The linguistic characteristics of academic abstracts are significant for effective communication in scholarly discourse. This study tries to distinguish the differences in abstracts written by Chinese and native English scientists. This study aims to improve the quality of English writing among graduate students by examining abstract sections and linguistic features through dual contrastive analyses. The study compared translated English abstracts (Ta) with native English abstracts (Ea) and Ta with the original Chinese abstracts (Ca) to identify differences and similarities in writing styles. The analysis showed that Chinese writers tend to be more detailed in the introduction, possibly due to the absence of standardized abstract guidelines in some Chinese journals, which can result in an unbalanced distribution of information. The study also showed variations in verb tense usage, with Chinese writers preferring the simple present tense, unlike the prevalent past tense in Ea. Furthermore, Ea abstracts use the passive voice more frequently than Ta, suggesting an influence of Chinese language habits that typically employ fewer passive constructions. The research concludes that Chinese writers need a deeper understanding of the nuances of English writing and the structural differences between the two styles. To address this, the development of teaching materials that focus on balanced content distribution, appropriate verb tense usage, and effective passive voice application is highly recommended. The findings also stress the need for further research into the cultural and linguistic factors and other aspects that may influence abstract writing to provide a more comprehensive understanding and effective academic communication across languages.

Keywords: Abstract Structure, Comparative Analysis, Academic Writing Enhancement