Abstract

English abstracts play a crucial role in academic research. To assist Chinese graduate students in their English academic writing courses, it is essential to recognize the linguistic disparities commonly observed in abstracts written by native English and Chinese scientists. This study employs a sample collection approach and data gathering techniques. A total of 80 authentic English abstracts were randomly selected across 20 diverse fields encompassing theoretical and applied natural sciences, social sciences, medicine, and economics. For each field, two native English abstracts and two Chinese abstracts with similar themes were chosen. Each abstract was segmented into four parts following Batia's model, with distinct colors assigned to each section: red for introduction, black for method, green for results, and blue for conclusion. Statistical analysis was conducted using SPSS, with frequencies computed to create bar charts and pie charts. The Chi-square test was occasionally employed to reinforce the research findings. The findings revealed a notable prevalence of passive verbs in English abstracts compared to their Chinese counterparts. It was evident that Chinese authors may lack a comprehensive understanding of tense nuances and their functional significance, despite their grasp of certain grammatical rules. To bridge this gap, meticulously designed course materials containing concrete data are indispensable for aiding graduate students in comprehending the distinctions in academic writing between the two languages. Such resources can facilitate a deeper understanding of the nuanced meanings embedded within English texts.