Abstract

This study delves into the linguistic disparities in abstracts crafted by native English and Chinese scientists, aiming to assist Chinese graduate students in refining their English academic writing. Abstracts, integral to scholarly communication, are examined within the context of journal articles and theses. The research underscores the abstract as a concise, accurate reflection of a document's content, prepared by the authors for publication. Utilizing a comparative framework, the study analyzes 80 abstracts across various disciplines, identifying linguistic elements such as verb tense, passive voice, modal verbs, and syntactic structures that distinguish authentic English abstracts from those translated from Chinese.

The study reveals that Chinese writers exhibit a tendency to over-elaborate in the introduction and under-utilize the passive voice, indicative of a deeper understanding required of the nuanced use of English in academic writing. The findings suggest that the absence of standardized abstract guidelines in some Chinese journals may contribute to the misplacement of content, with some elements better suited for the conclusion section appearing in the introduction.

Key words: Academic Writing, Abstracts, Linguistic Differences, English vs. Chinese, Scholarly Communication