This study aims to explore the linguistic differences between English abstracts written by native English speakers and those written by Chinese scientists in order to help Chinese graduate students improve their English academic writing skills.

The purpose of this paper is to help Chinese graduate students understand the linguistic differences that often arise in abstracts written by native English speakers and Chinese scientists, especially in the context of academic writing. The study conducted a comparative analysis of 80 abstracts from different fields, including authentic English abstracts and Chinese abstracts translated into English.

Methods Random sampling and SPSS were used for statistical analysis, including frequency calculation and Chi-square test to verify the results. Linguistic features are studied, with special attention to verb tenses and phonetic usage. The results show that there are significant differences in the use of tense, with Chinese writers having a lower preference for the past tense compared to native English speakers. In addition, the study revealed a higher incidence of passive voice in English abstracts, which may be due to negative transfer of Chinese writing habits and different perceptions of agency in academic texts.

The conclusion highlights the need for well-designed educational materials that provide concrete data to bridge the language gap in Chinese and English academic writing. Further research into the underlying reasons for these language preferences is warranted to gain a deeper understanding of the nuances inherent in English academic texts.

Keywords : academic writing, language differences, native English speakers.