The abstract has been extensively recognized as an indispensable component in scholarly writing, serving to acquaint readers with the core subject matter and linguistic characteristics. Otherwise, the abstract is widely believed to be a four-part arrangement consisting of Problem-Method-Results-Conclusion. However, notable linguistic discrepancies are observed between the abstracts authored by native English speakers and those crafted by Chinese scholars. Therefore, to help Chinese authors improve their writing quality in a graduate English writing course, this study randomly conducted contrastive analyses three types of samples across five dimensions, categorizing them into four segments with Bhatia's (1993) model. The aforementioned samples encompass English abstracts written by native speakers (Ea), abstracts translated from Chinese into English (Ta), and original Chinese abstracts (Ca). The Statistical Package for the Social Sciences (SPSS) is utilized to compute frequency data and produce corresponding graphs. The results indicate that the introduction section in Ta is of greater length compared to Ea, whereas authors from foreign backgrounds convey a more comprehensive representation of their respective works. The ratio of present tense to past tense is notably lower in Ta. Significantly higher usage of passive voice is observed in Ea relative to Ta. It is concluded that Chinese authors and writers exhibit a limited grasp of the nuances of English composition, necessitating the development of more pertinent educational resources.

Key words: linguistic characteristics, segments, discrepancies, contrastive analyses