This study focuses on the linguistic differences between English and Chinese academic abstracts, aiming to assist Chinese graduate students in enhancing their English writing skills in academia. The research pays particular attention to journal articles and theses, conducting an in-depth analysis of 80 abstracts across various disciplines, including natural sciences, social sciences, medical science, and economics.Using Bhatia's model as an analytical framework,we meticulously divided the abstracts into four distinct sections: introduction, methods, results, and conclusion.The study employed SPSS (Statistical Package for the Social Sciences) for statistical analysis, calculating frequencies to generate bar charts and pie charts (not shown in this simplified paper). It compared linguistic features across sections, including verb tense, passive voice, modal verbs, first-person pronouns, and section lengths. Additionally, it examined translation of scientific terms, handling of numeric figures and units, and syntactic divisions. Some results were reinforced using the Chi-square test. The findings indicate that Chinese writers tend to be more verbose in the introduction section and often misplace content that should be reserved for the conclusion. There is a significant difference in verb tense usage, with Chinese abstracts showing a higher frequency of past tense compared to English abstracts. This suggests that Chinese writers need to better understand the functions of tenses in academic writing.The study also notes a higher frequency of passive voice usage in English abstracts, which may be due to the negative transfer from Chinese writing practices. The study also emphasizes the importance of educational materials that clarify the differences in academic writing between English and Chinese. It advocates for further research to convincingly explain the observed differences in writing practices, through which can provide valuable learning resources for Chinese graduate students, helping them to express themselves more confidently on the international academic stage.

Keywords: academic writing, abstracts, linguistic differences, English abstracts, Chinese abstracts, comparative analysis