**Abstract**

This study delves into the linguistic disparities between abstracts of research papers published in Chinese and English journals, a crucial area of investigation for scholars and particularly for Chinese graduate students honing their English academic writing skills. Understanding these differences is imperative given the global significance of English in academic communication and the increasing participation of Chinese researchers in international discourse.

The abstract serves as a concise yet comprehensive summary of a research paper, often determining whether a reader proceeds to the full text. It is vital for academic papers, theses, dissertations, and conference materials. This study focuses on journal articles, examining the abstracts' structural and linguistic characteristics.

The research aims to contrast the abstracts written by native English speakers and those translated from Chinese, identifying key differences in structure, verb tense usage, passive voice application, and other linguistic elements that define academic writing.

A sample of 80 abstracts was randomly selected across 20 different fields, including theoretical and applied sciences, social sciences, medical science, and economics. The abstracts were categorized into English abstracts by native speakers (Ea), translated abstracts (Ta), and original Chinese abstracts (Ca). The study employed Bhatia's model to segment abstracts and SPSS for statistical analysis, comparing verb tenses, passive voice usage, and other linguistic features.

The findings reveal that Chinese writers tend to be more verbose in the introduction section and less standardized in the abstract structure compared to their English counterparts. A significant difference in verb tense usage was observed, with Chinese abstracts showing a higher proportion of present simple tense and English abstracts favoring the past tense. The use of passive voice was also more prevalent in English abstracts.

The study underscores the need for tailored course materials that highlight these linguistic nuances to aid Chinese graduate students in mastering English academic writing. It suggests that a deeper understanding of tense usage and passive voice can enhance the clarity and impact of abstracts in English-language journals. Further research is recommended to explore cultural and linguistic factors influencing writing styles and to develop effective pedagogical strategies.

Keywords: Abstracts, Linguistic Differences, Academic Writing, Chinese Researchers, English Language Journals