**Abstract:**

To help Chinese graduate students improve their English academic writing, this paper compares the linguistic differences in abstracts written by native English scientists and Chinese scientists. It examines the contexts in which abstracts are used and their common structures to provide a comprehensive understanding of effective abstract writing.The research begins by collecting sample abstracts from 20 fields, including theoretical and applied natural sciences, social sciences, medical sciences, and economics. For each field, two types of abstracts are selected: one written in English by native speakers (EA) and one translated from Chinese to English (TA). This ensures a balanced comparison on similar topics, allowing for an accurate analysis of linguistic differences.In data collection and processing, the study uses Bhatia’ model, dividing each abstract into four sections: introduction, methods, results, and conclusions. Different colors are used to mark these sections, with red for introductions, black for methods, green for results, and blue for conclusions. This visual coding facilitates a clearer analysis of structural differences between the abstracts. Additionally, SPSS statistical analysis ensures rigorous and reliable results. In summary, the possible causes of these outcomes need further study. Future research could explore additional factors contributing to these linguistic differences, such as cultural influences on writing style and academic training impacts. Well-prepared course materials and specific, detailed data are crucial for helping graduate students grasp linguistic differences in academic writing. These resources aid in understanding structural and stylistic nuances of English texts and enhance students' ability to convey research findings effectively.

**Keywords:** Abstract writing, linguistic differences, English and Chinese scientists, academic writing, passive voice usage