

DIDACTIC STRATEGY FOR STIMULATING LINGUISTIC DEVELOPMENT ON LEARNERS WITH HIGH-INTELLECTUAL CAPACITIES

ESTRATEGIA DIDÁCTICA PARA ESTIMULAR EL DESARROLLO LINGÜÍSTICO EN EDUCANDOS CON ALTAS CAPACIDADES INTELECTUALES

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ABSTRACT

This study originates from the findings of a preliminary research at Armando Mestre Martínez educational institution, which highlights gaps in the linguistic competencies of learners with high intellectual aptitudes. These results allowed for the proposal of a didactic strategy aimed at stimulating linguistic development in pupils with high intellectual aptitudes. An explanatory and propositional research design was used, which supported by the systematization of experiences, enabled the use of methods such as analysis-synthesis, inductive-deductive reasoning, modeling and the hermeneutic-dialectical approach during the interpretative process. In addition, empirical techniques such as documentary review were applied objectively confirming the proposed strategy. The proposed strategy conceived as a verbal stimulation element in students with high intellectual capacities, is grounded on the critical analysis of theoretical contributions addressed by various scholars on the subject. It enables the integration of the contexts in which learners operate their diverse communicative competences and their potentialities.

KEYWORDS: verbal skills; intellectual ability; school performance; verbal intelligence

RESUMEN

El trabajo tiene como génesis los resultados de un estudio preliminar en la institución educativa Armando Mestre Martínez, que revela insuficiencias en el lenguaje de educandos con altas capacidades intelectuales, lo que permitió proponer una estrategia didáctica para estimular su desarrollo lingüístico en educandos con altas capacidades intelectuales. Se utilizó la investigación explicativa y propositiva que apoyada en la sistematización de experiencias articuló métodos teóricos, como el análisis- síntesis, el inductivo deductivo, la modelación y el método hermenéutico-dialéctico durante todo el proceso interpretativo. De igual modo, se utilizaron técnicas empíricas como la revisión documental para fundamentar objetivamente la estrategia. La Estrategia que se propone como elemento interventor para estimular verbalmente a los educandos con altas capacidades intelectuales, parte del análisis crítico de las aportaciones teóricas abordadas por varios estudiosos de la temática y posibilita la integración de los contextos de actuación del educando, las diferentes competencias comunicativas y sus potencialidades.

PALABRAS CLAVE: habilidades verbales; capacidad intelectual; rendimiento escolar; inteligencia verbal

INTRODUCTION

Transforming education means provide learners with the knowledge, competencies, attitudes, and values necessary to be resilient, adaptable and prepared for an uncertain future, while simultaneously contributing to human and planetary well-being and sustainable development (UNESCO, 2015). In this process of relationships, language takes up a foremost place, not only for learning but also for collaboratively solving pressing problems and building a peaceful world where everyone has space.

Therefore, linguistic, psychological, sociological, neurological, and pedagogical research converge on the importance of educating schoolchildren in the use of language as a noetic and semiotic instrument. Thus, its presence in communicative activity should favor the acquisition of knowledge and the understanding of evaluative orientations based on cooperation, respect and tolerance. Achieving this aspiration involves understanding and developing learners' potential and possibilities, among them, high intellectual capacities and their manifestations.

High intellectual capacities have been the subject of study at different stages of human development; internationally, figures such as Tarrida & de Batlle (1998); Navío (2017) and Tourón (2020) can be cited. In Cuba, Torres (2003); Castellanos & Vera (2009); Vera (2011) and Lozano & Martínez (2013) demonstrate that the direction of pedagogical process in primary school does not extend to stimulating talent in specific areas, and inconsistencies in its pedagogical foundation are valued as a cause. For this reason, this work will address the need to stimulate learners' linguistic potential as a significant aspect for learning.

The epistemological study carried out suggests that verbal skills are related to intellectual capacity (Webb, 1999; Vargas, 2004; Calzadilla, 2014). In this process of exchange and relationships established by the individual, and knowledge, the proper use of language, with emphasis on one's native language, becomes essential. It is known that the improvement of the mother tongue is part of identity; through it, values such as respect are strengthened, it aids communication with people from diverse societies, is the first link in the exchange of information from one subject to another, protects the knowledge of the language itself throughout history and across generations, and positively influences the teaching-learning process by allowing the instruction of talented learners and the methods for discerning content and school performance.

The results of preliminary research realized at Armando Mestre Martínez educational institution in Moa municipality reveal the inadequate conception of the intervention strategy to stimulate linguistic development in learners with high intellectual

capacities. Consequently, this work has the following objective: to propose a didactic strategy for stimulating the linguistic development of primary-level learners with high intellectual capacities.

MATERIALS AND METHODS

The methodology integrated theoretical methods, such as, analysis-synthesis, inductive-deductive and the hermeneutic-dialectical method throughout the research's interpretive process. Similarly, empirical techniques such as documentary review and modeling were used.

The research is explanatory and propositional, thus the evaluation of the study context allowed for the proposal of a didactic strategy to stimulate the linguistic development of primary-level learners with high intellectual capacities.

RESULTS AND DISCUSSION

Characteristics of individuals with high linguistic capacities

High linguistic capacities are manifested in children and adults with superior abilities in reading, writing, argumentation, and mastery of multiple linguistic codes, requiring early identification and curricular enrichment (Tourón, Fernández, & Reyero, 2020). According to Sternberg (2017), it not only involves a high verbal intelligence quotient but also originality in expression, sensitivity to figurative language (metaphors, irony) and communicative adaptability in different contexts. For Ardila & Cuetos (2022), high linguistic capacities refer to exceptional performance in language processing, which includes verbal fluency, lexical richness, advanced comprehension, creativity in the use of grammatical structures and metalinguistic capacity above average for one's age.

High linguistic capacities are linked to greater connectivity in neural networks of the left hemisphere (Broca's and Wernicke's areas), with rapid retrieval of lexical information in semantic memory (Jung, 2014).

The definition given by Ardila & Cuetos (2022) is adopted, who describes it as a set of outstanding abilities related to language mastery. Furthermore, these competencies not only define individuals with linguistic talent but, also, highlight language as a tool for thought and creation. Its development can be enhanced in educational environments that value cognitive diversity and foster authentic expression.

High linguistic capacities and verbal intelligence assert a bidirectional and synergistic relationship, where each component enhances and is sustained by the other. Verbal intelligence, understood as the capacity to process, understand and generate language efficiently (Sternberg, 2017), acts as a cognitive substrate that allows the development of exceptional linguistic skills. In turn, skills such as lexical mastery, complex syntax, or narrative fluency are observable manifestations of a highly developed verbal intelligence.

The importance of high linguistic capacities lies in their multidimensional impact on a person's cognitive, academic, social and emotional development. These capacities go beyond «advanced language mastery» and involve skills such as sophisticated expression, abstract thinking, verbal creativity and metacognition. Ensuring that learners with high linguistic capacities reach their maximum development is not an easy task; it requires effort, stimulation, and persistence.

Linguistic stimulation of learners with high intellectual capacities

Nationally and internationally forms or pathways have been used to promote the potential and capacities of outstanding individuals who, due to their peculiarities, require special guidance and support.

It can be stated that educational stimulation can be defined as a set of deliberate actions that the teacher implements to attend to and foster the development of students after conducting a preliminary diagnosis (Martínez, 2013).

The above refers to the stimulation of all learners, especially those showing high capacities. Castellanos & Vera (2009) state that «...stimulation always implies special efforts to implement a differentiated, developmental education that takes into account the individual potential and needs of each student, but additionally invests a special effort in the educational attention of outstanding students for their possibilities and performance, who commonly find few academic spaces to satisfy their needs and interests».

Stimulating verbal talent is a multidimensional and organized process. Its direction by the teacher influences different spheres of the primary-level learner's personality, in accordance with the purpose and objectives of the primary school model, so that it leads to the promotion and internalization of knowledge and evaluative orientations that are gradually reflected in their feelings, ways of thinking and behaviors.

It can be affirmed that verbal talent has no limits nor a predetermined nature; its stimulation constitutes a process that considers the complex interaction of dimensions of a heterogeneous and multivariate nature (psychological variables, evolutionary, educational and social factors). Stimulation is not directed at isolated elements but at their integrity. The active role of the subject in this process generates qualitative changes in psychic activity and contradictions, which become driving forces that lead to development. It is important to understand that the stimulation of verbal talent stems from the diverse set of pedagogical actions exercised in teaching and extracurricular contexts. It is directed at the formation and development of processes, qualities and psychological formations that must be articulated to foster the sustained motivation of the schoolchild to communicate verbally with quality, coherence and originality, in different spaces and contexts. The pathways used by the teacher for this must articulate acceleration and enrichment.

A significant aspect in the process of linguistic stimulation for learners with high intellectual capacities is that the teacher must serve as a linguistic model for their learners and demonstrate being an efficient communicator, evidenced in correct diction, adequate voice inflection and intonation during oral exposition or reading; it must also be revealed in lexical sufficiency, mastery of linguistic structures, skills for introducing, developing and concluding texts and the expression of broad culture. Teacher must condition, during the activity, exchange, cooperation and respect within the group, so that learners express ideas, judgments and evaluations with independence and security.

Thus, the use of strategies for stimulation conditions the progression through the levels of formation of linguistic talent. Stimulation as a dynamic and socio-historical process involves the planning, execution and evaluation of strategies for pedagogical intervention. It is subordinated to the results of psycho-pedagogical identification, which constitutes a systemic, systematic and prospective process on the potential and talented verbal possibilities. Strategies require an understanding of the particularities that typify the levels of formation of verbal talent and the psycho-pedagogical characterization of the primary-level learner with verbal talent. The progression through these levels reveals the peculiar way of internalizing help and support by learners, under conditions of interaction and collaboration within the group.

Didactic strategy for stimulating learners with high linguistic capacities

The didactic strategy, as a scientific solution to the problem regarding the stimulation of linguistic development in learners with high intellectual capacities at the Armando Mestre Martínez Educational Institution in Moa Municipality, starts from the present (diagnosis) and projects towards the desired state (attainable future) through concrete actions that satisfy the needs and demands of proposed objectives, and which can be enriched and/or modified in practice based on the results obtained.

It is structured in stages, according to the criterion given by De Armas, Vázquez & Lorence (2003):

General Objective: to stimulate the development of advanced linguistic capacities in learners through interactive, creative and reflective methodologies, promoting oral and written expression, critical thinking, and in-depth analysis of language in diverse communicative contexts.

Information gathering or diagnostic phase: Indicates the real state of the object and evidences the problem around which the strategy revolves and develops.

Specific objective:

Identify the linguistic strengths and needs of learners with high intellectual capacities.

Actions:

- ✓ To strengthen, through teacher training, the elements that optimize the process of identification and educational attention for students with high linguistic capacities.
- ✓ To design the psycho-pedagogical evaluation procedure by delimiting key competencies, the family and social context, and professionals involved in data collection and analysis.
- ✓ To plan psycho-pedagogical interventions based on prior diagnosis, using specialized techniques and instruments to enhance the linguistic and cognitive development of learners with high intellectual capacities.
- ✓ To verify prior performance in areas related to Spanish language (student's cumulative record).
- ✓ To apply linguistic competency tests (reading comprehension, written expression, verbal creativity).

- ✓ To record skills such as verbal fluency, lexical richness, argumentative capacity and creativity in oral and written productions.
- ✓ To dialogue with learners to understand their likes, aspirations and how they would like to deepen their Spanish skills.
- ✓ To conduct observations during communicative activities.
- ✓ To coordinate with educational performers the activities to be developed during the implementation phase.

Characterization of the desired state, programming, implementation, or execution phase: It defines short and medium-term goals or objectives that allow the transformation of the object from its real state to the desired state. Stage-by-stage planning of the actions, resources, means and methods corresponding to these objectives. Explains how it will be applied, under what conditions, for how long, who is responsible and participants.

Specific objectives:

To improve verbal fluency, critical thinking and argumentation.

To foster creativity and the structuring of ideas in written texts.

To deepen about the analysis of language and its use in different contexts.

Actions:

- ✓ To examine didactic resources to foster in learners an interest in reading, oral expression, comprehension and active participation in academic and cultural activities, such as debates, dramatizations, knowledge olympiads, and literary events, among others.
- ✓ To design interactive games that promote active listening in learners with high intellectual capacities, through the execution of sequential and fun instructions.

- ✓ To create, within the school and community context, strategies for reflective reading based on the analysis of keywords, fostering critical interpretation through guided comments, associations with images and the expression of well-founded opinions.
- ✓ To foster oral expression skills in learners (dialogues, narrations, descriptions, expositions, dramatizations, arguments) through participatory activities, situated in real contexts or personal experiences, so that they can function as competent communicators in several scenarios.

Evaluation phase: Definition of achievements, obstacles overcome, assessment of the approximation achieved towards the desired state.

Means that these phases are consistent with the stages of the management cycle, so that actions transition from planning, organization, execution, control, and evaluation.

Specific objective: Measure the impact of the strategy and adjust approaches based on learner development.

Actions:

- ✓ To foster a collaborative environment where dialogue, debate and the exchange of ideas flow respectfully, allowing learners to express their opinions, listen to their peers' perspectives and argue their points of view. In this way, comprehensive evaluation will be promoted: self-evaluation, peer evaluation, hetero-evaluation, and individually and collectively assessment by both, the teacher and the group.
- ✓ To systematize the data obtained from the execution of evaluation tests during the development of linguistic skills.
- ✓ To evaluate the impact of the training received through the analysis, expansion and implementation of methodological guidelines.

- ✓ Multidimensionally integrate information about learners' progress in reading competency that influences grade promotion or the continuous improvement of this skill.
- ✓ To evaluate the involvement of educational performers in the designed didactic actions.
- ✓ To provide feedback on the process of developing literary creativity through the design and implementation of innovative strategies for educational intervention, based on the results achieved.

The strategy proposed as an intervention element for verbal stimulation in learners with high intellectual capacities is based on a critical analysis of the theoretical contributions addressed by various scholars on the topic, as well as the results of the diagnosis carried out at the Armando Mestre Martínez educational institution.

The authors reflected on its validity and timeliness, adjusted to the educational context, highlighting the need for individualized attention within diversity for this type of learner, with different concerns and interests from the rest of the student body.

The material presented has not been validated in educational practice; but the actions reflect the integration of the learner's contexts of action, different communicative competences and their potential.

CONCLUSIONS

There is an extensive theory regarding high intellectual capacities in general and from different sciences that allow understanding the characteristics of this type of learner; from Psychology, Anatomy and Neuroscience, the study of the brain and its potential for learning all subjects, including language, is deepened. The diagnosis carried out reveals that there are limitations in stimulating linguistic development of learners with high capacities at the Armando Mestre Martínez IE, which have their causes in insufficient attention from teachers and the non-use of didactic strategies

that favor their development. The didactic strategy developed to stimulate the linguistic development of learners with high intellectual capacities is based on solid theoretical foundations and projects actions aimed at improving learners' communicative skills.

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