**Title:**

A Contrastive Analysis on Abstracts of Research Papers in Chinese and English Journals

**Abstract:**

English abstracts are pivotal in academic research, providing concise summaries that facilitate quick understanding and dissemination of studies. Recognizing the challenges faced by Chinese graduate students in mastering English academic writing, this study aims to identify and understand the linguistic differences between abstracts authored by native English speakers and those translated from Chinese in order to aid in the development of effective teaching materials and improve English writing skills.

This study analyzed 80 abstracts, comprising 40 authentic English abstracts (Ea) and 40 English translations of Chinese abstracts (Ta) across 20 diverse fields, including natural sciences, social sciences, medical science, and economics. Each abstract was divided into four sections—Introduction, Methods, Results, and Conclusion—based on Bhatia's (1993) model. The analysis focused on key linguistic features such as verb tense, passive voice, modal verbs, first-person pronouns, and section length. Data were processed using SPSS to calculate frequencies and perform Chi-square tests to validate the statistical significance of the findings.

The analysis revealed that Chinese authors tend to allocate more content to the introduction section compared to their English counterparts, possibly due to the lack of standardized abstract requirements in Chinese journals. In terms of verb tense, significant differences were observed, with Chinese authors using a higher proportion of past tense in introductions, while English authors predominantly used the present simple tense. The use of passive voice was also notably higher in English abstracts, reflecting different cultural and linguistic attitudes towards the portrayal of agency in writing. Additionally, the overall structure of Chinese abstracts showed a tendency to emphasize introductory information at the expense of method, results, and conclusion sections.

The findings of this study highlight the necessity for well-prepared instructional materials tailored to help Chinese graduate students understand the intricate nuances of English academic writing. The identified disparities in abstract structure and linguistic features are influenced by cultural and linguistic backgrounds. Further research is required to delve deeper into these differences and to develop targeted instructional strategies that can enhance the academic writing skills of Chinese students, ultimately improving their ability to engage with the global academic community effectively.

**Keywords:** Research Abstracts, Academic Writing, Linguistic Differences.