This study examines English-speaking L2 intermediate learner’s errors in the acquisition of the two Spanish copula verbs *ser* and *estar*. Errors in using these verbs are classified into two types: semantic and morphological, and the research uncovers which type of error is more common among learners. Data is collected from 31 participants by means of a 28 question test divided into a morphology section and a semantic section. Results showed that learners generally make more morphological errors than semantic errors, despite the lack of direct transfer of these verbs from their L1. The role of morphology in acquisition of these verbs is discussed. Morphologically, more errors were seen with the verb *ser* over *estar*. Semantically, previous research (VanPatten, 1985) has shown a higher frequency in the use of *ser* over *estar*. Due to *ser*’s higher frequency overall, therefore, more errors among L2 learners were found with the use of *ser* when *estar* is actually needed than vice versa.