English abstract is a vital part in scholars’ academic endeavors, determining the desire of readers to read on. This research paper presents a contrastive analysis of linguistic differences in English abstracts from research papers published in both Chinese and English academic journals. The primary objective of this study is to bridge the linguistic gap often encountered by Chinese graduate students in English academic writing courses. The study begins with a methodical collection of 80 abstracts, evenly divided across 20 diverse fields within the realms of natural sciences, social sciences, medical science, and economics. A comparative framework was established to evaluate authentic English abstracts (Ea), abstracts translated from Chinese to English (Ta), and the original Chinese abstracts (Ca). Each abstract was meticulously dissected into four distinct sections—introduction, methods, results, and conclusions—following Bhatia’s model, with color-coding to differentiate each section. A stark contrast was observed in the frequency and distribution of IMRC sections between Ea and Ta, revealing a tendency among Chinese writers to elaborate more in the introduction section and less in the conclusion, possibly due to the lack of standardization on abstract in China. Also, the use of verb tenses in Ta deviated from Ea, indicating a need for greater sensitivity to the nuances of tense usage in English abstracts. Furthermore, the study highlighted the underutilization of passive voice in Ta compared to Ea, suggesting a cultural and linguistic transfer effect from Chinese, which is less inclined towards passive constructions. The findings conclude by underscoring the significance of tailored academic writing courses that address these disparities, providing Chinese graduate students with a deeper understanding of English academic writing conventions. More course materials enriched with concrete examples and comparative analyses are required to enhance results.

**Keywords:** Academic Abstracts; Contrastive Linguistics; English Academic Writing; Chinese Graduate Students; Linguistic Analysis