**Abstract**

Academic abstracts play a pivotal role as gateways for scholars to connect with the wider research community, distilling the essence of a study in a concise and informative manner. However, Chinese graduate students often face linguistic challenges when crafting English abstracts, reflecting differences in academic writing conventions between Chinese and English-speaking scholars. This study seeks to illuminate the linguistic subtleties and structural variances in abstracts authored by native English and Chinese scientists, aiming to bolster the English academic writing proficiency of Chinese students.

This research aims to conduct a comparative analysis of English abstracts authored by native English speakers (Ea) and those translated from Chinese (Ta), alongside their original Chinese abstracts (Ca), to pinpoint key linguistic and structural features that set them apart. The insights garnered are intended to inform pedagogical strategies in English academic writing courses for Chinese graduate students.

A total of 80 abstracts were randomly selected from 20 diverse fields, spanning theoretical and applied natural sciences, social sciences, medical science, and economics. Each abstract was meticulously dissected into four sections—Introduction, Method, Result, and Conclusion—using Bhatia's (1993) model. The linguistic features, encompassing verb tenses, passive voice, modal verbs, first-person pronouns, and section lengths, underwent systematic analysis using SPSS for statistical processing.

The analysis unveiled that Chinese authors (Ta) demonstrated a tendency for more elaborate expression in the Introduction section compared to their English counterparts (Ea), perhaps due to the lack of standardized abstract requirements in certain Chinese journals. Noteworthy differences were noted in verb tense usage, with Chinese authors showing a preference for the present simple tense over the past tense in the Introduction section, contrary to patterns observed in Ea abstracts.

The findings underscore the importance of tailored instruction in English academic writing for Chinese students, particularly focusing on the nuanced application of verb tenses and adherence to the Problem-Method-Results-Conclusion structure. By addressing these linguistic and structural disparities, Chinese graduate students can effectively communicate their research to a global audience, thereby amplifying the impact of their scholarly endeavors.

**Key words:** academic abstracts, linguistic challenges, verb tense, global communication