**Abstract**

This study conducted a comparative analysis of abstracts from research papers in both Chinese and English journals, with the aim of clarifying the linguistic differences between abstracts written by native English speakers and those written by Chinese scientists. This research is of significant importance for helping Chinese graduate students to improve their English academic writing skills.

Researchers randomly selected abstracts from various fields and distinguished between authentic English abstracts (Ea), translated abstracts (Ta), and original Chinese abstracts (Ca). Using Bhatia's model, the abstracts were divided into sections for introduction, methods, results, and conclusions, with different colors used for clear differentiation. The study also compared the use of verb tenses, passive voice, modal verbs, first-person pronouns, and the length of each section between Ta and Ea, while examining the accuracy of scientific term translation, numerical figures, and syntactic structures between Ca and Ta.Statistical analysis was performed using SPSS, indicating that some Chinese journals lack standardized abstract guidelines, which may lead to the omission or neglect of important sections by Chinese authors. Moreover, the study highlighted differences in the use of verb tenses between Ta and Ea, suggesting that Chinese authors need a better understanding of the use of tenses in academic writing. The higher frequency of passive voice in Ea indicates the influence of culture and experience on writing style.

The study's results emphasize the need for Chinese authors to gain a deeper understanding of the subtleties of English writing. To improve their English writing skills, targeted teaching materials should be developed to help learners master the norms of English academic writing.

**Keywords:** Contrastive Analysis, Academic Writing, Linguistic Discrepancies, Abstract