

A Comparative Study of English Academic Introductions by Chinese and French Scholars: From the Perspective of Hofstede's Cultural Dimensions

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Abstract

This paper makes a systematic review of Hofstede's cultural dimension theory, mainly looking at its development track, scope of application, and some limitations in contemporary times. At the same time, the paper also integrates the core findings of academic English writing research on mother tongue transfer, discourse structure, syntactic complexity, word string distribution, stance expression and reporting strategies, focusing on how the cultural dimension affects the rhetorical choice and communicative convention of academic discourse. This study takes the English academic introductions written by Chinese and French scholars as the analysis object, and finds that there are indeed some structural differences between the two countries in the dimensions of power distance, individualism and collectivism, long-term orientation, uncertainty avoidance, masculinity and femininity, as well as indulgence and restraint. These differences synergistically influence the realization of textual moves, author identity construction, stance-marker preferences, evaluative tendencies in reporting verbs, and the degree of logical explicitness in cohesive mechanisms within introductions. Although existing studies have revealed macro-discourse divergences between Chinese and English-speaking scholars as well as between Chinese and French scholars, an empirically verifiable mapping model between cultural dimension parameters and micro-linguistic features of introductions has yet to be established. Furthermore, there remains a lack of in-depth depiction regarding the intercultural academic writing practices of French scholars.

Keywords

second language acquisition, Hofstede's Cultural Dimensions, academic English writing, introduction, Sino-French comparison

1. Introduction

With the deepening of globalization, international academic exchanges have become increasingly frequent, and the status of English as an academic lingua franca has naturally become more prominent. Writing papers in English and publishing them in international journals have become not only a regular way for scholars to display research results and participate in academic dialogues, but also an important yardstick to measure the development level and research strength of a discipline to some extent. In recent years, the number of papers published by Chinese and French scholars in international English journals has been increasing, and their

influence in the global academic circle has also been steadily increasing. However, China and France have very different cultural backgrounds - from historical traditions, social structure, to values, ways of thinking, the differences are not small. These cultural differences will naturally be projected to language expression, discourse organization and even argumentation logic. It should be known that the introduction, as the opening part of the academic paper, has many functions : explaining the research background, combing the existing literature, clarifying the problems to be studied, and highlighting the value of the research. Its writing style, argumentative perspective, stance expression, and structural arrangement directly reflect the discourse habits and cognitive characteristics of authors from different cultural backgrounds. Therefore, conducting a comparative study of the writing features in English academic introductions by Chinese and French scholars, and exploring the underlying cultural causes, holds significant theoretical value and practical significance.

At present, the research on second language academic writing at home and abroad is becoming more and more extensive. From the perspective of research content, it mainly focuses on lexical features, syntactic complexity, discourse structure, lexical chunks and metadiscourse resources. The research objects are mostly based on the comparison between Chinese and English or Chinese and American scholars, and the research perspectives are mostly at the linguistic level. It should be said that the existing achievements have laid a relatively solid foundation for the study of academic English writing, but there are still many areas that can be expanded. For example, most studies still focus on the comparison of language forms and text features, and do not dig deep enough into the cultural reasons behind them. In addition, there are relatively few studies on academic English writing of Chinese and French scholars, especially the comparative analysis under the guidance of systematic cultural theory. Even in the cross-cultural comparison of the introduction of academic papers, few people use Hofstede's cultural dimension theory to make a systematic explanation.

In this context, this study uses Hofstede's cultural dimension theory as a lens to compare the introductions of English academic papers written by Chinese and French scholars. Hofstede's framework includes several dimensions: power distance, individualism versus collectivism, uncertainty avoidance, long-term versus short-term orientation, masculinity versus femininity, and indulgence versus restraint. These dimensions can help explain people's value orientations, behavior patterns, and discourse logic across different cultural backgrounds. The theory has been quite widely applied in areas like cross-cultural communication, business discourse, and media studies. The research corpus consists of introductions from academic papers published by Chinese and French scholars in the *Journal of Linguistics*. This journal is an SSCI journal, and its peer review process is fairly strict, which gives it a certain level of authority in the field. As for the research methods, we combined descriptive analysis, comparative analysis, and case analysis. Then it compares several aspects of lexical chunks, syntax and language style, and finally summarizes the specific differences between Chinese and French scholars in writing the introduction. It then utilizes the cultural dimensions theory as an analytical tool to explain the underlying causes of these differences and to explore appropriate learning and writing strategies.

The significance of this study is manifested from both theoretical and practical aspects. The theoretical significance is that we use Hofstede's analytical framework in the comparison of the introductions of Chinese and French academic papers. In this way, the applicability of this theory in applied linguistics and academic writing research has been broadened, and it can also provide a set of analytical frameworks for similar studies in the future. On the practical level, it can help Chinese scholars to see more clearly what kind of writing characteristics and cultural tendencies they have when writing English academic introductions, and it can also help them understand what French scholars and other Western scholars are like in terms of rhetorical habits and cognitive patterns. In this way, we can better follow the academic norms of the target journals, and the things written will be more accurate and more appropriate. Besides, this study can also promote cooperation and exchanges between Chinese and French scholars, and less misunderstandings caused by cultural differences. In addition, the research results can also be used as a reference for the teaching of academic English writing, that is to say, it can help students cultivate the awareness of cross-cultural writing and improve their academic expression ability.

2. Literature Review

2.1 The Core Concepts and Development of Cultural Dimensions Theory

Hofstede's cultural dimensions theory is one of the most widely recognized and mature theoretical frameworks in cross-cultural research. In the 1960s and 1970s, Dutch scholar Geert Hofstede conducted a large-scale survey of employee values across over 70 countries within IBM, proposing four core cultural dimensions: Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity, and Uncertainty Avoidance [1]. In 1991, with supplements based on Eastern cultural research by Michael Harris Bond, the theory added the Long-Term vs. Short-Term Orientation dimension, forming a five-dimension model. In 2010, Hofstede and Michael Minkov further refined the system by adding the Indulgence vs. Restraint dimension, establishing the definitive six-dimension model [2].

In recent years, Chinese scholars have engaged in a series of discussions regarding this theory. Li Wenjuan (2009) and Sui Yifei (2018) note that this theory transforms abstract cultural differences into measurable and comparable value dimensions, providing a unified analytical tool for cross-cultural communication and discourse studies [3,4]. Currently, the theory is widely applied to corporate reports, business texts, academic discourse, and cross-cultural communication. A large number of findings indicate that cultural value orientations directly influence textual structure, syntactic features, stance expression, and discourse style. However, some scholars also point out certain limitations: the early sample was predominantly corporate employees, the theory is rooted in Western values, and cultures possess a dynamic nature under globalization. Nevertheless, owing to its clear framework, high operability, and intuitive comparative capacity, Hofstede's six-dimension theory remains a highly credible tool in cross-cultural discourse research.

2.2 Comparative Research on English Academic Writing

The study of academic English writing has gradually developed from the early static description of discourse features to a multi-dimensional analysis system covering theory, culture, cognition and practical application. In the comparative study of academic English, discourse is always the core research object. Focusing on the main line of mother tongue transfer, discourse comparative study will systematically examine the differences in academic writing discourse among scholars with different language backgrounds. From the existing literature, the research focuses mainly on the complexity of noun phrases, the use of lexical chunks, stance expression, cohesive devices and citation structure. These studies also reveal a problem, that is, the thinking mode of mother tongue does have a profound influence on the formation of academic discourse.

In terms of noun phrases and information compression, studies indicate that Chinese writers prefer pre-modification structures, while native English speakers tend to adopt postpositional prepositional phrases and participle structures to achieve efficient information compression. Such disparities stem from word order differences between Chinese and English caused by native language transfer [5]. Corpus-based contrastive studies on lexical chunks demonstrate that Chinese scholars employ a larger total number of chunks, which are predominantly verb phrases and passive constructions, with excessive reliance on research-oriented chunks. In contrast, native Western scholars favor prepositional phrase chunks with richer categories and more balanced distribution [6,7].

Comparisons of stance expression and reporting behaviors show that Chinese scholars tend to use neutral reporting verbs, hedges and moderate stance expressions, and rarely adopt negative attitudes or high-intensity markers. Native English speakers present distinct standpoints, straightforward arguments and more frequent self-mentions, reflecting prominent cultural and rhetorical divergences [8,9]. Regarding cohesive strategies, Chinese writers overuse limited types of contrastive conjunctions, whereas French and Arabic speakers display distinctive cohesive preferences, proving that native languages exert steady influences on the explicit presentation of logic [10]. Overall, discourse comparison has verified that native culture and thinking modes profoundly shape argumentation styles and interpersonal negotiation in academic English writing. Nevertheless, most existing studies concentrate on China-English and China-US comparisons, while systematic contrastive research between Chinese and French academic writing integrated with cultural dimension theories remains insufficient.

2.3 Research Status of Comparative Academic English Writing from the Cultural Dimension Perspective

Cultural dimension theories possess great practical value in formal written discourse analysis. Current relevant research falls into two major orientations: theoretical development and updating, and cross-cultural application of theories in writings of various genres. Research scope has expanded from basic second-language writing teaching to official discourse, business texts, news discourse and other practical writing and academic analytical fields.

Cultural factors including lexical choices, rhetorical preferences and textual organization constitute key motivations underlying disparities in second-language academic writing. Cross-cultural comparisons of stance markers reveal that cultural orientations directly affect authors' self-representation and attitude conveyance in academic texts. A study on stance markers in master's theses by Chinese and American students conducted by Liu Yingliang et al. suggests that influenced by collectivism, Chinese students avoid self-reference and attitude markers, and prefer definite statements to maintain objectivity and rigorousness. By contrast, American students under individualist culture use more hedges, first-person pronouns and emotional stance expressions, emphasizing interaction and critical thinking in academic communication. The divergence essentially results from the collision between the modest and objective academic norms under high power distance and collectivist culture, and the self-prominent and open discussion-oriented academic tradition under low power distance and individualist culture [11]. Differences in uncertainty avoidance further lead Chinese students to adopt definitive statements to reduce argument risks, while American scholars utilize hedges to reserve room for academic discussion, forming entirely different discourse styles.

Cultural dimensions also offer compelling explanations for the macro-structure and reasoning logic of academic discourse. Previous research finds that affected by long-term orientation and collectivism, Chinese learners favor persuasive expository writing, presenting viewpoints at the beginning and putting forward suggestions in the conclusion with emphasis on complete reasoning and instructive findings, and seldom introducing opposing arguments. Western learners are inclined to analytical discussion-based writing featuring multi-perspective speculation and critical dialogue. This distinction aligns with the authority-oriented and conclusion-first thinking under high power distance culture, as well as the equal consultation and diversified reasoning logic under low power distance and individualist culture [12]. Furthermore, combined application of Cultural-Historical Activity Theory and cultural dimension theories in socio-cultural contextual research proves that difficulties in second-language academic writing derive not only from linguistic incompetence, but also restrictions from native cultural norms, academic community conventions and power relations. Writers' choices in vocabulary, syntax and text layout essentially reflect their adaptation and balance between indigenous cultural values and target-language academic norms [13].

Cultural dimension theories are widely applied to comparative analysis of advanced formal discourses such as international journal articles, dissertations and business reports. Comparative research on introductions of international papers in applied linguistics and second-language acquisition reveals notable disparities between Chinese and French scholars in research scope construction, literature evaluation and research significance elaboration. Chinese scholars from high power distance and collectivist cultures attach importance to consensus within academic communities, practical values and holistic research planning. French scholars under low power distance and individualist culture prioritize personal academic perspectives and highlight research innovation and critical thinking. Such differences correspond closely to Hofstede's cultural dimensions concerning power distance, individualism-collectivism and long-term versus short-term orientation. Additionally, cross-cultural studies on AI-assisted writing confirm that cultural traits such as empathy tendency and internet cognition beliefs influence learners' usage preferences and critical evaluation of AI writing tools, indicating the persistent impact of cultural dimensions on academic writing behaviors in the digital era [14].

2.4 Overall Characteristics and Shortcomings of Existing Research

Although the current cross-cultural academic writing research has formed a relatively comprehensive system, the existing research still presents obvious gaps :

First, the object of comparison is limited. The vast majority of the literature focuses on comparing Chinese and English native language backgrounds. Although there are significant differences between Chinese and

French academic traditions, the systematic comparison of Chinese and French academic English writing is extremely rare.

Secondly, the fine-grained research of academic introductions is insufficient. There are still few studies that integrate move realization, stance expression, syntactic features, cohesion and citation into a unified framework, and there are still few studies that use Hofstede's six dimensions to explain.

Thirdly, innovative application of the cultural dimensions theory is lacking, with most studies relying only on traditional dimensions (like Individualism and Power Distance) while neglecting new dimensions like "Long-Term/Short-Term Orientation" and "Indulgence/Restraint".

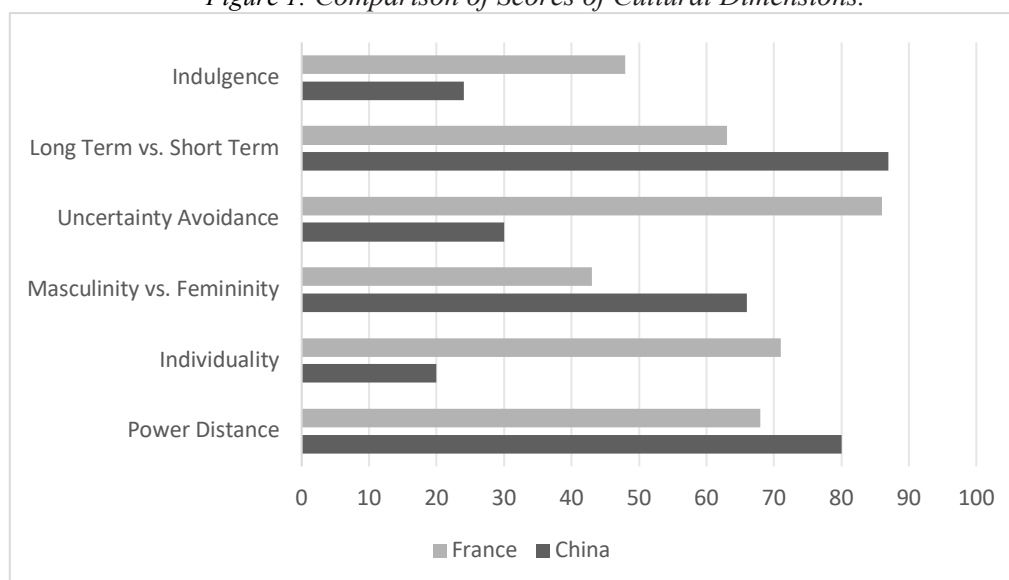
3. Research Design

3.1 Theoretical Framework

This study takes Hofstede's cultural dimensions theory as its core theoretical foundation. Combining the generic characteristics and discursive functions of academic English introductions, it constructs an integrated analytical framework linking cultural dimensions and introductory discursive features, and establishes correlations between abstract cultural value orientations and concrete linguistic expressions, thereby systematizing and operationalizing cross-cultural comparative analysis.

After multiple revisions and improvements, Hofstede's cultural dimensions theory has finally formed a six-dimension system consisting of power distance, individualism versus collectivism, uncertainty avoidance, long-term versus short-term orientation, masculinity versus femininity, and indulgence versus restraint. Clear quantitative reference values are available for different countries in each dimension (*Figure 1*). There are marked disparities in the corresponding dimension scores between Chinese and French scholars shaped by their native cultural values. This theory can effectively measure group value preferences, thinking modes and discursive conventions under different cultural backgrounds, and has been widely verified in research on business discourse, media discourse, intercultural communication and other fields.

Figure 1: Comparison of Scores of Cultural Dimensions.



3.2 Research Objects

The corpus consists of academic paper introductions published in the authoritative SSCI journal *Journal of Linguistics* between 2015 and 2025. The selected articles are limited to the fields of applied linguistics and second language acquisition in order to control for disciplinary variation and maintain consistency in discourse conventions. Based on the first author's nationality and institutional affiliation, the corpus is divided into a Chinese Scholar Group (5 introductions) and a French Scholar Group (5 introductions), totaling 10 texts and 10,691 words. Both groups consist of non-native English researchers, thereby excluding the influence of

native-English authorship and isolating the writing transfer effects brought about by Sino-French cultural disparities.

3.3 Research Methods

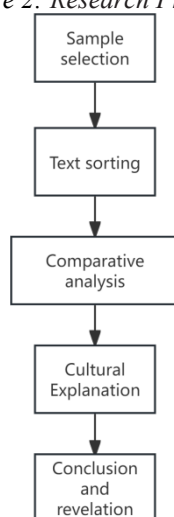
Three methods are used in this study, namely, comparative analysis, close reading and case analysis. Among them, comparative analysis is the core method. It includes both frequency-based observation and qualitative comparison: from macro move structure, meso syntactic organization, to micro vocabulary selection and stance rhetoric, a total of four dimensions to compare the two groups of scholars. In terms of close reading of the text, we will conduct in-depth analysis paragraph by paragraph, focusing on stance markers, reporting verbs, logical connectors and self-mentions, to see how frequently they are used and what functions they play. Case analysis is to select some representative introductions to do a detailed investigation, the purpose is to explain how cultural differences specifically affect the writing practice.

3.4 Research Procedures

This study follows the principle of gradual and logical coherence. The whole research process is divided into five stages to promote, namely : sample selection, text organization, comparative analysis, cultural interpretation, and conclusion. The purpose of doing so is to build a comprehensive, closed-loop research framework.

Specifically, the first step is to screen the samples according to the pre-set criteria, and finally determine 10 eligible introductory texts. Next, we combine the two methods of comparative analysis and close reading of the text, and make a systematic analysis of all the texts to extract the core differences between Chinese and French scholars in the introduction writing. Then, we use Hofstede's cultural dimension theory as an analytical tool to interpret these differences from the cultural level. The purpose is to clarify the value orientation, the way of thinking, and the social and cultural situation, how to shape the academic discourse. In the last step, we summarize the findings of the whole study, identify some cultural transfer patterns in academic writing, and provide some targeted implications for Chinese scholars in international academic publishing and academic English writing teaching.

Figure 2: Research Procedures.



4. Case Analysis

4.1 Commonalities and Differences in Academic Introduction Writing

4.1.1 Move: Speed of Move Progression and Information Arrangement

① Chinese Scholars: Centralized Progression, Prominent Structural Forecasting

In Chinese scholars' introductions, authors usually enter the research content and structural arrangements

rather quickly after completing the necessary theoretical or descriptive introduction of the relevant phenomenon. For instance, in *Telicization in Mandarin Chinese* [15]: “In the three subsections below, I first present analyses for -wán and -diào, assuming the framework defined above, and give an account for the Chinese data presented above, and then provide a short account for the non-culminating reading of non-RVC accomplishments”.

This sentence demonstrates a tendency to guide the reader early on toward specific analytical objects and structural organization, underscoring a strong task-oriented approach. Research-related verbal phrases such as “present analyses”, “give an account” occur frequently. The information is arranged in a clear “first-then” sequence, allowing readers to grasp the structure quickly. Thus, Chinese scholars’ moves feature a rapid transition from background information to research organization, showing clear structural organization but somewhat brief in detailing academic history.

② French Scholars: Gradual Progression, Prominent Elaboration of Academic History

French scholars favor gradually introducing research questions through more thorough literature reviews. In *Stress in French Loanwords in British and American English* [16]: “Castanier (2016), in his large diachronic study of stress changes in the past three centuries, reports a pivotal date around 1660 in the stressing of French loanwords, after Görlach (1997) and Danielsson (1948: 29–30)”.

This sentence establishes a clear genealogical linkage (Danielsson - Görlach - Castanier). French authors prefer not to state their research question immediately; instead, they embed the object of study within a lengthy academic tradition. This approach gives the research background greater historical depth, though it slows move progression.

4.1.2 Stance: Modesty vs. Directness, Subjective vs. Objective Expression

① Chinese Scholars: Weakened Framing to Lower Declarative Intensity

In *Modal Raising and Focus Marking in Chinese* [17]: “The proposed analysis for -wán is based on the assumption that event time is a semantic argument of an eventive predicate.”

The author avoids saying “I argue” or “This paper claims.” By using “The proposed analysis” as the subject, the author is concealed, rendering the discourse more objective. “Based on the assumption” is a classic hedging device that limits absolute certainty. This reflects a cautious, restrained modesty, prioritizing stability in academic tone.

② French Scholars: Cautious Expression with Clear Authorial Presence

In *On the Rescuing of Some-Indefinites* [18]: “Our account relies on the hypothesis that ‘rescuing’ is due to sentential negation being interpreted as ‘external’ (vs. nullified as in most literature).”

French scholars similarly use hedging (“relies on the hypothesis”), but the possessive determiner “Our account” clearly marks the author’s identity. Furthermore, they explicitly contrast their view with existing literature (“vs. nullified as in most literature”), allowing their personal academic stance more explicit within a cautious framework.

4.1.3 Syntax: Syntactic Complexity and Information Focus

① Chinese Scholars: Clear Syntax, Centralized Information Focus

In *Demonstratives and Mandarin Relative Types* [19]: “Mandarin RCs may also co-occur with demonstratives, which is extremely common in the language.”

The sentence structurally consists of a main clause and a non-restrictive relative clause. It seeks clarity and directness over complex nesting. The syntax serves purely to explain the phenomenon linearly, making it highly readable but comparatively simplified in theoretical qualification.

② French Scholars: More Layered Syntax, Emphasis on Qualification and Contrast

In *Emphatic or Reflexive? On the Endophoric Character of French Lui-même and Similar Complex Pronouns* [20]: “The possibility for LUI to be L-bound in such cases as (37c) depends on the semantic properties of the predicate. More precisely, LUI is not naturally coindexed with Pierre in (38), while it is in

(39)”.

French syntax prefers setting a generalized rule and then narrowing the scope via contrast (using “More precisely”, “not... while...”). This hypotactic (highly structured) approach explicitly presents logical qualifiers, making the argument more precise and layered, albeit demanding more cognitive effort from the reader.

4.1.4 Cohesion: Explicitness and Frequency of Logical Connectors

① Chinese Scholars: Cohesion through Structural Forecasting

Chinese scholars rely heavily on section headers and semantic sequencing for cohesion: “This squib is organised as follows. Section 2 introduces Tsai’s (2010, 2015a) cartographic analysis of Mandarin modals.”

Logic relies on the reader’s expectation of the paper’s framework rather than frequent inter-sentential logical connectors (like ‘therefore’, ‘however’).

② French Scholars: Cohesion through Explicit Explanatory Markers

“As noted in Morel (1996: pp. 62–65), *pourtant* allows the speaker to link constituents of the same syntactic status (not necessarily with the same syntactic type) within a sentence boundary.”

French introductions exhibit a significantly higher frequency of explicit markers (“As noted in”, parenthetical limitations) connecting current discourse tightly with previous conceptual distinctions.

4.1.5 Citation: Position, Strategy, and Flow

① Chinese Scholars: Citations Serve as Analytical Continuation

Chinese scholars tend to integrate literature as a foundational premise directly feeding into their analysis: “As noted above, *-diào* is restricted to the type of eventive predicates...”

Citations build the theoretical framework that will directly support the author’s methodology.

French Scholars: Citations Construct Literature Genealogies

French scholars use cascading citations (e.g., Castanier + Görlach + Danielsson) to construct a historical tapestry. Citations act not merely as background, but as argumentative tools to demonstrate exactly where the author diverges from or continues an intellectual tradition.

4.2 Analysis of the Causes of Sino-French Academic Writing Differences Based on Cultural Dimensions

4.2.1 Move Progression: Long-Term Orientation and Uncertainty Avoidance

The differences in move progression are mainly related to two cultural dimensions: long-term orientation (LTO) and uncertainty avoidance (UAI). China’s score on LTO is relatively high, with 87 points. This high score reflects a tendency of pragmatism, which pays more attention to continuity and also emphasizes the need to solve problems. Therefore, we will see that Chinese scholars will soon establish an operational framework when writing the introduction, and then directly transition to the analysis path of ‘background-problem-method’. The overall feeling is that the task orientation is particularly strong.

Look at France. France’s LTO score was lower, at 63, and their UAI score was very high, at 86. The impact of this high UAI is that French scholars will intentionally eliminate conceptual ambiguity and theoretical risks before moving forward. In other words, they are more inclined to do a more extensive and more stringent literature review first, so as to build a safer knowledge space for themselves.

Another factor is the masculinity (MAS) dimension. China’s MAS score is 66, while France’s is only 43. The higher MAS on the Chinese side will amplify that fast, result-oriented narrative structure. France’s MAS score is low, so they are more concerned about the intellectual process itself, as well as the advancement of argumentation and the development of logic, rather than so eager to move forward.

4.2.2 Stance: Power Distance and Individualism

The differences in stance expression can be explained from two dimensions : power distance (PDI) and individualism (IDV). China's PDI score is relatively high, with 80 points, while IDV is only 20 points, indicating that this culture values authority, consensus and collective harmony. Reflected in writing, it will be manifested as a humble and objective tone, such as the use of 'analysis proposed in this article', 'based on assumptions' and other expressions to reduce subjective self-confidence. Looking at the French side, the PDI score is a medium-high level, 68 points, but the IDV is much higher, with 71 points. This combination may make French scholars more willing to highlight their own personal knowledge contributions. They will use some words like 'our account'. Although UAI is very high and academically cautious, it can make people obviously feel the existence of the author as a whole, and there is a uniqueness in it.

4.2.3 Syntax: Uncertainty Avoidance, Masculinity, and Indulgence

The differences in syntax largely depend on two cultural dimensions : uncertainty avoidance (UAI) and indulgence and constraint (IND). The UAI score on the French side is very high, with 86 points, so they are also more explicit in their syntactic requirements, and tend to use hypotactic structures - such as multi-layer clauses, parentheses, and some more stringent qualifiers (such as 'more accurately', 'not necessarily', etc.). The purpose of doing so is to strictly control the boundary of meaning, so as to minimize potential ambiguity or misunderstanding.

Looking at China, the UAI score is only 30 points, which is relatively low, so the tolerance of semantic implicitness (that is, parataxis) will be higher. In terms of sentence patterns, Chinese scholars tend to use linear and direct main sentences, and some vacant meanings are supplemented by context.

In addition, China's score on IND is also relatively low, at 24 points, indicating a bias towards restraint. This constraint will be transformed into a restrained and concise writing style, and the rhetoric will be less elaborated. Coupled with China's high score on masculinity (MAS) (66 points), the combination of the two makes Chinese syntax more functional and fast information transmission. On the other hand, French syntax is more inclined to pursue multi-faceted theoretical accuracy.

4.2.4 Cohesion: Uncertainty Avoidance and Individualism

Regarding cohesive explicitness, high UAI (86) pushes French scholars to use dense logical connectors, mapping out the precise intellectual trajectory for the reader. Conversely, Chinese scholars (UAI 30, IDV 20) rely heavily on macro-structural signposting (e.g., Section 2 introduces...) and shared contextual knowledge. In collective cultures, authors often assume that readers share a similar interpretive framework, rendering excessive inter-sentence logical signposting redundant. French scholars' high IDV (71) necessitates distinguishing their logic from others, demanding explicit, highly traceable markers of contrast and succession.

4.2.5 Citation: Power Distance, Individualism, and Long-Term Orientation

For citation strategies, China's high PDI (80) and low IDV (20) lead scholars to cite as a means of honoring authority and establishing communal legitimacy; citations serve as stable platforms for analytical continuation. French scholars, driven by high IDV (71), utilize citations not just to acknowledge predecessors but to systematically map an intellectual genealogy, specifically highlighting the differences between existing works and their own research entry point. Alongside this, China's high LTO (87) utilizes citations to signal knowledge accumulation, while France's high UAI structures them to create rigorous academic dialectics.

4.3 Proposed Strategies for English Academic Introduction Writing

When writing English academic introductions, Chinese scholars need to transform their thinking mode shaped by culture into an expression strategy in line with international norms. According to Hofstede's cultural dimension theory, China's score on long-term orientation is 87 points, and the strength distance is 80 points. Based on such cultural characteristics, Chinese scholars need to pay attention to one thing when writing: they should neither be too modest nor hide logic too deeply, but also retain their systematic advantages on the basis of theory. Ultimately, the core strategy is to achieve a creative integration of cultural adaptation. In other words, it is necessary to transform the inherent pragmatism in Chinese thinking into precise academic expression, rather than simply copying the Western model.

The optimization of discourse structure should be the primary task. China's score on 'long-term orientation' is relatively high, with 87 points. This high score shows a cultural tendency to value the continuity of theory and system architecture. However, scholars also need to pay attention to one thing when writing : do not do too long theoretical elaboration, or the kind of large paragraph based on the literature. A feasible suggestion is to start from the introduction with some short phrases to outline the domain background, such as 'based on recent progress... Such a statement, and then naturally transition to the study blank there. Doing so ensures that the logical cycle of 'background-problem-methodology' is complete. This adjustment is actually targeted: it not only conforms to Chinese scholars' preference for theoretical depth, but also meets the requirements of international journals for efficiency, and prevents any compromise in academic rigor caused by the discontinuity of move progression.

The confident reconstruction of stance expression is crucial. China's high power distance (80 points) tends to lead to excessive modesty, as seen in weakened formulations like "based on the assumption". "These should be replaced with" "supported by empirical evidence from the Chinese data", transforming subjective views into objective statements grounded in empirical evidence. Such expression not only respects academic authority but also aligns with international norms regarding research confidence, effectively enhancing the persuasiveness of arguments while preserving cultural characteristics.

The moderate increase in sentence complexity needs to find a balance between the two organizational methods of coordination and master-slave. The reason for this is that China's score on uncertainty avoidance is relatively low (30 points), and Chinese culture itself also emphasizes semantic coherence; however, English academic writing requires rigorous grammar. If logical connectors and subordinate structures can be properly used to construct some complex sentence structures, semantic fluency can be maintained while enhancing logical depth.

In order to improve readability, the key is to make logical coherence explicit. French culture has a characteristic that the score of uncertainty avoidance is relatively high (86 points), so they especially value logical clarity. Chinese scholars can try to increase the frequency of the use of conjunctions, for example, between the background and the research questions, and between the questions and methods, to establish clearer markers, so that the entire chain of arguments will become more transparent. This approach is actually quite clever: on the one hand, it draws on the academic norms of France, on the other hand, it can also transform the "natural cohesion" in Chinese thinking into the "logical transformation" in English writing, significantly lowering the comprehension barrier for international readers.

5. Conclusion

Based on Hofstede's cultural dimension theory, this study makes a systematic comparative analysis of English academic introductions written by Chinese and French linguistic scholars, mainly looking at their similarities and differences, and what cultural reasons are behind them. The results show that there is little difference between the two groups of scholars in following the international academic genre conventions. They both consciously introduce the background, construct the research gap and present the research content. However, in terms of rhetorical devices, the author's position, syntactic structure, cohesive devices and citation methods, the differences are still quite obvious. Specifically, the writing style of Chinese scholars has several characteristics: strong task orientation, rapid structural advancement, concise language, restrained and impersonal intonation, linear syntax, more semantic cohesion, and more knowledge continuation in citation. In contrast, French scholars prefer to make the context step by step, the literature review is very detailed, the author's sense of involvement is stronger, the syntax is often used in multi-layer complex clauses, the logical markers are dense and explicit, and the citation structure has a genealogical color. This difference is not due to the difference in language ability, but fundamentally, it is influenced by cross-cultural value orientation. On the Chinese side, the power distance is high, the long-term orientation is strong, and the masculinity is also obvious. In addition, individualism is low, uncertainty avoidance is low, and indulgence is low. These factors together form a more standardized, restrained, continuous writing style. In France, individualism and uncertainty avoidance are relatively high, so their writing gives people the feeling that the author is very present, the logic is very rigorous, and the argument is also very meticulous. The innovation of this study lies in the integration of Hofstede's six dimensions into cross-cultural academic discourse analysis. In this way, it not only provides a reliable analytical framework for the comparative study of Chinese and French academic

writing, but also brings some practical inspiration to Chinese scholars in writing English manuscripts, such as how to optimize structural arrangements, how to deal with logical expressions, and how to grasp the author's position. Nevertheless, this research has limitations: its single-discipline and relatively small corpus restricts the generalizability of findings, and it only focuses on introduction sections. Future studies can expand corpus scale and disciplinary coverage and adopt more methods to further explore cross-cultural academic writing features.

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Conflicts of Interest

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