第三次高级写作作业：

Abstract:

This study presents a contrastive analysis on abstracts of research papers in Chinese and English journals, aiming to identify linguistic disparities and enhance academic writing clarity for Chinese graduate students. The research is centered on journal articles, recognized as a pivotal platform for academic discourse. A sample comprising 80 abstracts from 20 diverse disciplines was analyzed, comparing authentic English abstracts (Ea), their translated counterparts (Ta), and the original Chinese abstracts (Ca).

Employing Bhatia’s model, the study methodically divided abstracts into four distinct sections: introduction, method, result, and conclusion. Each section was subjected to a detailed linguistic features examination, focusing on verb tense, passive voice, modal verbs, and pronoun usage—key elements that reflect the nuances of academic expression. Utilizing SPSS for statistical analysis, the study identified a propensity among Chinese authors to provide extensive detail in the introduction, which may stem from non-uniform abstract guidelines in Chinese academic publications.

The study also revealed significant variances in verb tense application between Ea and Ta, indicating a need for Chinese writers to deepen their comprehension of tense usage in academic writing. Furthermore, the research found the insufficient use of passive voice in Ta compared to Ea, a disparity potentially rooted in the writers' linguistic background and cultural perceptions of agency.

The findings underscore the importance of targeted educational resources to bridge the linguistic and cultural gaps in academic abstract writing. The study concludes that further research is essential to explore the underlying reasons for writing style differences and to develop effective academic writing curriculum for Chinese graduate students.

Keywords: Sections, linguistic features, academic writing