**Abstract:**

In an era where global scholarly exchange is paramount, the clarity of academic communication is essential. This study aims to explore the linguistic and cultural differences in abstracts from Chinese and English scientific journals, focusing on how these variations influence the clarity and reception of research findings.The study's goal is to provide a detailed comparative analysis of abstracts, examining the use of verb tenses, passive voice, modal verbs, and the length of sections to reveal the distinct academic writing conventions between native English and Chinese scientists.A stratified sample of 80 abstracts, evenly distributed across 20 disciplines, was selected. These were categorized into three groups: authentic English abstracts (Ea), translated abstracts (Ta), and original Chinese abstracts (Ca). The analysis was structured around Bhatia's model, with linguistic features identified and compared. SPSS was utilized for statistical analysis, revealing significant disparities in linguistic usage.The comparative analysis disclosed that Chinese abstracts tend to have more extensive introductions and a higher rate of section omissions. A marked difference in the application of past tense and passive voice was observed, with Chinese abstracts using these elements less frequently than English abstracts. These findings suggest a need for greater awareness of English academic writing conventions among Chinese researchers.The study concludes that there is a pressing need for targeted educational initiatives to improve the academic writing skills of Chinese graduate students. It highlights the importance of understanding and adopting English academic writing conventions for effective international scholarly communication. The paper also calls for further research to develop pedagogical strategies that can harmonize Chinese and English academic writing practices, promoting a more inclusive and impactful global academic dialogue.

**Keywords:**

Academic abstracts, linguistic features, structural differences, double contrastive analyses,educational materials