**Abstract**

In academic writing courses for Chinese graduate, understanding the linguistic differences in abstracts written by native English speakers and Chinese scientists is significant. This study conducted a double contrastive analysis on 80 abstracts from various fields, comparing translated English abstracts (TA) with native English ones (Ea) and Ta with their original Chinese versions (Ca). The analysis followed Bhatia’s (1993) model, examining sections such as introductions, methods, results, and conclusions. Additionally, it focused on linguistic features like verb tense, passive voice, modal verbs, and pronoun usage.

The findings demonstrate that the Chinese authors tend to place greater emphasize on the introduction section compared to their English-speaking colleagues, who distribute their focus more evenly on all sections. Notable differences were observed in the use of verb tenses and passive voice, reflecting a deeper linguistic and cultural divergence. For instance, Chinese abstracts frequently employ the present simple tense in the introduction, whereas English abstracts prefer a combination of present simple and past tenses. Moreover, English abstracts exhibit a higher frequency of passive voice, particularly in the methods section, highlighting different stylistic preferences. The study also revealed that Chinese authors often include more detailed background information in the introduction, which might be more appropriated placed in the conclusion. These discrepancies suggest the necessity for tailored teaching materials that address these specific differences, helping Chinese students understand the subtleties of English academic writing. Such resources would not only improve their writing skills but also enhance their ability to communicate research findings effectively in an international context. Therefore, it is essential to develop teaching materials that cater to these needs to improve the English writing proficiency of the target learners.

Key words: linguistic analysis, academic writing, Chinese and English abstracts, contrastive analysis, structural differences