English-language abstracts are crucial to scholars' academic endeavours. Understanding the current linguistic differences often found in abstracts written by native English-speaking scientists and Chinese scientists will be beneficial in helping Chinese graduate students improve their English student writing skills.

The purpose of this study is to conduct a comparative analysis of research paper abstracts published in Chinese and English journals. By identifying key linguistic features in the abstracts, it will help Chinese postgraduate students in their English academic writing courses.

To further the study, samples of abstracts were randomly selected from 20 different fields, including theoretical and applied sciences, social sciences, medicine, and economics, and English abstracts written by native speakers in each field were analyzed in terms of the common structure of abstracts, which usually consists of Problem-Methodology-Results-Conclusion, as well as the variants proposed by scholars such as Snows, Sanitoes, and Teapett. The findings suggest that there are unique linguistic patterns and differences between Chinese scientists who are native speakers of English and Chinese scientists who are native speakers of English in writing abstracts. These findings are expected to provide valuable insights for Chinese graduate students to improve their English academic writing skills, especially the ability to write abstracts effectively.

In conclusion, this study provides a comparative analysis of the linguistic features of Chinese and English research paper abstracts, thus contributing to the promotion of academic communication between Chinese and foreign scholars. Carefully prepared course materials allow graduate students to understand the differences between the two languages in academic writing. It will also help them to develop a deeper understanding of the subtle meanings revealed in English texts.