**Abstract:**

This study conducts a comprehensive contrastive analysis of research paper abstracts from both Chinese and English academic journals, aiming to support Chinese graduate students in enhancing their English academic writing skills. The primary objective is to pinpoint linguistic differences between abstracts written by native English-speaking scientists and those translated from Chinese. The study sample comprises 80 abstracts: 40 authentic English abstracts (Ea) and 40 abstracts translated from Chinese to English (Ta). Each abstract is dissected into four sections—introduction, methods, results, and conclusion—following Bhatia’s (1993) model. Key linguistic features such as verb tense usage, passive voice frequency, and section length were scrutinized.

The findings indicate significant structural and linguistic differences between Chinese and English abstracts. Chinese authors typically produce more detailed introductions but less comprehensive methods and results sections. Moreover, there are distinct patterns in verb tense usage: Chinese abstracts often employ the present simple tense in the introduction section, while English abstracts display a more balanced use of various tenses across all sections. Furthermore, passive voice usage is markedly less prevalent in Chinese abstracts, particularly within the methods section, suggesting an influence of native language structures on English writing.

The study underscores the necessity for specialized instructional materials and targeted training to help Chinese students grasp these linguistic subtleties, thereby improving their English academic writing proficiency. These resources will not only enhance their writing skills but also improve their ability to effectively communicate research findings in an international context. Further research is recommended to delve deeper into the causes of these linguistic differences and to develop more effective teaching strategies.Ultimately, this research highlights the critical need for academic writing support tailored to the specific challenges faced by Chinese graduate students, aiming to bridge the gap between their native linguistic tendencies and the conventions of English academic discourse. By developing these skills, students can more effectively communicate their research findings to an international audience.

**Keywords:**

Contrastive analysis, academic writing, research paper abstracts, linguistic features, Chinese journals, English journals, verb tense, passive voice.