The paper explores the differences of linguistic and structural patterns from Chinese and English research papers’ abstracts. The research aims to help Chinese graduate students in enhancing their English academic writing skills by understanding the subtle distinctions of abstract construction in both languages. The sample consist of 80 abstracts, including authentic English abstracts(Ea), translated abstracts from Chinese(Ta), and the original Chinese abstracts(Ca). To satisfy the aims, a four-part structure analysis based on Bhatia’s model is used. Meanwhile, we use color-coding to distinguish different sections of an abstract. Linguistic features such as verb tense, passive voice, modal verbs, first-person pronouns, and section lengths are scrutinized. Through SPSS, it revealed significant differences in the frequency and use of linguistic elements between Ea and Ta, as well as between Ca and Ta. Results show that due to the lack of standardized abstract requirements in some Chinese journals, Chinese authors tend to provide more extensive introductions thus it could cause the sacrifice of other sections. And Chinese authors use past tense less, reflecting a possible lack of awareness of tense subtleties. The use of passive voice is more prevalent in Ea, suggesting a cultural or experiential influence on writing style. The study concludes that a well-prepared course with concrete data is essential for graduate students to grasp the differences in academic writing between Chinese and English. It also conveys that further research is needed to convincingly explain the observed disparities. This paper contributes to the broader understanding of academic writing conventions and provides a foundation for improving cross-linguistic academic communication.

Key words: Abstract Analysis, Academic Writing, Linguistic Features