In this talk, we focus on the learnability of marked interactions of phonological processes. In particular, we explore the learnability of opaque interactions relative to transparent ones using an artificial-grammar learning paradigm. Participants behaved in one of three ways, either correctly learning the opaque grammar, not learning anything, or leveling the grammar into a transparent grammar. This grouping of participants accounts for the typological pattern found with respect to opaque interactions: They persist in languages despite being marked without any apparent benefit in perceptibility (first group), but they are less common than transparent relationships (last group).