****Abstract****

This study presents a contrastive analysis of abstracts in research papers published in Chinese and English journals. With the recognition that English abstracts are crucial for international scholarly communication, this investigation aims to identify linguistic differences in abstracts written by native English and Chinese scientists, and to provide insights for Chinese graduate students in English academic writing courses.

The study sample consisted of 80 abstracts :40 original English abstracts (Ea) and 40 Chinese-English translations (Ta). Each abstract is divided into four parts according to Bhatia's (1993) model: Introduction, Method, Result and Conclusion. SPSS (Statistical Package for the Social Sciences) is used to calculate frequencies when performing statistical analyses and is used to generate bar and pie charts, sometimes using Chisquare tests to reinforce research results.

Chinese authors tend to provide more information in the introduction, favoring the present tense, contrasting with native English speakers' preference for the past tense. Additionally, variations in the use of passive voice are observed, likely due to the Chinese language's emphasis on meaning over form. Notably, some Chinese authors misplace content in their conclusions.

To enhance the quality of academic papers and international communication, Chinese scholars should be mindful of the appropriate use of tense and voice, adhering to standardized requirements for academic abstracts. Furthermore, future teaching and research should emphasize a deeper understanding and interpretation of linguistic differences in English academic writing. What’s more, specialized instructional materials and focused training are essential for Chinese students to master the linguistic and structural nuances of English academic writing, aiming to improve the accuracy and professionalism of graduate students' English academic writing.

****Key Words****

Contrastive Analysis, Abstracts, Research Papers, Chinese Journals, English Journals, Academic Writing, Cross-cultural Communication.