Abstract

The aim of this bachelor thesis is to carry out a spoken corpus-based analysis of errors advanced EFL learners with Spanish as L1 make (when) referring to the past. The thesis is divided into two main parts: the theoretical part, and the practical part. The theoretical part offers a brief linguistic description of the system, specifically, of the grammatical possibilities of referring to the past. It also provides a theoretical account of learner language, interlanguage, typical features of spoken language, the definitions of errors, as well as computer-aided error analysis. The practical part presents an analysis of a sample of data drawn from the Spanish subcorpus of LINDSEI. In addition, the practical part continues in providing with the evidence of errors in expressing the past. The sample of native speakers of Spanish is error tagged, and the mistakes found in parts referring to the past are identified. The Louvain tagging system is used for the error-tagging. The thesis analyses the selected errors and compares the results with previous research conducted on native speakers of Czech.

Key words: spoken language, learner language, interlanguage, learner corpora, error analysis, error tagging