The aim of this study is to enhance the quality of graduate English writing courses by examining the linguistic characteristics and structural differences in English abstracts. A dual comparison approach was employed, examining 80 abstracts across 20 fields, comparing the abstract (Ta) translated into English with the abstract (Ea) of native English speakers and Ta with the original Chinese abstract (Ca). The abstracts were meticulously segmented into four sections—introduction, method, results, and conclusion—each color-coded for distinct analysis using Bhatia's model. Linguistic features, including verb tense, passive voice, modal verbs, first-person pronouns, and syntactic structures, were identified and compared. Statistical analysis using SPSS revealed that Chinese abstracts (Ca and Ta) tend to be more verbose in introductions and less frequent in the use of passive voice compared to English abstracts (Ea). The study also highlighted a significant proportional difference in verb tense usage between Ta and Ea, suggesting a need for graduate students to grasp the nuanced application of English tenses. This study reveals the linguistic and structural differences between English abstracts and their native language counterparts and emphasizes the importance of abstract writing in academic research , advocating for course materials that provide concrete examples and targeted exercises to enhance the English writing proficiency of graduate students. The paper concludes that while graduate students understand basic grammatical rules, they require deeper insights into the functional use of language in academic contexts. Further research is recommended to explore the cultural and linguistic factors influencing these writing patterns and to develop effective pedagogical strategies.