Abstract: To elevate the quality of academic writing in a graduate-level English composition class, a thorough examination was undertaken focusing on the structural elements and language features of scholarly texts. This research adopted a comparative methodology, examining the English translations of Chinese abstracts (Ta) against abstracts originally written in English (Ea), and also comparing these translated versions (Ta) back to their original Chinese texts (Ca). The results exposed both unique and common features across the abstracts under scrutiny, especially regarding the use of rhetorical devices, verb tenses, and narrative voice. These discoveries highlight the necessity for Chinese writers to gain a deeper understanding of the nuances of English prose and to recognize the inherent differences in the structural conventions of the two languages. Hence, it becomes essential to devise educational tools that are uniquely designed to meet these precise demands, focusing on elevating the English writing capabilities of the designated student body.

Key terms: Structural elements, language features, comparative analysis