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***Er and der:***  
**their interpretation and phonology in child language**

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This paper aims to compare the use of personal (PP) and demonstrative (DEM) pronouns by German children (8-10 y.o.) and adults.

We perform a multi-layered analysis of pronouns, considering the grammatical role of their discourse antecedents [1], their semantic interpretation (contrastive/non-contrastive, [2]) and prosodic features.

Children differ from adults in two aspects: i) they do not distinguish PPs and DEMs in their conditions of use (both refer to subject antecedents to the same extent); ii) they do not mark prosodically contrastive vs. non-contrastive interpretations of PPs. DEMs express contrastive interpretations both among children and adults, and are always accented.

We interpret the results as showing that children do not master the distinction between accented and unaccented PPs. To express contrastive interpretations, they rely on the use of DEMs, even when referring to a subject antecedent. We discuss the results in the light of economy principles guiding reference acquisition [3].

**References:** [1] Hinterwimmer, S. (2015): A Unified Account of the Properties of German Demonstrative Pronouns, In: *Proceedings of the Workshop on Pronominal Semantics at NELS 40*, 61-107. GLSA Publications. [2] Riester, A. & Baumann, S. (2013): Focus triggers and focus types from a corpus perspective. In: *Dialogue and Discourse* 4(2). 215-248. [3] Clahsen, H., Eisenbeiss, S. & Penke, M. (1996): Underspecification and lexical learning in early child grammars. In: *Generative Approaches to First and Second Language Acquisition*. Amsterdam: Benjamins.