**Abstract:**

In order to develop Chinese graduate students in their English academic writing courses, this essay delves into the linguistic differences which often occur in abstracts written by native English and Chinese scientists. A sample of 80 abstracts, including EA, TA, and CA, was collected from a diverse range of fields, involving in natural science, social science, medical science, and economy. Applying Bhatia's model, the abstracts were divided into four distinct sections—Introduction, Method, Results, and Conclusion, each of which were applied to different colors to be clarified. The linguistic features which characterize the nature of each section were identified from the comparisons between Ta and Ea. Utilizing the data-processing method, the Statistical Package for the Social Sciences, we conducted a statistical analysis, getting the result that Chinese authors tend to express more in the introduction and occasionally misplace elements intended for the conclusion. A significant difference in verb tense usage between Chinese (Ta) and native English (Ea) abstracts was observed, with Chinese writers underutilizing the past tense compared to their English counterparts. The study also highlights the conservative use of passive voice in Chinese abstracts, possibly due to the influence of the Chinese language, which is less focused on form. The findings underscore the necessity for tailored academic writing courses to enhance Chinese graduate students’ understanding of English academic conventions. Further research is recommended to explore the underlying reasons for these linguistic preferences in depth, providing a more compelling explanation.

**Keywords:** Academic Writing, Abstracts, Linguistic Differences, Comparative Analysis, Research Papers