English abstracts play a crucial role in academic pursuits, enabling scholars to effectively communicate their research. This paper examines the linguistic differences in abstracts written by native English speakers and Chinese scientists for journal articles and theses. Random samples of abstracts were selected from 20 diverse fields in the theoretical and applied natural sciences, social sciences, medical science, and economy, comprising two English abstracts by native English speakers (Ea) and two abstracts translated from Chinese to English (Ta) for each field, along with the original Chinese abstracts. Using Bhatia's (1993) model and SPSS, this study analyzes the verb tense, passive voice, modal verbs, first-person pronoun usage, and section length in the abstracts. The findings indicate that Chinese scientists tend to include more content in the introduction section compared to the method (M), results (R), and conclusion (C) sections, surpassing even the introductions written by native English speakers. This trend may be attributed to the meaning-centered nature of Chinese, which differs from the form-centered characteristics of English. Furthermore, native English speakers employ more passive voice in their abstracts than Chinese scientists. Based on these observations, the paper argues that graduate students require comprehensive course materials that provide detailed comparisons to understand the linguistic disparities between English and Chinese in academic writing. Future research should explore the underlying reasons for these disparities to further enhance cross-cultural communication in academic settings. By understanding and addressing these differences, we can promote more effective communication and collaboration among scholars from diverse backgrounds.

Keywords: English abstracts; linguistic differences;section; academic writing; double constructive analyses