English abstracts serve as crucial tools for scholars, particularly for Chinese graduate students encountering English academic writing. Understanding the linguistic disparities between abstracts authored by native English speakers and Chinese scientists is essential for educational purposes. This study conducts a contrastive analysis of abstracts from Chinese and English journals, and delves into the linguistic nuances of abstracts authored by native English speakers (Ea) and Chinese scholars (Ta) to identify key differences in structure, verb tense usage, and passive voice application. Recognizing the importance of effective abstracts in facilitating scholarly discourse, this research is crucial for enhancing Chinese graduate students' English academic writing proficiency. Employing a contrastive approach, a sample of 80 abstracts was randomly selected across 20 different fields, including theoretical and applied natural sciences, social sciences, medical science, and economy. The abstracts were categorized into four sections and analyzed for linguistic characteristics such as verb tense, passive voice usage, modal verbs, first-person pronouns, and section length. The linguistic characteristics of each section were scrutinized, employing statistical tools like SPSS for data processing and Chi-square tests for validating findings. The study revealed that Chinese writers tend to be more verbose in the introduction and often misplaced elements that should be articulated in the conclusion. Additionally, there was a significant difference in passive voice usage between Ea and Ta, with Ta exhibiting a higher frequency, potentially due to the influence of Chinese, a language with a meaning-centered rather than form-centered tradition. These findings underscore the need for targeted educational interventions to guide Chinese scholars in crafting abstracts that adhere to English academic conventions. Understanding these linguistic preferences is vital for Chinese researchers to effectively participate in international academic dialogues, ensuring their work is accessible and impactful within the global scientific community.

Key words: Academic Writing, English Abstracts, Contrastive Analysis, Linguistic Disparities, Language Nuances