective feedback the very interactions that promote syntactic complexity and repair strategies.
4. Metacognitive and discourse growth: By asking for reasons, narrations, or predictions, open prompts stimulate metalinguistic reflection and narrative skills, which correlate with greater fluency measures (utterance length, lexical diversity, fewer repair phenomena).

Peer-mediated prompting reduces inhibition and supports fluency via social, cognitive, and interactional mechanisms:

1. Reduced evaluation apprehension: Peers are perceived as lower-status interlocutors than teachers; interacting with them lowers fear of negative judgment and thus encourages risk-taking and experimentation with language.
2. Modeling and zone-of-proximal development: Skilled peers can model linguistic forms and scaffold in ways that are often more accessible than adult models, placing learners within their ZPD via collaborative problem-solving.
3. Shared intentionality and joint attention: Peer interactions create joint goals (e.g., play, storytelling) that shift the focus from performance to communication, reducing self-monitoring and fostering fluent, spontaneous speech.
4. Distributed cognitive load: When peers co-construct meaning, cognitive demands are shared (turn-taking, prompts, clarification requests), allowing children to attempt more complex language than they could alone.
5. Motivation and social reinforcement: Positive peer feedback (approval, laughter, continuation) provides immediate social reinforcement that increases subsequent speaking attempts and maintains engagement.

Dialogic prompts (the backbone), dialogic reading, and open-ended questions have been shown to increase expressive vocabulary and length of utterances. This impacts PLM by making dialogic prompts a standard prompt type in early PLM instruction, especially during shared reading or play. Prioritize prompts that ask for explanations, predictions, and elaborations. Practical adjustments/appropriateness checklist: at least 3 open-ended prompts per interactive episode; record examples of teacher prompts and children's responses for assessment of appropriateness.

The greatest benefits are achieved when the scaffolding contingently expands/reforms immediately after the child speaks and the support is gradually withdrawn. Studies with fidelity measures show greater effects. This occurs in PLM by creating an explicit scaffolding sequence: prompt → child response → contingently expands/reforms → targeted feedback → reduced support in subsequent trials. Use a fading criterion (e.g., the child produces the target structure independently three times). Practical adjustment/fidelity checklist, train teachers to implement expansion/change within 2 seconds of a child's turn, use a simple fidelity rubric (presence of change, increasing complexity, occurrence of fading).

Multi-agent prompts (teacher, peer, digital). Teacher prompts are powerful, but digital prompts from peers and adaptive prompts can enhance practice; transfer is combined for purely video/digital prompts. How this can be implemented in PLM. Apply a triangulation approach: start with teacher-led prompts (skill modeling), introduce peer-mediated tasks to generalize interaction routines, and use digital prompts as a complement, not a substitute, with clear alignment to class goals. Practical alignment/fidelity checklist, sequence: teacher modeling → structured task paired with peers → digital practice with guided prompts. Evaluate digital tools for (a) pedagogical alignment, (b) transparency of adaptability, (c) age appropriateness.

Implementation conditions (dosage, training, assessment). Effect sizes depend on dosage, teacher, and fidelity; low-intensity implementation or poor support results in moderate improvements. This can be implemented in a PLM, but include an explicit implementation protocol: minimum dosage (e.g., 3–4 interactive episodes/week), pre-implementation teacher training (observed practice + feedback), and ongoing fidelity monitoring. Define outcome measures beyond the brief probe—naturalistic conversation samples, lexical diversity, turn length, and maintenance at follow-up.

The results align with earlier findings emphasizing the importance of teacher scaffolding in early language development (Vygotsky, 1978; Mercer & Howe, 2012). However, this study extends the evidence base by showing that peer prompts and digital/AI-based adaptive prompts can achieve similar improvements in children's speaking fluency (Zhang et al., 2023; Lin & Li, 2024). While traditional prompt-based teaching relied heavily on adult-led questioning, recent studies (e.g., Alzahrani & Elyas, 2023) suggest that shared or self-directed prompting enhances learner autonomy and sustained motivation.

Prompt-based instructional strategies consistently outperform traditional grammar-oriented or rote memorization approaches in fostering spontaneous and confident oral production among young learners. Research shows that open-ended prompts, dialogic questioning, and scaffolding feedback enhance both the quantity and quality of learner talk by encouraging elaboration, reasoning, and self-expression (Kurkul et al., 2022; Lyu & Qi, 2023). Compared to conventional teacher-dominated recitation

methods, prompt-based techniques support learner autonomy, turn-taking, and meaningful language negotiation, resulting in higher communicative competence and reduced anxiety. Similarly, studies in English as a Foreign Language (EFL) and early bilingual contexts demonstrate that dialogic and prompt-enriched instruction significantly improves spontaneous utterance length, lexical diversity, and prosodic fluency, whereas mechanical drills often limit adaptive language use.

The results reinforce socio-constructivist learning theories, particularly Vygotsky's Zone of Proximal Development (ZPD), where guided prompts act as scaffolding tools to bridge learners' cognitive and linguistic gaps. Moreover, the findings demonstrate that Prompt Learning embodies the principles of active learning and communicative competence by transforming the classroom into an interactive, dialogic space rather than a one-way instructional environment. Additionally, integrating AI-assisted prompts (as reported in Kim et al., 2023) represents a theoretical shift toward hybrid human–AI pedagogy, where adaptive feedback provides individualized scaffolding, expanding beyond teacher-centered instruction.

Practically, implementing the Prompt Learning Model can:

1. Encourage student-centered speaking practice and collaborative learning.
2. Equip teachers with structured prompting frameworks (open-ended, role-play, or visual prompts).
3. Utilize AI-supported platforms to deliver adaptive prompts in digital classrooms.
4. Enhance speaking fluency assessments by tracking response time, lexical variety, and interactive turn-taking.

These findings suggest that training programs for early childhood educators should incorporate prompt design and delivery as a key pedagogical skill, ensuring balance between teacher-led guidance and student autonomy. Future research should adopt experimental or mixed-method designs to evaluate the causal impact of different prompt strategies on children's fluency development, integrating eye-tracking, speech analytics, or AI-driven observation tools for richer insights. Overall, the synthesized evidence confirms that the Prompt Learning Model is a powerful pedagogical innovation to enhance children's speaking activeness and oral fluency. Its theoretical grounding in social interaction and scaffolding, combined with emerging technological integration, positions it as a next-generation approach in communicative pedagogy. However, the field still requires systematic comparative trials and cross-cultural validation to fully establish its general effectiveness.

While the majority of studies reviewed between 2021 and 2024 affirm the potential of the Prompt Learning Model to enhance children's activeness and speaking fluency, several findings reveal important limitations and inconsistencies that temper this conclusion. First, research on digital or video-based prompting indicates that

improvements in task-specific performance do not always transfer to spontaneous, naturalistic speaking. For instance, Wertalik and Kubina (2022) and Aldabas et al. (2023) found that while video prompting improved procedural learning, its effect on children's unstructured verbal interaction was minimal. These results suggest that certain prompt modalities may not effectively stimulate authentic communicative fluency, thereby limiting generalization across contexts. Second, large-scale evaluations of oral language interventions have highlighted that the dosage, teacher training, and implementation fidelity play a critical role in determining outcomes. Goldfeld et al. (2022) and Pillinger and Vardy (2022) observed that prompt-based or dialogic interventions implemented with low intensity or limited professional development yielded only modest gains in oral language growth. This underscores that the success of the Prompt Learning Model is contingent upon consistent, high-quality implementation rather than the strategy alone. Third, several observational and correlational studies such as that of van der Wilt, van der Veen, and Michaels (2022) have identified associations between teacher questioning and children's linguistic competence without establishing causal relationships. Such designs cannot rule out the possibility that more linguistically capable students simply elicit richer prompts from teachers, rather than prompts causing improved competence. This limitation calls for further experimental or quasi-experimental research to isolate causal mechanisms. Collectively, these contradictory and conditional findings emphasize the need for more rigorous, longitudinal, and comparative investigations that examine prompt type, delivery agent, and fidelity factors systematically. Without addressing these gaps, the broader claim of the Prompt Learning Model's universal effectiveness in fostering children's activeness and fluency remains only partially substantiated.

D. Conclusions

This study concludes that the Prompt Learning Model (PLM) constitutes a promising and pedagogically robust approach for enhancing children's activeness and speaking fluency in early and primary education. Across the twenty studies reviewed, structured prompting particularly open-ended questioning, dialogic exchanges, and contingent scaffolding consistently supported children in producing longer, more complex utterances and participating more actively in classroom discourse. These findings align with socio-constructivist perspectives, emphasizing the central role of guided interaction and shared meaning-making in early language learning. At the same time, the evidence demonstrates that the effectiveness of PLM is contingent upon several implementation factors, including the type of prompt, the delivery agent (teacher, peer, or digital), and the degree of fidelity with which prompting and scaffolding routines are enacted.

The practical implications of this review are clear. Teacher professional development should prioritize the formulation of open-ended questions, the timely use of

expansions and recasts, and the facilitation of peer-mediated learning activities that distribute talk opportunities across the classroom. Curriculum designers and school leaders should embed structured prompting routines within daily instruction and provide ongoing coaching to support consistent implementation. Digital and AI-assisted prompting tools may complement these practices, but they should be integrated within human-mediated interaction rather than used as stand-alone substitutes. Despite overall positive findings, the review also reveals important limitations. Several studies report modest or inconsistent outcomes when digital prompts are used without scaffolding, or when intervention dosage and teacher training are insufficient. These variations underscore the need for methodological rigor and contextual sensitivity. Future research should employ randomized controlled trials to directly compare AI-generated and teacher-delivered prompts, and longitudinal studies are needed to examine the sustained effects of PLM on children's oral language and literacy outcomes. Research should also investigate how prompt design interacts with learner characteristics, particularly in bilingual and culturally diverse settings. Taken together, the evidence positions the PLM as a valuable, learner-centered framework whose potential will be fully realized through thoughtful implementation and continued empirical refinement.

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