**Abstract:**

This study conducts a contrastive analysis of abstracts in research papers from Chinese and English journals to identify linguistic differences and provide insights for Chinese graduate students in academic English writing. A sample of 80 abstracts from 20 different fields was collected, with 40 being 'authentic English abstracts' (Ea) written by native speakers and 40 'translated abstracts' (Ta) originally written in Chinese, exploring their structure and linguistic features. The researchers divided the abstracts into four parts according to Bhatia's model and used SPSS for statistical analysis, including frequency calculations and Chi-square tests. The results indicate that Chinese authors tend to be more verbose in the introduction section and may omit or miss out on other sections possibly due to the lack of standardized abstract requirements in some Chinese journals. A significant difference in verb tense usage between Ea's and Ta's was observed, Chinese writers are less adept at using verb tenses and passive voice , which are more prevalent in Ea’s. The study also found a higher frequency of passive voice in Ea's compared to Ta's, suggesting cultural and conceptual differences in academic writing. The conclusion highlights the need to use targeted curriculum materials with concrete data to bridge these language gaps and help graduate students understand the nuances of academic writing in English. It will also be helpful for them to have a deeper insight into the subtle meaning that the English texts reveal. Further research is recommended to explore the potential causes of these differences to enhance the writing skills of non-native English speakers in academic settings.

**Keywords:** Contrastive Analysis, Abstracts, English and Chinese Journals, Academic Writing, Linguistic Features