**Abstract:**

This study presents a contrastive analysis of abstracts in research papers published in both Chinese and English journals, aiming to identify linguistic differences and provide insights for Chinese graduate students in their English academic writing. The research focuses on the abstracts of journal articles, which are crucial for academic communication. The abstract is defined as a concise representation of a document's content, highlighting its importance as a mini-version of the paper. A total of 80 abstracts were randomly selected across various fields, including theoretical and applied natural sciences, social sciences, medical science, and economics. These abstracts were categorized into authentic English abstracts (Ea), translated English abstracts from Chinese (Ta), and original Chinese abstracts (Ca). The analysis was conducted using Bhatia's model, dividing each abstract into four sections: introduction, method, results, and conclusion, each color-coded for distinction. The study employed statistical analysis using SPSS, calculating frequencies and generating visual representations to compare the linguistic features of Ta and Ea, such as verb tense, passive voice, modal verbs, first-person pronouns, and section lengths. A contrastive analysis revealed that Chinese writers tend to be more verbose in the introduction section and less standardized in the abstract structure compared to native English speakers. Additionally, the study found significant differences in the use of verb tenses and passive voice between Ta and Ea, suggesting a lack of awareness among Chinese writers regarding the nuanced use of these linguistic elements. The research concludes that there is a need for well-prepared course materials with concrete data to help Chinese graduate students understand the intricacies of English academic writing. Further investigation into the underlying reasons for the observed differences is recommended to provide a more convincing explanation.

**Keywords:** Contrastive Analysis, Abstracts, Academic Writing, Linguistic Differences