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Ergatives; 5.4. Judgment Data; 5.5. Learnability: Why Are Ergative Constructions So Hard to Acquire?; 5.6. Conclusion; Notes to Chapter 5; Chapter 6. Tough Movement: "Never easy to be learned"; 6.0. Introduction; 6.1. Tough-Movement in English; 6.2. "Pseudo-Tough-Movement" in CIL; 6.3. Comparative Grammar of Raising and Tough-Movement; 6.4. Pseudo-Tough-Movement as an Interlanguage Innovation; 6.5. Tough-Movement Acquisition in L1 and L2; 6.6. Tough-Movement and the Typology of Raising; 6.7. Judgment Data; 6.8. Learnability; 6.9. Conclusion; Notes to Chapter 6; Chapter 7. Existential Constructions and Indefinite Subjects: "There are sentences cause learnability problems"; 7.0. Introduction; 7.1. Existential Pseudo-relatives in CIL; 7.2. Comparative Grammar of Existential Constructions; 7.3. Analysis of the CIL Pseudo-relative Construction; 7.4. Learnability and Acquisition of Target Structures; 7.5. Conclusion; Notes to Chapter 7; Chapter 8. Summary and Implications; 8.0. Introduction; 8.1. Implications for SLA Research; 8.2. Second Language Acquisition and Learnability; 8.3. Conclusion; Notes to Chapter 8; Appendix A: Questionnaire on Pseudo-passives and Related Structures; Appendix B: Questionnaire on Ergative Verbs and Related Structures; Appendix C: Questionnaire on Tough-Movement and Related Structures; References; Index of Authors; Index of Subjects

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## Sommario/riassunto

This book investigates a set of structures characteristic of Chinese speakers' English interlanguage (CIL) in the light of grammatical theory and principles of learnability. As a study of CIL grammar, it illuminates both the theory of interlanguage syntax in general and some specific problems in the acquisition of English by Chinese L1 learners. A set of interrelated structures are investigated, including topicalization, passive, ergative, "tough movement" and existential constructions.

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