**Abstract**：

This study delves into the complexity of academic writing through a double comparative analysis of research paper abstracts. It examines the sections and linguistic features of translated English abstracts (Ta) in comparison to both native English abstracts (Ea) and their original Chinese counterparts (Ca). The aim is to improve graduate students’ writing skills in English academic programs by identifying the differences and consistency in structure and language use between the two languages. The research methodology involved a meticulous selection of 80 abstracts from various fields, categorized into Ea, Ta, and Ca. Using Bhatia’s model, the abstracts were segmented into introduction, method, result, and conclusion sections. A detailed analysis was performed to identify the linguistic characteristics, including verb tense, passive voice, modal verbs, and syntactic structures. The findings suggest that Chinese writers tend to elaborate more in their introductions and show differences in the use of verb tenses, especially present and past tenses, compared to native English speakers. The study reveals a significant difference in the frequency of passive voice usage between Ta and Ea, suggesting a need for Chinese writers to further grasp the subtleties of English writing, especially in the method and result sections. The study concludes with the necessity for the development of educational materials that address these identified gaps. It emphasizes the importance of providing graduate students with a deeper understanding of English writing nuances and the structural differences inherent in academic abstracts. The ultimate goal is to equip learners with the skills to effectively communicate their research in the global academic community.

**Keywords**: Academic Abstracts, Linguistic Analysis, Contrastive Study, Writing Proficiency, Educational Materials Development