**Coherence Errors in the Writing of Japanese Students**

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**Abstract**

*The research examines the nature and origins of coherence errors in the writing of Japanese students. Drawing on the frameworks of error analysis and contrastive rhetoric, the study examined eighteen expository paragraphs written by intermediate Japanese learners of English to identify deficiencies in discourse coherence. The errors were categorized as either textual, cognitive, or cultural-level errors. The results revealed that coherence was predominantly compromised in the thematic and semantic components of the text. Within the thematic component, issues surfaced in the grouping and sequencing of ideas, as well as in the presentation of opposing arguments. As for the semantic component, the majority of errors appeared to stem from students' inadequate grasp of word meanings. These findings underscore the importance of tailored instruction for Japanese students, with particular attention given to topic establishment and maintenance, and the acquisition of word meanings. Addressing these specific areas could significantly contribute to minimizing coherence errors among Japanese learners of English and enhancing their overall writing proficiency.*

**Keywords**

Coherence errors, EFL writing, Japanese EFL writing, Error analysis