This study delves into the linguistic disparities between English abstracts authored by native English speakers and those written by Chinese scientists, aiming to assist Chinese graduate students in honing their English academic writing skills.

The aim of this article is to assist Chinese graduate students in understanding the linguistic differences that often occur in abstracts written by native English speakers and Chinese scientists, particularly in the context of academic writing. The study conducts a comparative analysis of authentic English abstracts (Ea) and abstracts translated or written by Chinese scholars (Ta) across various fields to identify these differences.

The key words of the article might include Academic Writing, Linguistic Differences, Native English Speakers.

Abstracts, as concise summaries of a document's content, play a pivotal role in academic communication, with their structure typically encompassing Problem, Method, Results, and Conclusion. The research involved a comparative analysis of 80 abstracts, selected from diverse fields, including authentic English abstracts and their Chinese counterparts translated into English.

The methodology employed a random sampling approach and utilized SPSS for statistical analysis, including frequency calculations and Chi-square tests to validate findings. Linguistic features were examined, with a particular focus on verb tenses and voice usage. Results indicated a significant difference in the application of tenses, with Chinese writers showing a lesser preference for the past tense in comparison to native English speakers. Additionally, the study revealed a higher incidence of passive voice in English abstracts, potentially due to negative transfer from Chinese writing habits and differing perceptions of agency in academic texts.

The conclusion underscores the necessity for well-crafted educational materials that provide concrete data to bridge the linguistic gap in academic writing between Chinese and English. Further research is warranted to explore the underlying reasons for these linguistic preferences, thereby offering a more profound understanding of the nuances inherent in English academic texts.