**Abstract:**

To enhance the quality of abstract writing in graduate English courses, it was employed a dual contrastive analysis. It examines linguistic features and structural components of translated English abstracts (Ta) in juxtaposition with native English abstracts (Ea) and the original Chinese abstracts (Ca). The study uncovers distinct patterns and commonalities in the use of moves, tenses, and voices, underscoring the necessity for Chinese writers to gain a profound understanding of the subtleties inherent in English academic writing. It also emphasizes the structural disparities between Chinese and English abstracts. The findings advocate for the development of pedagogical materials tailored to equip Chinese learners with the proficiency to excel in English writing. This study serves as a pivotal guide for educators to refine teaching strategies and curricula, thereby enhancing the abstract writing proficiency of graduate students.

**Key words:**

Sections, linguistic features, double contrastive analyses