

Comparative Study of the English-Chinese Academic Discourse System

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Abstract: As an important tool of knowledge expression, the academic discourse system reflects the thinking mode and expression habits under different language and cultural backgrounds. This paper makes a systematic comparison of the academic discourse system from three dimensions of language expression, logical thinking and cultural background. It is found that the English academic discourse system is characterized by logic, simplicity and objectivity, emphasizing the clarity and efficiency of information transmission, while the Chinese academic discourse system focuses on comprehensiveness, integrity and cultural depth, and shows the multidimensional nature of academic discourse through complex sentence patterns and background supplement. This difference is not only derived from the grammatical characteristics of the two languages, but also deeply influenced by the Chinese and Western cultural traditions. Through the comparative analysis of the English-Chinese academic discourse system, this paper reveals the possible challenges in the cross-cultural academic exchange, and provides a reference for the improvement of academic writing ability.

Keywords: English-Chinese Contrast; Academic Discourse System; Language Expression; Logical Thinking; Cultural Background.

1. Overview of Academic Discourse System

1.1. Definition and Role of the Academic Discourse System

Academic discourse system refers to a set of language norms and expression patterns used to express ideas and convey knowledge in academic communication. This system not only contains the syntax and lexical characteristics of the language itself, but also involves the cultural background, thinking mode and values. The core of the academic discourse system lies in its ability to convey academic ideas, display research results, and provide a unified language framework for academic communication. For the global academic community, the standardization of the academic discourse system directly affects the efficiency and influence of the academic communication[1].

In international academic exchanges, English has gradually become the dominant language, and its academic discourse system is widely accepted worldwide for its emphasis on logic and standardization. At the same time, Chinese serves as a language with deep historical and cultural connotations, and its academic discourse system also embodies its unique cultural characteristics and expression style. The study of the academic discourse system of English and Chinese languages can not only help to reveal its internal characteristics, but also provide a theoretical basis for cross-cultural academic exchanges.

1.2. The Main Characteristics of the English Academic Discourse System

The outstanding feature of English academic discourse system lies in its high logic, objectivity and accuracy. English academic articles usually use the standard structure of introduction, methods, results and discussion (IMRaD)[2]. This format not only ensures the clarity of information

transmission, but also provides readers with a clear reading logic. The content of the article is divided into independent and relevant parts, and the functions of each part are strictly defined. For example, the introduction is used to outline the background of the question, the method section shows the research path, and the results and discussions answer the research questions in turn and extend the significance.

In terms of language expression, English academic writing pursues concise and direct. The use frequency of short sentences is high, avoiding the ambiguity of information transmission caused by long sentences. The widespread use of academic terminology ensures the accuracy of academic content, especially in the natural and social sciences. English academic writing emphasizes objectivity, which is reflected in the tendency of desubjectivity of language. The use of common third person and passive voice in articles aims to weaken the subjective impression and highlight the independence of the study. The extensive use of logical connectives further strengthens the organization of the article, and makes the relationship between viewpoints more clear and easy to understand.

1.2.1. Strict Structure and Logical Framework

Characteristic of English academic writing is its normative and logical structure. Academic papers usually follow a certain structural pattern, the most common being IMRaD (Introduction, method, results, discussion), and this structure helps the author to clearly convey all aspects of the research. This framework makes the orderly flow of information in the paper, easy for readers to understand and track the research process. In the IMRaD structure, the function of each part is clearly defined. The introduction section mainly introduces the research background and research problems, the method section explains the research design and implementation steps in detail, the results part shows the data or findings, and the discussion part analyzes the significance of the results and proposes further research directions.

The logic of English academic writing is reflected in the

hierarchy of its views. Each paragraph and sentence revolves around a central idea, and there is a clear logical transition between passage and paragraph. In order to ensure the organization and logical writing, English academic writing frequent use of various logical connectors, such as "so" (therefore), "however" (however), "so" (thus), etc., these connectors help establish the relationship between different parts, turning, progressive, make the full text more coherent and easy to understand. Through this structured and logical expression, the English academic writing can effectively display the research results, while avoiding the ambiguity and redundancy of information.

1.2.2. The Objectivity and Depersonalization of Academic Language

English academic writing attaches great importance to objectivity and emphasizes the depersonal expression mode. This objectivity is reflected in the language choice and the sentence pattern structure[3]. For example, passive statements are often used in academic articles to emphasize research processes and outcomes, rather than the subjective participation of individual authors. The use of this grammatical structure can make the research itself a focus rather than the personal opinion or emotion of the researcher. For example, the sentence "Research found the effect of X" is usually more consistent with the norms of English academic writing than "I found the effect of X". The use of passive voice reduces the emphasis on authorship, highlighting the objectivity and universality of the study.

In addition to the depersonalization of the grammar structure, English academic writing also focuses on the neutrality and accuracy of the language. In order to avoid the interference of emotional color and subjective bias, we should try to avoid using too-emotional language and rhetorical devices in academic writing. English academic writing tends to use professional terms to ensure that the expression of each concept is accurate. For example, the "control group" and "experimental group" in the experimental design also avoid unnecessary subjective description while accurately conveying the meaning of the study. This highly depersonal and precise language style makes English academic writing more globally adaptable and maximizes consistency and clarity in cross-cultural academic communication.

1.3. Simple and Clear Language Style

Conciseness is another striking feature in English academic writing. English academic articles usually avoid lengthy sentences and complex sentence structure, and pursue the simplicity and precision of the language. The use of short sentences is a common feature of English academic writing, especially in the introduction of research problems and conclusions, concise expression can effectively convey the core ideas, to avoid readers due to too long sentences and understanding difficulties. Each sentence usually contains a clear subject, supplemented by concise instructions and arguments to ensure that the transmission of information is clear and efficient.

English academic writing also focuses on avoiding repetition and over-embellishment. When presentation, the authors tend to use direct and precise language, avoiding unnecessary modifiers and complex syntactic structures. For example, instead of the lengthy expression "the results of the experiment clearly indicate that..." (experimental results clearly indicate...), the more direct "the results show..." (results show...). This concise language style helps to improve

the readability of articles and makes the transmission of information more efficient. Concise is not only applicable to the language level, in terms of logical structure and content arrangement, English academic writing also emphasizes the reduction of complexity and simplicity, so that the paper structure is clear and focused, and avoid the interference of irrelevant information.

1.4. The Main Characteristics of the Chinese Academic Discourse System

The Chinese academic discourse system is famous for its comprehensiveness and flexibility. In terms of expression, Chinese academic writing usually adopts a more complex syntactic structure, containing multiple layers of modifiers or parallel clauses, forming a rich information expression. This style provides more descriptive and descriptive content for the article, which facilitates the interpretation of academic views from different angles, but may affect the efficiency of information transmission due to the complex sentence patterns.

Different from English, which focuses on objectivity, Chinese academic writing is more subjective. In academic articles, the author often enhances the depth of academic expression by quoting classical literature or incorporating philosophical thinking. This subjectivity does not weaken the academic rigor, but further expands the scope of academic discussion through the combination of cultural background. Especially in the field of humanities, this way can show the cultural thickness of Chinese academic writing.

1.4.1. Comprehensive and Multidimensional Expression

One of the remarkable characteristics of Chinese academic writing is its comprehensive and multidimensional expression mode. Different from English academic writing, which pursues simplicity and clarity, Chinese academic writing often tends to use a more complex syntactic structure. Long sentences, parallel clauses and multiple modifiers are common phenomena in Chinese academic articles, and these linguistic characteristics provide greater flexibility and a sense of hierarchy for academic expression. By using these complex sentence patterns, Chinese academic writing is able to contain multiple information in the same sentence, enabling readers to understand and analyze the research content from different perspectives. For example, the common long sentence structure in Chinese articles can fully explain the background, development process and multiple aspects of the solution in a paragraph, avoiding simplistic one-sided expression.

This comprehensive writing style enhances the depth of expression of academic papers to some extent, especially in the fields of philosophy and social science, scholars often need to express the multiplicity and mutual correlation of problems through a more complex language framework[4]. However, although this way of writing can provide richer background information, the transmission of information may be reduced due to the complexity of sentence patterns. Especially in international academic exchanges, the complex sentence structure may make it difficult for non-native readers to quickly grasp the core views of the paper. Therefore, although the comprehensiveness of Chinese academic writing enhances the depth of academic discussion, it may bring about the problem of information overload and affect the fluency of understanding.

1.4.2. Subjectivity and Cultural Depth

Compared with English, Chinese academic writing pays more attention to subjectivity and cultural depth. In English academic writing, objectivity and depersonalization are important writing norms, emphasizing the independence of research and the objective presentation of data. In Chinese academic writing, the authors subjective voice is often integrated into the article in an implicit or explicit way. By quoting classical literature, presenting personal opinions or incorporating philosophical thinking, the author is not only stating facts or data, but also elaborating the continuation and evolution of an idea. This subjectivity and depth makes Chinese academic writing present a unique cultural color, especially in the field of humanities.

When discussing history, philosophy or social phenomena, Chinese academic writing often reflects a strong cultural background through the citation of classical literature and the interpretation of traditional culture. This approach not only enhances the depth of academic discussion, but also makes the research results have a stronger cultural identity. However, this subjectivity does not reduce the academic rigor, but adds a unique theoretical value to the academic papers through more complex thinking and multi-level analysis. However, this also means that Chinese academic writing may pose an understanding challenge to readers in international academic circles, especially in the context of cross-cultural academic exchange, how to balance subjectivity and objectivity is an issue that Chinese academic writing needs further attention to.

1.4.3. Dialectical Thinking and Holistic Analysis

Another key feature of the Chinese academic discourse system is its tendency of dialectical thinking and holistic analysis. In Chinese academic writing, thinking often presents the characteristics of multi-dimensional and dialectical, paying attention to the analysis of problems from multiple perspectives and levels. This way of writing is deeply influenced by the Chinese traditional culture, especially the Confucian philosophy, Taoism and dialectics. Traditional Confucian thought emphasizes the internal connection and harmony of things, and this way of thinking is reflected in the comprehensive analysis of problems and interdisciplinary exploration in academic writing.

Different from the common linear reasoning mode in western academic writing, Chinese academic writing pays more attention to the multi-angle analysis and complexity of the problem. For example, when discussing a certain social phenomenon, the author may not only analyze from the historical background, economic background and political background, but also integrate the thinking framework of philosophy and explore the ethical level of the problem. However, although the complexity of dialectical thinking and the multi-dimensional characteristics of holistic analysis can show the depth and breadth of academic discussion, they may also cause the ambiguity of expression or the difficulty of understanding in academic communication. Especially in the cross-cultural academic exchanges, the lack of clear and standardized logical structure may lead to the insufficient direct transmission of academic information, which affects the understanding and acceptance of international readers. Therefore, how to maintain the dialectic and holistic characteristics of Chinese academic writing while improving the clarity and simplicity of its expression is the direction of further thinking and improvement of Chinese academic discourse system.

The Chinese academic discourse system is deeply

influenced by the traditional culture, and its expression mode reflects the characteristics of holistic and dialectical thinking. Academic discussion is often based on multi-angle analysis of the problem, rather than single linear derivation. The article not only focuses on the research conclusions, but also focuses on the elaboration of the historical background, philosophical framework and ethical values. This characteristic endows Chinese academic writing with profound cultural connotation, but also brings some challenges to international academic communication.

2. Major Differences in the Academic Discourse System between English and Chinese

2.1. Differences in Language Expression Characteristics

There are significant differences in language expression between English and Chinese academic discourse system. English academic writing is biased to short sentence expression, aiming to improve the efficiency and accuracy of information transmission. Each sentence usually contains a clear theme idea, supported by an appropriate amount of detail. This language style can quickly capture the core points, while avoiding the ambiguity or comprehension difficulties that long sentences may bring. Chinese academic writing mostly adopts the long sentence structure, and presents complex views through rich modifiers and multi-level descriptions. Although long sentences can show the sense of hierarchy, the low concentration of information may delay the readers grasp of the core view.

In terms of expression, English academic writing emphasizes depersonalization, weakens the subjective role of the author through passive voice or third person perspective, and highlights the scientific nature of research. However, Chinese academic writing is more inclined to integrate into the authors personal opinions and emotions, which is especially obvious in history, philosophy and other fields. In terms of language style, English emphasizes rigor and rationality, while Chinese is more inclined to reserve and express polysemy. This difference not only reflects the structural characteristics of the two languages, but also reflects the cultural thinking differences behind them.

2.2. Differences in Logical Thinking Patterns

The difference of logical thinking mode is an important dividing point in the expression of English-Chinese academic discourse system. English academic writing is based on linear logic, and its discussion structure runs through the whole text with a single main line. The research problem is decomposed into several levels, and gradually derived and conclusions are drawn. This logical pattern focuses on the progression of arguments, ensuring that the relationship between each view is clear and rigorous. Logic has become an important source of persuasiveness of English academic articles, and also laid a foundation for the universality of research methods.

Chinese academic writing reflects the characteristics of integrity and dialectical thinking. Chinese writing is more inclined to explore problems from multiple dimensions and form a comprehensive view through arguments from different perspectives. The logical connection in the article depends more on the supplement of background knowledge and the natural connection of context than on the strict formal logic.

This logic model has advantages in demonstrating the complexity of the problem, but may reduce persuasion in international academic exchanges due to the lack of a standardized logic framework[5].

2.3. The Influence of the Cultural Background

The cultural background profoundly influences the formation of the academic discourse system of English and Chinese. The characteristics of English academic writing are rooted in the rationalism and scientific spirit in western culture, and this cultural tradition emphasizes the positivity and universality. Therefore, English academic writing pays more attention to data support and logical reasoning, and the language expression is direct and concise, and avoids lengthy and emotional content, so as to ensure the scientificity and neutrality of the research conclusions.

Chinese academic writing is deeply influenced by Chinese traditional culture, especially the Confucian emphasis on integrity and ethical responsibility. This cultural background makes the Chinese academic writing to pay more attention to the comprehensive analysis of the research object and the embodiment of the cultural value. The common philosophical framework, historical background and ethical discussion in the content of the article not only enrich the level of academic expression, but also show the cultural depth in the Chinese

academic tradition. However, this style may be challenged with understanding and acceptance in international academic settings due to the lack of uniform standards.

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