Abstract : This paper presents a contrastive analysis of abstracts from research papers published in both Chinese and English journals, aiming to identify linguistic differences between abstracts written by native English speaking authors and Chinese scientists. It highlights the importance of abstracts in various academic contexts, including journal articles, academic conferences, dissertations, and thesis collections, and provides insights into academic writing for Chinese graduate students. In order to explore the structural and linguistic features of abstracts, the authors randomly selected 80 authentic English abstracts (Ea1) and their translated versions (Ta2), as well as the original Chinese abstracts (Ca3). These abstracts were categorized and analyzed using Bhatia's model, with distinct colors to differentiate the four sections of the abstract: introduction, method, result, and conclusion. The study examined linguistic features such as verb tense, passive voice, modal verbs, first-person pronouns, and section lengths, using SPSS for statistical analysis and the Chi-square test to reinforce findings. The results show that there is a significant difference in the use of verb tenses between Ta and Ea, suggesting that Chinese writers may not fully grasp the nuanced use of tenses in academic writing. The use of passive voice was more prevalent in Ea, which could be attributed to negative transfer from Chinese writing habits or differing cultural perceptions about the doers of a event. The study highlights the need to provide Chinese graduate students with specific course materials to educate them to understand the nuances of academic writing in English and Chinese. It shows that a deep understanding of the linguistic features of English texts is essential for effective scholarly communication and calls for further investigation into the reasons behind these linguistic patterns to provide a more grounded explanation.

Keywords : Contrastive Analysis, Academic Writing, Linguistic Differences, Abstracts