**Abstract:**

This paper presents a comparative linguistic analysis of abstracts from Chinese and English research journals, aiming to identify and understand the differences in abstract writing between native English speakers and Chinese scientists，and assist Chinese graduate students in enhancing their English academic writing skills. The study focuses on the structure, linguistic features, and the use of verb tenses and passive voice in abstracts. A sample of 80 abstracts was randomly selected from various fields, including theoretical and applied natural sciences. The abstracts were categorized into four sections—introduction, methods, results, and conclusion—and were analyzed using statistical software SPSS for frequency calculations and Chi-square tests. Linguistic features including verb tense, passive voice, modal verbs, first-person pronouns, and section length were compared between translated abstracts (Ta) and authentic English abstracts (Ea), as well as between original Chinese abstracts (Ca) and their translations (Ta).

The results indicate that Chinese authors tend to be more verbose in the introduction and less structured in the conclusion compared to their English counterparts. Chinese writers favoring the present simple tense more frequently than the past tense, contrary to the English abstracts. The use of passive voice was also more prevalent in English abstracts than in translated abstracts

The conclusion highlights the need for tailored educational materials that address the specific linguistic challenges faced by Chinese graduate students when writing in English. Understanding these differences is crucial for improving the clarity and effectiveness of academic communication across languages.

**Keywords:** Abstract Analysis, Linguistic Features, Academic Writing, Verb Tenses, Passive Voice