Abstract

This work intends to verify the existence of linguistic repercussions in children of socioeconomic levels and , compared to children of socioeconomic levels and . It stems from a research that intended to describe the communicative characteristics of children aged to 0. The sample was composed by ninetytwo children, fifty of them belonging to socioeconomic levels and , and forty-two to socioeconomic levels and . The objective of this work is to compare the communicative characteristics of a group of children of different socioeconomic levels who are between and years old with the purpose of determining the linguistic repercussions resulting from the social conditions and the existence of important differences between both samples. The individuals who are part of this work have been observed in different contexts identifying the characteristics in the semantic, syntactic, pragmatic, phonetic-phonological levels and the general characteristics in the cognitive level in play situations and communicative exchanges with partners and adults. The individuals are - years old. According to the linguistic development scale, they have already acquired most of the elements of language and they have reached the improvement stage. It is important to analyze this group of people because they are in a stage of beginning their school period, where language as a link of socialization is reinforced and it corresponds to the basis of acquisition of new knowledge. The results of the study show an inferior performance of children with socioeconomic levels and when compared to the children of socioeconomic levels and in aspects related to the quality of production, relational meanings and social interactions, among others.