Abstract:

The abstract serves as the gateway to academic research, significantly influencing a reader's decision to delve into the full text. This study addresses the linguistic disparities between abstracts in Chinese and English research papers, a critical area for Chinese scholars seeking to publish in international journals. The linguistic features of abstracts, including structure, tense usage, and voice, are pivotal for effective communication. The primary aim of this research is to identify and analyze the linguistic differences in abstracts authored by native English speakers and Chinese scientists, with a focus on enhancing the academic writing proficiency of Chinese graduate students. A systematic sampling approach was employed, selecting 80 abstracts across 20 diverse fields. These included authentic English abstracts (Ea\*1), translated abstracts (Ta's \*2), and their original Chinese counterparts (Ca\*3). The abstracts were categorized into four sections—introduction, method, results, and conclusion—based on Bhatia’s model. Linguistic elements were examined, including verb tense, passive voice, modal verbs, and syntactic structures, using statistical tools like SPSS for data processing and Chi-square tests for validation. The contrastive analysis revealed distinct preferences in verb tense usage between Ea and Ta, with Chinese abstracts showing a higher incidence of the present simple tense and English abstracts favoring the past tense. A significant difference in the use of passive voice was also observed, with Ea employing it more frequently than Ta. These findings suggest a need for Chinese writers to refine their understanding of tense and voice in academic writing. The study concludes that there is a substantial gap in the linguistic practices of Chinese and English abstracts, which can be bridged through targeted educational interventions. It is imperative for Chinese graduate students to grasp the nuances of English academic writing to enhance the international appeal of their research. The study also suggests that further research is needed to explore the cultural and educational factors influencing these linguistic differences.

Keywords:

Abstracts, Linguistic Analysis, Academic Writing, Cross-Cultural Comparison, Research Methodology