Abstract

This paper presents a contrastive analysis of abstracts from Chinese and English academic journals, aiming to elucidate the linguistic disparities that exist in the abstracts authored by Chinese and native English scientists. The study underscores the significance of abstracts in academic discourse, serving as concise summaries that often determine the readership of the full text. Utilizing a sample of 80 abstracts across various fields, this research investigates the structural and linguistic elements, including verb tenses, passive voice usage, and syntactic patterns, to identify distinctive writing styles.

The methodology involved a random selection of abstracts and a comparative analysis based on Bhatia's model, color-coding sections for clarity. Statistical tools like SPSS were employed to analyze data, revealing notable differences in the frequency and use of linguistic features. For instance, Chinese abstracts exhibited a higher frequency in the introduction section and a less nuanced application of verb tenses compared to English abstracts. The study also highlighted the prevalent use of passive voice in English abstracts, potentially due to differences in writing conventions and the influence of the Chinese language's meaning-centered nature.

The findings of this study are instrumental for Chinese graduate students in enhancing their English academic writing skills. The paper concludes with the necessity for tailored educational materials that address these linguistic nuances, facilitating a deeper understanding of academic writing in English. Further research is recommended to explore the underlying reasons for the observed disparities, ensuring the development of effective writing strategies for non-native English speakers.

**Key words**: Abstract Writing;Linguistic Analysis;Academic Journals;Chinese vs. English; Verb Tenses;Passive Voice;Educational Implications